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# FOREST HILL SCHOOL

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## EDUCATIONAL VISITS' (SCHOOL JOURNEY) POLICY

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*January 2018*

*Review: as required, or if a situation occurs  
which necessitates amendment*

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## Background

Forest Hill School recognises that school visits/journeys are an important and beneficial component of a young person's education.

We are keen to ensure that our young people have access to a variety of experiences and opportunities outside the classroom, as in the process they will develop independence, self-confidence and responsibilities that, combined with new knowledge, may impact positively on standards achieved in the classroom.

Educational visits are invaluable in developing social education and citizenship and in promoting a healthy and active lifestyle. To achieve this we recognise the additional time, energy and commitment given by our teaching staff. However, visits and journeys, while rewarding are often exhausting and carry with them a tremendous responsibility! Recent tragedies and consequent legislation have reinforced the need to ensure all visits/journeys are thoroughly organised, structured and supervised.

The guidelines and procedures within this handbook aim to provide organisers, leaders and staff with support and advice to help them meet their responsibilities.

All guidelines and procedures contained within the handbook comply with Lewisham LA's policy called **There and Back Again** and the DFE Guidelines on Health & Safety of Pupils on Educational Visits (HASPEV).

**As a school we are fully compliant and follow the updated Lewisham policy 'There and Back Again' 2017. This policy is comprehensive and relates to National Guidance.**

The school follows national guidance from the OEAP website and key documents relating to the threat of terrorism have been downloaded from the site. Consultants used are Wide Horizons Educational Trust.

National guidance for the management of outdoor learning, off-site visits, and learning outside the classroom.

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"Life is not a problem to be solved, but a reality to be experienced"  
Soren Kierkegaard

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### Latest news

- Making for a provider's risk assessments
- Amphibious emergency exit registers
- Visits and the threat from terrorism - updated 15th September 2017
- Group safety in water margins
- Making inclusive parks
- Learning outside and off-site visits, self evaluation using the Ofsted Framework
- National Guidance Home Page
- Revised Provider Statement
- Visits and the threat from terrorism - updated
- Visits and the threat from terrorism

### OEAP Training

**EVC Training**  
National Courses for your role as visit coordinator in your school.

**Work Leader training**  
Specific courses to ensure your visits are well planned and delivered Inspiring Activities.

**Learning Cards**  
Outdoor Learning Cards (OLC) and Environmental Learning Cards (ELC) to allow your staff to take your curriculum outdoors.

For more information visit OEAP Training.

### Top 10 downloads

- 4.36 Ratio and effective supervision
- 4.32 Consent
- 5.3a Visit Leader Check List
- 5.3b How to write an establishment visit policy
- 6a FAQs: Visits and the threat from terrorism
- 3.2g Ketting and Enclosure and Barriers Service (BSU) Checks
- 5.3a EVC check list
- 4.2a Group management and supervision
- 1a Glossary and Definitions
- 1c Status Report and National

Both are available from the EVC who, on behalf of the Governors and Headteacher, will be responsible for the co-ordination of the planning and management of all educational visits led by school staff. All documents can be found at:

<https://connect.foresthillschool.co.uk/staff/educationalvisits/SitePages/Home.aspx?RootFolder=%2Fstaff%2Feducationalvisits%2FShared%20Documents%2FEducational%20Visits%20Documents%202018&FolderCTID=0x01200024430113C7D02F44847BC3317F98C308&View=%7B2A4CA896%2D33A2%2D4D0D%2D9B4C%2D247A3AE5D0DA%7D>

## Introduction

Forest Hill strongly believes in the value of education outside the classroom. Our long tradition of participation in Educational Visits is reflected by the considerable number of residential visits and countless non-residential visits that take place every year.

We firmly believe that school visits allow pupils to develop independence, team skills, encourage healthy lifestyles and provide opportunities that pupils may not otherwise have. Many educational visits are more directly linked to the academic curriculum such as Language visits or participation in Science events.

However, given the current financial climate and within the context of 'rarely cover', we have to strike a balance to ensure that other areas of the curriculum are protected. Sometimes proposed educational visits are not possible for reasons of cover or because they are not in the best long term interests of students. Therefore, visits that send teaching staff out with only a very few students or the unplanned visit which is a 'fantastic last minute offer', will not necessarily be given approval.

Another issue to consider is inclusion and visits that are designed for wide student participation better meet this requirement as well as very often being better value for money.

Taking any students out on an educational visit, be it to Mayow Park or Barcelona, is an enormous responsibility which experienced Party Leaders well understand and rise to without question. This handbook is designed to not only be a source of reference for experienced Party Leaders, but to provide guidance for less experienced staff who want to take pupils out.

Please remember that all our protocols meet the requirements of ***There and Back Again***, which is Lewisham LA's policy and handbook. The LA work under the National Guidance. Details of the National Guidance can be found at: [www.oeapng.info](http://www.oeapng.info)

## Legal Context

Under the H&S act Lewisham Council is responsible for the health, safety and welfare of employees and students. There is a legal requirement to:

- Assess risk (carry out risk assessments)
- Introduce control measures
- Tell employees about control measures

There is a legal requirement that employees:

- Take reasonable care of their own and others' safety
- Co-operate with employers over health and safety matters
- Carry out activities in accordance with training and instructions
- Inform employers of any serious risks

Responsibility for carrying out duties is delegated to Headteachers who need to ensure that a scheme of delegation is in place.

As a school we have to comply with this legislation and ensure that we are following Lewisham's policy in ***There and Back Again***.

### **The Headteacher**

The Head should ensure that off-site activities comply with the procedures in ***There and Back Again*** and where relevant, the agreed procedures of the Governing Body.

#### **Key Tasks**

- Appoint, or undertake the functions of, an Educational Visits Coordinator and inform the Service;
- Ensure that the EVC has attended a Service approved training course;
- Delegate approval of defined visits to the EVC as agreed by the Governing Body;
- Support staff development of leadership competence through continuous professional development;
- With advice from the EVC, appoint party leaders and additional staff who are sufficiently experienced and competent to assess and manage the risks with regard to the group and planned activity;
- Ensure that risks have been assessed, significant risks recorded and appropriate safety measures are in place and that all parties are aware of the assessments and ensure that all staff understand and comply;
- The final planning checklist is completed and all supporting documents are completed before the journey takes place;
- Formal approval is given to each journey or visit;
- Comply with LA monitoring arrangements and agree with the EVC a programme for monitoring off-site visits.

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

Every school and service must have a designated Educational Visits Coordinator (EVC). This may be the Head Teacher or a senior teacher/manager who in the view of the Head is competent to undertake delegated tasks.

#### **Key Tasks**

- support the Head/key service manager with approval;
- approve delegated visits;
- assign competent people to lead or otherwise supervise a visit;
- support the party leader with advice and guidance on generic risk assessments;
- review and approve the risk assessment produced by the party leader and team for each visit;
- organise the emergency arrangements and ensure there is an emergency contact for each visit;
- keep records of individual visits including reports of accidents and 'near-accidents' (sometimes known as 'near misses') following the Service's procedures as outlined in the H&S Manual;
- review systems and, on occasion, monitor practice;
- ensure CRB checks are current for all accompanying staff and an appropriate child protection risk assessment is in place when parents/volunteers accompany visits.

### **The Party Leader**

The Party Leader has overall responsibility for the supervision and conduct of the visit or activity and should be approved by the Head or governing body.

#### **Key Tasks**

- complete a written curriculum plan or planner for the visit;

- obtain the approval of the Head or EVC before any off-site visit or activity takes place;
- assess the reasonably foreseeable risks involved and draw up or amend as appropriate any previously recorded risk assessment;
- oversee the safe conduct of each visit, paying particular attention to on-going risk assessments and changing circumstances;
- ensure that all other members of staff and voluntary helpers are aware of their responsibilities and have the appropriate training and experience to undertake their assigned roles;
- consider the planning checklist to ensure that all procedures have been followed;
- inform parents about the visit and gain their consent, where appropriate.

### **Summary**

To comply with legislation there has to be a clear scheme of delegation, which means that there needs to be complete clarity about responsibilities. Visits need to be formally approved. This is to ensure that risk has been managed and people are aware of their responsibilities.

### **Organising an Educational Visit**

Before doing anything else, see the EVC to discuss the possibility of the proposed visit going ahead. Many visits are very clear in their intention and there is not much to discuss. However, for other visits, especially residential ones, there are a number of issues to think about, which are addressed in the following sections.

#### **Staffing**

The Party Leader would normally be a qualified teacher with previous training/knowledge or experience appropriate to the planned visit/journey.

Accompanying staff should have reasonable experience and skills related to the activity to be undertaken and be expected to fulfil a specific role in relation to the 'objectives' of the visit/journey.

On extended/residential visits/journeys it is essential that the Party Leader has some say in forming the 'team' of staff they will have to work with. This should be in consultation with the Educational Visits Coordinator and Cover Coordinator.

The following criteria may be a useful guide when considering the make-up of the 'team';

- I. previous/relevant knowledge/experience/skills
- II. professional development
- III. First Aid trained
- IV. authorised Driver (mini bus)

On overseas trips in particular it is recommended that a senior member of staff forms part of the 'team'. However a good team will consist of staff who have a range of hard, soft and management skills, e.g. life saving/swimming ability for water-based activities; mountain leadership qualifications; fluent in Modern Language for exchange visits; counselling/pastoral skills, expertise, interests; experience of managerial and organisational considerations etc.

### **Forest Hill Policy re staff-to-pupil ratios**

#### **Residential visits**

The actual number of adults to pupils should be arrived at by careful consideration of the programme and proposed activities. Although there is no legal formula for adult to student ratios at Forest Hill School we use the following:

- Normally trips within the UK would be staffed at a ratio of 2:30 (1 additional responsible adult for every 15 additional pupils)
- There would normally be at least one male responsible adult for all male groups
- There would normally be at least one female responsible adult for mixed groups
- Trips abroad would normally be staffed at ratio of 1:10 (minimum two responsible adults)
- All trips except small number of 16-19 year olds would normally be accompanied by a minimum of 2 responsible adults

### **UK day visits**

The normal minimum ratio for day visits in the UK is 2:30 (1 additional responsible adult for every additional 15 pupils)

### **NQTs & graduate teachers**

Newly Qualified Teachers can go on school trips and can have a supervisory role. However, they cannot normally be a group/party leader and cannot take pupils on trips alone.

## Financial considerations

### Costings

All school visits must be self-financing and all financial matters must go through the school accounting systems as they are subject to external auditing procedures.

- Prior to any letter going home the party leader must fully cost the visit.
- Party leaders must calculate the cost of visits accurately and make it very clear to parents what is included in the cost e.g. travel, insurance, entry, board and lodging, activities etc.
- Pupils must not be excluded from trips on financial grounds alone so initial letter to parents should include a phrase similar to:

To assist in planning and organisation always request a 'significant' deposit and make it clear that this is non-refundable. It is vital that you know which pupils are committed to the visit at an early stage of organisation/planning.

### Collecting Money

Once a visit has been agreed by the EVC the party leader should open an account with the school finance team. The team will then keep an on-going record of all monies deposited and debit cash accordingly.

Please encourage pupils to bring monies in an envelope with their name, visit details and teacher's name on the front. Cheques should be made payable to Forest Hill School. When pupils bring their first instalment for a visit they should go to the teacher in charge with their forms, the teacher then sends the pupil(s) to the finance team with a note and the note must clearly state the pupil name and the visit and must be signed by the teacher. For subsequent payments pupils must pay monies directly to the school office rather than via teachers, reducing work load and risk of monies being mislaid or lost!

However, it is extremely important that pupils do not hand their paperwork over to the finance team—as they are not responsible for collecting this. Staff must collect the paperwork themselves but must not accept money from pupils directly.

### Accounting

All party leaders are responsible for producing accounts for visits which must indicate income and expenditure (supported by receipts). The Finance Officer will require party leaders to complete a pro-forma to account for all monies.

### Grants

For residential visits pupils on certain benefits are entitled to a grant to cover the board and lodgings cost of visits. Forms (**FORM 8**) are available from the finance team and should be returned by parents as soon as possible with the appropriate supporting documentation. Pupils who are entitled can only have one grant per year.

### Insurance

As employees of Lewisham LA, all staff are covered by liability insurance. However, in many cases, **School Journey Insurance** is also needed. This is most certainly the case for any residential visit in the UK or abroad and for some other types of school visit. Please discuss this with the EVC and read the relevant section of **There and Back Again**. The finance team will organise School Journey Insurance but the cost has to be met by the pupils.

<b>a) UK RESIDENTIAL VISITS</b>	UK TRAVEL INSURANCE IS COMPULSORY
<b>b) RESIDENTIAL ABROAD EU DAY VISIT WORLDWIDE RESIDENTIAL</b>	Travel and medical are compulsory and <u>must</u> include <u>repatriation</u> costs. A good policy will also have an inclusion for parents and approved personnel to travel out and accompany seriously ill, injured or hospitalised pupils/staff.
<b>c) HAZARDOUS ACTIVITIES</b>	These include caving, climbing, trekking, horse riding, skiing, water sports etc and by the nature of the activity present a high risk. Insurance companies must be notified if such activities are to be undertaken and premiums will reflect this increased risk. <b><u>UNDER NO CIRCUMSTANCES SHOULD SUCH ACTIVITIES BE UNDERTAKEN WITHOUT ADEQUATE/APPROPRIATE INSURANCE COVER HAVING BEEN TAKEN OUT IN ADVANCE.</u></b>

## Risk Management

### Summary

- **Programme Plan (Form 2)** – In order to assess risk, you need to know what you are assessing. The risk assessment stems from the programme plan.
- **Risk Assessment (Form 5)** – Identifies significant hazards and control measures. There needs to be one for each visit but it can be drawn from generic risk assessments or a risk assessment for a specific trip, e.g. Aber, may be used but it might need amending. Generic Risk Assessments can be found on FHS Connect in the Educational Visits folder.
- **Approval Checklist (Form 1)** – needs to be completed to ensure relevant paperwork is in place and risk assessment is adequate. This must be signed to show that formal approval has been given. This document is an auditable document and is needed to provide evidence that the necessary risk management procedures have been adhered to.

Below is more detailed advice on managing risk and it is important that less experienced staff read this thoroughly before being part of an educational visit. It is the Party Leader's responsibility to ensure that the Responsible Adults in her/his group have read and understood this.

### Please note

A risk assessment must be completed for all trips, residential and day (Form 5). For residential visits the risk assessment must be completed before the visit is considered by the EVC. It will of course need to be revisited before the visit takes place.

### Five points to remember when completing the Risk Assessment

#### Do not be Over Complicated

Use common sense and check you have taken reasonable precautions to avoid injury

#### Look For The Hazards

concentrate on the significant ones which could cause serious harm or affect several people  
conduct the risk assessment in collaboration with accompanying staff  
include pupils at significant risk e.g. pupils who suffer from particular health or SEN needs

#### Decide Who Might Be Harmed - and how

#### Evaluate The Risks

are existing precautions OK or does more need to be done?  
is the remaining risk high, medium or low (keep risk as low as possible)?

has relevant law been complied with?  
have school/LA guidelines been complied with?

### **Review The Risk Assessment**

before the visit takes place  
during the visit itself

### **Risk Assessment – An ongoing responsibility**

The LA publication '*There and Back Again*', HASPEV chapter 2 paragraphs 37-46, and *Standards for LEAs in Overseeing Educational Visits* deal with risk assessment. A Risk Assessment (FORM 5) must be completed prior to all trips (Residential and Day), and any activities conducted and controlled by third parties must have their own Risk Assessments documented and supplied in advance of any trip departure. However, risk assessment does not end when the visit begins. Changes to the itinerary, changes to the weather, incidents (whether minor or major), staff illness – all or any of these may bring pupils face to face with unexpected hazards or difficulties and give rise to the need to re-assess risk. The group leader (and other adults with responsibility) will prepare ongoing risk assessments while the visit is taking place. These normally consist of judgements and decisions made as the need arises. They are not usually recorded until after the visit. They should be informed by the generic and visit or site specific risk assessments.

During residential trips it is good practice to have briefings each night to take stock and assess the circumstances for the next day, and to spend time early the next morning explaining arrangements to the pupils.

### **Check the local weather forecast**

to inform decisions on appropriate clothing  
to be aware of whether water activities might be in areas prone to flash floods, high winds etc  
to be aware of whether trekking or climbing at altitude might be subject to dramatic changes of weather; potential for fallen trees, avalanches etc

### **Seek local knowledge of potential hazards, e.g.**

tides  
rivers/streams prone to sudden increases in flow  
difficult terrain  
crossing points for road, rail or water  
unstable cliffs

### **Plan B?**

- good forward planning will always include alternative plans in case the itinerary needs to be changed
- a flexible itinerary can allow activities from later in the visit to be substituted for earlier activities if those are prevented by unexpected circumstances
- group leaders faced with potential difficulties will feel more confident to change the itinerary if a pre-assessed alternative is available
- regardless of whether alternatives have been pre-assessed, always take time to reassess risks if the itinerary changes
- on arrival at an alternative site or activity that has not previously been risk assessed, we recommend that the group leader should risk assess the situation before allowing the pupils to disembark from the transport
- an unknown location might involve hazards not covered in the original risk assessment, for example if the original intention to visit a land-only site has to be changed at short notice to a lake or seaside location

### **Behaviour problems, illness or injury**

- poor behaviour may be reduced by ensuring that all pupils are signed up to agreed standards of behaviour before (or at least at the beginning of) the visit.
- educational visits can be a good opportunity for school staff to get to know pupils away from the confines of the school. But the party leader should resist any temptation to accept lower

standards of behaviour. The different hazards that pupils may be exposed to away from the school will require them to observe standards of behaviour that are at least as high as, or higher than, in the classroom.

- if one adult has to give prolonged attention to one group member, the party leader should re-assess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his or her attention to the group.
- party leaders should trust their own knowledge of the young people and use their own professional judgement
- this may include challenging an activity leader where the group leader's knowledge of the group is superior, or intervening to prompt a change of plan.

## **EMERGENCY PROCEDURES (see also Appendix 1)**

### **Preparation**

It is good practice for the party leader to:

- agree an emergency action plan, which includes 24-hour (i.e. constant cover) contact points at the school/LA and clear roles for the party leader, school/LA contact, Head Teacher e.g. managing media interest, supporting parents of an injured pupil, transport arrangements etc
- ensure that all members of the group know what action to take if there is a problem
- hold evening briefings with supervisors to discuss issues for the next day
- spend time early the next morning explaining arrangements to the pupils
- hold, or ensure that other adults supervising the group hold, up-to date competence in first aid and other life saving competence as necessary for the activities e.g. Aber instructors
- ensure that all pupils' medical needs (e.g. asthma, diabetes, anaphylaxis) are known (**FORM 3A & 3B**) and that staff are competent to handle them
- be aware that some diseases are more common in some countries and know what preventative action to take and what to do if a group member becomes infected
- recognise that many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep
- if appropriate, advise group members about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea
- in warm climates, keep fluid levels high, take extra salt and wear loose, lightweight clothing – preferably made of cotton or other natural fibres – and use suitably factored sun protection creams and sun hats/glasses
- ensure that drivers take adequate rest breaks on long journeys
- ensure that all pupils understand and follow the Behaviour Contract (as agreed by parent/carer signing **FORM 4**)
- if abroad, know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.
- If abroad ensure that all staff and students have valid passports and EHIC cards
- Any student travelling on the consulates 'list of travellers' needs the correct paperwork that has been signed by the headteacher and has a school stamp.

### **Emergency procedures framework during the visit**

If an emergency occurs on a school visit the party leader should maintain or resume control of the group overall. The main factors to consider include:

- establish the nature and extent of the emergency as quickly as possible
- ensure that all the group are safe and looked after
- establish the names of any casualties and get immediate medical attention
- ensure that a teacher accompanies casualties to hospital with any relevant medical information, and that the rest of the group are adequately supervised at all times and kept together
- notify the police if necessary
- ensure that all group members who need to know are aware of the incident
- ensure that all group members are following the emergency procedures and the roles allocated to them – revise procedures and re-allocate roles as necessary
- inform the school contact and provider/tour operator (as appropriate). The school contact number should be accessible at all times during the visit
- details of the incident to pass on to the school 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 can be reassured; action taken so far; action yet to be taken (and by whom)
- according to the nature of the incident a sufficiently senior member of school staff contact should notify parents, providing as full a factual account of the incident as possible
- notify insurers, especially if medical assistance is required (this may be done by the school contact)

- notify the British Embassy/Consulate if an emergency occurs abroad
- ascertain phone numbers for future calls. Try not to rely solely on mobile phones
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence
- keep a written account of all events, times and contacts after the incident
- complete an accident report form as soon as possible. Contact HSE or local authority inspector, if appropriate
- no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Refer media enquiries to the school or LA
- no-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from the LA
- keep receipts for any expenses incurred – insurers will require these

## Advice on specific activities

### Coastal visits

The group leader will want to bear the following points in mind when assessing the risks of a coastal activity:

- tides, rip tides and sandbanks are potential hazards; timings and exit routes should be checked
- group members should be aware of warning signs and flags
- establish a base on the beach to which members of the group may return if separated
- look out for hazards such as glass, barbed wire and sewage outflows etc
- some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain are out of bounds
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to a safe distance from the cliff edge at all times – a "buffer zone" between the pupils and the hazard. Be aware that cliff falls can mean that cliff paths stop abruptly at the cliff edge
- the local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards

### Swimming on School Visits

#### Sea /lake/river swimming and paddling

Swimming and paddling in the sea, a river or in a lake is potentially an extremely hazardous activity and **must not be undertaken on any school trip**. The only exceptions are:

- (a) where it is the purpose of the school visit itself, and then only under strictly controlled measures that have been agreed with the **EVC** beforehand or
- (b) where the nature of the activity involves water sports (eg canoeing, sailing)

**YOU MUST NOT GIVE IN TO PRESSURE FROM PUPILS TO GO SEA/LAKE/RIVER SWIMMING OR PADDLING ON ANY SCHOOL VISIT UNLESS AN ARRANGEMENT HAS BEEN MADE WITH THE EVC BEFOREHAND AS IN (a) & b) ABOVE.**

#### Pool swimming

This can be undertaken with prior agreement with the **EVC**, but only where parents have given consent and where the following control measures are in place:

- The pool must be inspected by the party leader before swimming takes place; where there are obvious signs of lack of proper pool maintenance, swimming must not be allowed
- An onsite risk assessment should be carried out and appropriate control measures put in place before swimming is allowed
- Pupils should only be allowed to swim in water out of their depth **if they can confirm before the visit that they can swim at least 50 meters and this is supported in writing by their parents (FORM 3C)**

- **Under no circumstances should pupils be allowed to swim unaccompanied**
- **A qualified life saver must be on duty at all times.** This can be a member of staff, but is more likely to be pool staff.

## **Farm Visits**

Group Leaders should check the provision at the farm to ensure that:

- eating areas are separate from those where there is any contact with animals
- there are adequate clean and well-maintained washing facilities
- there is clear information for visitors on the risks and the precautions to take

*Ensure that:*

- there is adequate trained adult supervision wherever children can come into contact with animals and need to wash their hands
- all children wash their hands thoroughly immediately after touching animals and before any eating or drinking
- shoes are cleaned and then hands are washed on leaving the farm

*Never let pupils:*

- place their faces against the animals
- put their hands in their own mouths after touching or feeding the animals
- eat or drink while going round the farm
- eat or drink until they have washed their hands
- sample any animal foodstuffs
- drink from farm taps (other than in designated public facilities)
- touch animal droppings - if they do then wash and dry hands
- ride on tractors or other machines
- play in the farm area, or in other areas that are out of bounds such as grain storage tanks, slurry pits etc

## **Pupils with Special Needs**

The Disability Discrimination Act makes it unlawful for schools and LAs to discriminate against disabled pupils. A disability can be defined as "any on-going condition that impedes access to the curriculum". As well as the more obvious physical disabilities (wheelchair bound, hearing/visually impaired etc), consideration should be given to the many other forms of disability (Dyspraxia, Sickle Cell, Aspergers, Epilepsy etc.)

As far as possible we should always endeavour to include pupils with physical or educational special needs on schools trips, both day and residential. Pupils should never be excluded from a trip on grounds of their medical, physical or educational special need.

Where it is necessary to exclude a pupil from a school trip, we should be clear that the reason for excluding them is that it is not practicable to adapt the activities to be undertaken to suit the pupil. When planning the trip the group leader must assess the level of risk for both the special needs pupil and the risk to the rest of the group of taking the pupil with special needs. A risk assessment can lead to a pupil not going on a school trip where the risk involved precludes their attendance on health and safety grounds that cannot be reasonably overcome. Pupils with a disability should be taken into account when planning a visit. An example of this might be ensuring seating near the front for a visually impaired pupil or investigating the provision of a hearing loop for a hearing impaired pupil.

If you are considering not taking a pupil with special needs on a school trip, you must inform the EVC before any letters are sent home to pupils to discuss your concerns.

**The judgement about whether to take a pupil with special needs on a trip should be primarily based on risk assessment and not on the financial implications of them attending. Costs can however lead to a pupil with special needs not going, where the additional costs incurred are prohibitively high.**

## **Minibus Guidelines**

Driving a minibus is not the same as driving a car. It requires different knowledge, different skills and, because it involves carrying passengers, it carries different responsibilities. Only staff who have been independently assessed may drive the school minibuses.

## **Procedure for organisation of educational visits**

With the exception of sporting fixtures, all visits will fall into one of the three categories outlined below. No visit can leave school without the correct procedures being followed. The time that the visit happens is entirely irrelevant so evening theatre visits or Saturday workshops will still need to follow the correct procedures. Any activity outside of school hours that involves the students going out by themselves, for example to canvas members of the public or organisations for project work, falls into the category of Day Visits and should have the relevant paperwork completed in advance in the same way as a school trip.

The age and number of the students involved is also entirely irrelevant. Essential protocols will need to be followed regardless of whether the students are Year 13 or Year 7 and whether you are taking 4 or 40.

It cannot be stressed too highly that visits should be planned well in advance and approval sought as early as possible. With the pressures presented by the ever increasing demands of exams, forward planning is much more likely to result in a successful visit taking place. All residential visits have to be agreed the year before but best practice also sees departments planning day visits for the next academic year and getting them put into the school calendar, although obviously this is not possible for all visits. Tempting as some last minute offers are, it is important to realise that sometimes there is simply not sufficient time to organise a visit properly or that it is not in the best interests of the students

or the school. Approval for visits from the EVC must be obtained **before** cover and that this should happen at least three weeks before the planned visit takes place.

Occasionally, for a variety of reasons, staff organise visits but other staff actually accompany the students. The member of staff with the students is the Party Leader and even if they did not organise the visit, they need to be fully briefed and understand the risk assessment and emergency plan. Normally, this would be clear from the start but sometimes last minute changes can take place and this needs to be approved and thought through otherwise difficult and potentially unsafe situations can occur.

Visits fall into three categories:

- Visits during the day, visits after school, evening visits e.g. theatre, or a Saturday or Sunday visit, or a visit happening during holiday time
- Residential visit in the UK or abroad, day visit abroad, weekend residential visit
- Local visit during a particular lesson requiring no cover and not involving transport

### **Day visit in UK/Evening visit/Weekend day visit**

1. Before organising anything get approval for the visit from the EVC. Ensure this is done at least **three weeks** before the visit. If money is involved then organise this earlier.
2. Then get approval for cover.
3. If money needs to be collected, insurance organised and travel booked, the teacher needs to see Pat Upcraft with a list of pupils. Get Pat Upcraft to check costings.
4. Amend **Form 3b** which is a consent/contact details form giving the appropriate information in the box at the top of the form.
5. **Send Form 3b with a letter (which does not include a consent form) home to parents. If you are prepared to allow pupils to go home by themselves, you can only do this if you have the parents' permission. Use the top of Form 4 for this. Delete this box if all pupils are returning to school with you. Form 3b and Form 4 should be on one double sided piece of A4.**
6. **If travel and tickets need to be booked, ensure that the letter contains a deadline for return which is well in advance of the visit.**
7. Pupils should pay money in at Pupil Reception directly to the finance team (see section on financing). Pupils **must not** hand in any paperwork to the finance team unless it is a specific slip about money. All forms must be collected by the members of staff organising the visit.
8. Construct a **Programme Plan** (pro forma **Programme Plan – Form 2**) on FHS Connect and some existing ones for standard visits)
9. Construct a **Risk Assessment**. Generic risk assessments exist for a variety of situations including travel, theatre visits, etc. Therefore, usually there is no need to write one from scratch but you can review and amend as you see fit and print off. However, the risk assessment should include potential issues posed by students for example, students who have severe allergic reactions or students who might need special supervision.
10. Get the student emergency contact detail forms copied (the office will do this for you).
11. See the EVC with hard copies of:
  - Programme Plan
  - Risk Assessment
  - List of students' names and Tutor Groups
  - Copies of student emergency contact forms
  - List of students and staff going on the visit
  - Copy of the original letter home
  - Copy of the behaviour contract

### **The Approval Checklist, Form 1, must be completed by EVC and signed before you can leave**

12. Before you leave ensure that all the staff going have been briefed on the risk assessment and the control measures. Agree an emergency plan should something go wrong.

13. If an accident occurs contact school and complete a standard Lewisham Accident form and a **Near Miss Report (Form 7)** and give a copy to the EVC.

## **Residential/Day visit abroad**

Any residential visit in school time or visit abroad must have been agreed in the previous academic year by the EVC and cover administrator.

The procedures are almost identical to the above but the letter needs to be carefully worded **and** a different emergency contact details form needs to be used (form 3A). The requirements will be more involved.

If money needs to be collected and travel booked, see the finance team with a list of pupils. Give the finance team very clear instructions about what needs to be booked.

1. Send out letters with a consent form
2. Get parents to fill in and return emergency contact details (**Form 3a** or use a visit specific form)
3. Construct a **Programme Plan** (A pro forma exists and a more detailed itinerary can be attached or a separate plan can be produced)
4. Construct a **Risk Assessment**. Generic risk assessments exist for a variety of situations including travel, theatre visits, etc. Therefore, there is no need usually to write one from scratch but you need to review and amend as you see fit and print off. Generic and specific risk assessments can be found on FHS Connect.
5. Get the student emergency contact detail forms copied (the office will do this for you)
6. See the EVC with hard copies of:
  - Programme Plan (which will include staff emergency contact details)
  - Risk Assessment
  - Copies of student emergency contact forms
  - List of students going on the visit
  - Copy of the original letter
  - Copy of the behaviour contract

## **The Approval Checklist, Form 1, must be completed by EVC and signed before you can leave**

7. Before you leave ensure that all the staff going have been briefed on the risk assessment and the control measures. Agree an emergency plan should something go wrong.
8. If an accident occurs contact school (depending on severity) and complete a standard Lewisham Accident form and a **Near Miss Report (Form 7)** and give a copy to the EVC

## **Local visit during lesson time requiring no cover or transport**

1. Inform parents of the visit. You do not need to get their permission for a visit to the park, etc., but it is good practice to let them know what is happening.
2. Fill in/amend a programme plan
3. Amend and review or construct a risk assessment (generic risk assessments will exist)
4. **Get approval for the visit from EVC or your HoD and get the programme plan signed by EVC or your HoD and the risk assessment reviewed**
5. **Tell main office which pupils are going and give a copy of the signed programme plan, risk assessment and list of students and staff to the main office**
6. Even though the visit will be very local, agree an emergency plan. Obviously, this will be very simple.

## **Further Guidance**

### **Programme Plan**

This is an essential document because without being clear about the purpose of a visit, the activities and travel arrangements, it is impossible to assess risk. The risk assessment stems from the programme plan.

It is not possible to provide one format because requirements will vary according to the type of trip. However, they will all need to contain:

- Educational purpose of visit
- Where the visit is to (and address and phone number if appropriate)
- Party leader - name and mobile number
- Responsible adults – name and mobile number
- Number of students involved
- Date of visit
- Times of visit - including expected return time to school
- Travel arrangements
- Activities that will be undertaken

A programme plan format is available (**Form 2**) which contains this information and other documentation could be attached. Alternatively, providing it contains this essential information, an entirely different format could be used. It needs to contain contact details for the staff on the visit and for school staff as this removes the need for another form.

For more information on Programme Planning, see page 4 onwards of Section 2 of **There and Back Again** which is Lewisham's Educational Visits Handbook. This is available on FHS Connect.

### **Risk Assessment**

Risk assessments are a legal requirement and the part of visit planning that teachers are most familiar with.

Risk assessments fall into four categories -

- Generic
- Site – specific
- Ongoing
- Human

Lewisham provide generic risk assessments that can be referred to and amended for visits. There are risk assessments for particular visits or for travel arrangements which are specific to school and can be amended as needed e.g. Theatre trips.

Refer to page 11 of Section 2 of **There and Back Again** which can be found on FHS Connect. In the folder marked **Risk Assessments** you will also find the generic ones that Lewisham makes available and specific risk assessments.

When preparing risk assessments you need to think about specific difficulties with the group of students you are taking and include these. For example, if you know a particular boy needs closer supervision or if a boy has particular medical needs, this needs to be written into the risk assessment. However, they can be concise and can refer to generic risk assessments, providing everyone is familiar with the contents.

### **Approval Checklist (Form 1)**

This is a checklist that confirms that everything is in place that should be, e.g. risk assessments, etc. It is an auditable document because it shows evidence that the scheme of delegation or the chain of responsibility has been followed and the visit approved by the school. In the case of a local visit the signed programme plan takes the place of the approval checklist but a copy still needs to be kept by the school.

### **Behaviour Contract**

The Behaviour Contract should be used with any residential visit or a day visit abroad and will normally be used on day visits. It can be a good idea to involve pupils in making their own behaviour contract, especially younger pupils.

**Essential Documentation for Visits**

<b>Day visit, after school visit, evening visit, weekend visit or holiday visit</b>	<b>Residential visit in school time, at weekend, in holiday or day visit abroad</b>	<b>Local visit in lesson time requiring no cover and no transport</b>
<p><b><u>Approval checklist signed by EVC</u></b></p> <ul style="list-style-type: none"> <li>▪ Programme plan</li> <li>▪ Risk assessment</li> <li>▪ Emergency contact form for each student (<b>Form 3b</b> incorporating consent)</li> <li>▪ List of pupils and staff</li> <li>▪ One Copy of letter</li> </ul>	<p><b><u>Approval checklist signed by EVC</u></b></p> <ul style="list-style-type: none"> <li>▪ Programme plan</li> <li>▪ Risk assessment</li> <li>▪ Emergency contact form for each student (<b>Form 3a</b>)</li> <li>▪ List of pupils and staff</li> <li>▪ Copy of letter</li> <li>▪ Behaviour contract (Form 4)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Programme plan <b>signed by EVC or HoD</b></li> <li>▪ Risk assessment</li> <li>▪ List of pupils and staff</li> </ul>
<p><b>ALL COPIES OF DOCUMENTS CONTAINING PERSONAL DATA TO BE KEPT WITH THE PARTY LEADER AND SECURELY DESTROYED AFTER THE TRIP TO AVOID DATA BREACHES</b></p>		

## Appendix 1

<b>Incident</b>	<b>Accident on a School Trip or Journey - Off Site Response</b>
<b>Immediate action</b>	Phone emergency services if necessary. (Take mobile phone). Notify school immediately, always take home phone numbers of senior members of staff with you on school journeys ( <b>FORM 2 contains EV mobile</b> ).
<b>Pupils</b>	Ensure that injured are properly cared for until medical help arrives. Ensure that uninjured feel safe and are removed from danger.
<b>Teaching Staff and Support Staff</b>	Should divide themselves between injured/uninjured, will need to comfort and reassure. Keep in regular contact with School to update them of developments. Direct any questions from media to School or LA.
<b>Parents</b>	The School will take responsibility for contacting all parents and other agencies.
<b>Governors</b>	
<b>Emergency Services</b>	
<b>LA</b>	
<b>Other</b>	

<b>Incident</b>	<b>Accident on a School trip or Journey or involving School transport – School Response</b>
<b>Immediate action</b>	If possible send a senior member of staff to ascertain exactly what has happened. (Take mobile phone on school trips). If not possible then get a clear picture from emergency services or staff, ascertain which pupils or staff have been injured, how seriously. Arrange transport to bring back remainder.
<b>Pupils</b>	Do not notify until parents have been notified, if a minor accident tell siblings. Only if a major accident, likely to attract press attention, notify all at home time or assembly.
<b>Teaching Staff</b>	Notify as soon as possible. They will need to reassure parents of pupils not injured. With parents of pupils on school journey or trip, arrange for a senior member of staff to be in playground at home time. Tell staff not to talk to press.
<b>Support Staff</b>	Use support staff to help contact parents, but a senior person must notify parents. Remind all staff to avoid speculation and sensationalism.
<b>Parents</b>	Contact all parents of pupils on trip immediately. Tell them what has

	happened and what has happened to their child if possible. They may be angry. Be prepared for this. Parents of pupils not on the trip should be identified by letter of the facts.
<b>Governors</b>	Chair of Governors could write letter to parents explaining what has happened.
<b>Emergency Services</b>	
<b>LA</b>	Notify Directors, Press Office. Ask for support, advice re dealing with press. LA may be able to offer counselling.
<b>Other</b>	Arrange transport for parents if necessary.

## **Appendix 2      ADVICE FOR RUNNING SCHOOL TRIPS**

### **Supervision**

Throughout any visit/journey all accompanying staff assume the duty of care enshrined in the principal of 'loco-parentis'. The DFE emphasise the duty of 'loco-parentis'.

The principle of being in 'loco-parentis' should not be undertaken lightly for once assumed it cannot be set aside until the young people are returned to the care of their parents.

In reality this means that the standard of care expected of staff is higher than that expected of careful parents.

A briefing of all pupils/parents should take place before any journey, where pupils must be made fully aware of their responsibilities and of what is expected of them in terms of safety rules and socially acceptable standards of appropriate behaviour agreed.

### **Responsibility**

The group leader is responsible overall for the group at all times. In delegating supervisory roles to other adults in the group, it is good practice for the group leader to:

- allocate supervisory responsibility to each adult for named pupils
- ensure that each adult knows which pupils they are responsible for
- ensure that each pupil knows which adult is responsible for them
- ensure that all adults understand that they are responsible to the group leader for the supervision of the pupils assigned to them
- ensure that all adults and pupils are aware of the expected standards of behaviour

### **It is good practice for each supervisor to:**

- have a reasonable prior knowledge of the pupils including any special educational needs, medical needs or disabilities
- carry a list/register of all group members
- directly supervise the pupils (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 group leader/other supervisors if needing help
- anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of hazard before the pupils do, and acting promptly 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, and to ensure that pupils 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 pupil should:**

- know who their supervisor is at any given time and how to contact him or her
- have been given clear, understandable and appropriate instructions
- rarely if ever be on their own
- alert the supervisor 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

## Head counts etc.

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

- carry a list/register of all pupils and adults involved in the visit at all times
- ensure that pupils 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 pupils at risk e.g. name badges (though some schools find it useful to provide pupils 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 pupils are aware of rendezvous points
- ensure that all pupils know what to do if they become separated from the group
- ensure that all pupils carry the issued contact information card at all times

## 'Buddy' system

Depending on the group composition and size it may also be prudent (to increase monitoring and therefore safety) to employ a 'buddy' system.

Each child is paired with a buddy. Each regularly checks that the other is present and is OK. A variant of this is the 'circle buddy' system – the pupils form a circle at the start of the visit so that each pupil has a left side buddy and a right side buddy. He or she will check on these when asked. Thus two pupils cannot vanish together and not be missed (as might happen with paired buddies).

## Remote Supervision

Remote supervision can only take place if the relevant section of the Behaviour Contract **FORM 3B/FORM 4** has been signed by the parent/carer. However, this cannot override the supervisor's judgement – having assessed the risks involved, as to whether it is safe to let an individual be remotely supervised.

Supervision can be close or remote but is always 24 hours:

- close supervision occurs when the group remain within sight and contact of the supervisor
- remote supervision occurs when, as part of planned activities, a group works away from the supervisor but is subject to stated controls (e.g. during certain Duke of Edinburgh's Award expeditions). The supervisor is present though not necessarily near or in sight, but his or her whereabouts are known
- down time (or recreational time) – for example during the evenings – may involve close or remote supervision, but should not be unsupervised - the supervisors continue to be in charge
- it is essential that everyone involved in the visit understands the supervision arrangements and expectations

## When supervision is remote:

- groups will consist of at least 3 pupils and they should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including emergency procedures. Remote supervision will normally be the final stage of a phased development programme; (bearing in mind the different safety requirements of a tourist shopping centre as opposed to an outdoor activity expedition)
- pupils will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous
- clear and understandable boundaries will be set for the group
- there must be clear lines of communication between the group, the supervisor and the school. Do not rely exclusively on mobile phones

- the supervisor should monitor the group's progress at appropriate intervals
- the supervisor will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an emergency
- there should be a recognisable point at which the activity is completed
- there should be clear arrangements for the abandonment of the activity where it cannot be safely completed

**Please read the relevant section in 'There and Back Again' and DFE documentation for further guidance, particularly if participating in outdoor activities.**

### **Rearranging Groups**

Potential danger points can occur 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 supervisor
- during periods between activities
- when small groups re-form into a large group

It is therefore important that the supervisor:

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

### **Down Time**

Group leaders should ensure that pupils continue to be properly supervised during downtime before, between and after activities, including the evenings on residential visits. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time in a residential programme can allow time for mischief, bullying, homesickness or wandering off from the body of the group.

### **It is good practice to:**

- ensure that all staff and pupils understand the standards of behaviour that apply at all times, not just during activities
- ensure that handover between activities is properly supervised, with a named supervisor responsible for the group if there is down-time between activities
- ensure that all supervisors understand that their supervisory role continues in the evening – however hard a day it has been, it is not a time to relax in the bar or in front of the TV. If any staff wish to consume alcohol during evening downtime at least one of them must refrain from consuming alcohol at all
- use down-time in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times etc
- use down time after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day
- apply the advice contained in "Remote Supervision" above, adapted as necessary, if it is felt reasonable to allow pupils some time without close supervision
- occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks

- be very aware that some students may be experiencing homesickness. Students need to have the expectation placed on them that if they know that another student is unhappy/homesick/ill, they have a responsibility to tell staff

## **Night Time**

Group leaders should ensure that:

- the group's immediate accommodation is exclusively for the group's use
- teachers (of both genders where appropriate) have sleeping accommodation on the same floor immediately adjacent to the pupils' accommodation
- there is a teacher present on that floor whenever the pupils are there
- child protection arrangements are in place to protect both pupils and staff
- where hotel/hostel reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visits
- in the absence of 24 hour staffing of reception, external doors must be made secure against intrusion and windows closed as necessary to prevent intrusion
- where possible, internal doors are lockable but staff must have reasonable access to the pupil accommodation at all times
- where pupils' doors are locked, teachers have immediate access, as necessary, to a master key
- all staff and pupils know the emergency procedures/escape routes in the event of a fire. Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly

Do not be lulled into a sense of false security by local assurances, such as "no need to lock doors in this part of the country". The presence of the group may attract unwelcome attention that is unusual in the locality.

## **Appendix 3                      Special Considerations**

### **a)        Outdoor Pursuits/Activities** (also see Risk Assessment section)

Potentially dangerous activities such as Water Sports, Skiing, Mountain Walking and Climbing must only be undertaken under the supervision of qualified instructors. All instructors must be qualified to the level recognised by the National Governing Body for the particular activity being undertaken.

It is essential that Party Leaders obtain in writing the names and levels of qualification of the instructors who will be in charge of the group. This must be obtained in advance of departure.

Examples of minimum qualifications:

Swimming	A.S.A Teachers Award.
Canoeing	B.C.U. Senior Instructor.
Skiing	B.A.S.I. III
Windsurfing/Sailing	R.Y.A. Senior Instructor.
Mountain Walking	Full Mountain Leadership Log Book Holder

Appropriate Insurance Policy must be taken out in advance of departure with activities clearly specified.

### **b)        Foreign Exchanges**

Supervision is obviously complicated by the nature of exchanges and the location of host families. Host families will often care for their visitors for lengthy periods of time and some distance from the Party Leader and accompanying staff.

It is suggested that Party Leaders:

- I. match the age of visiting and host pupils carefully
- II. ensure that parents have contact details of both host family and Party Leader
- III. ensure regular checks are made on pupils' welfare

Appropriate insurance to cover travel and medical cost is essential and must include cover in the event of the need for repatriation.

## Appendix 4

### FORM 1 - Approval: Checklist for EVC

#### Journey Details

To:

Inclusive dates:

No. of staff:

No of Students:

Age range:

Confirmed:

Copy of the final programme for the visit

Copy of risk assessment(s)

Copy of the discipline code

**SCHOOL STAMP**

Details of accommodation to be used

Name:

Address:

Telephone No.:

Name of Centre Head/Manager:

Confirmation that any outdoor centre used is either licensed by Adventure Activities Licensing Authority (AALA) or has provided evidence of risk assessments appropriate for your programme

Confirmation that providers carry out safeguarding checks on their staff

Name and telephone numbers of school contacts and numbers of accompanying staff

Details of travel arrangements. Contact address of Tour Company/Coach Company, etc.

Copies of parental consent forms and contact telephone numbers and addresses

List of pupils

Address of insurance company and policy number

Copy of letter sent to parents

Approved: \_\_\_\_\_ EVC

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

*Keep a copy of this form along with all the associated details of the journey or visit*

**Appendix 5**

**Programme Plan – Form 2**

Visit to (including address and phone n°. if appropriate)			
Educational purpose and/or learning outcomes			
Students involved			
Date of visit			
Times, including return time			
Party Leader		Mob. N°. School Mob N°. 07802 778708 * * <b>(Delete if not used for this trip)</b>	
Responsible Adult		Mob. N°.	
Responsible Adult		Mob. N°.	
Travel arrangements			
Activities			
Other useful information			
Useful school numbers	<b>School:</b> 020 8699 9343  <b>From Europe:</b> 00 4420 8699 9343  <b>From USA/Canada:</b> 011 44 20 8699 9343	<b>Main reception</b> 020 8613 8401 020 8613 8501	<b>Finance Team (Pupil reception):</b> 020 8613 8458
Other numbers (if needed) <b>*To be completed by EVC prior to departure</b>	<b>Stuart Livingstone (EVC) In School hours: 020 8613 8411</b>  <b>*Out of school hours:</b> <b>Steve Brady Head Teacher:</b> <b>Rachel Woolf:</b>		
<b>For Local Trips during lesson time</b>			
<b>Approved by:</b>			
<b>Position:</b>			

**Appendix 6**

**Form 3 A Pupil Information and Emergency Contact Form Residential & Abroad**

<b>Full Name of Pupil:</b>	
<b>Date of birth:</b>	
<b>Visit to:</b>	
<b>Date(s) of visit:</b>	

I agree to my son/daughter taking part in the above visit and taking part in the activities described to me. If deemed necessary I consent to their receiving medication as instructed and any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present. I understand the extent and limitations of the insurance cover provided.

<b>Signed:</b>	<b>Parent / Carer</b>
<b>Print Name:</b>	
<b>Date:</b>	
<b>Own / family doctor:</b>	
<b>Address:</b>	
<b>Tel. Number:</b>	

**Emergency Contact Details - stating relationship:**

<b>First Contact:</b>	<b>Second Contact:</b>
<b>Tel No:</b>	<b>Tel No:</b>
<b>Address:</b>	<b>Address:</b>
<b>Pupil's Mobile phone number (if taken, at own risk):</b>	

**Medical Information:**

Does your child suffer from any conditions requiring medical treatment including medication? Please enter <b>YES or NO</b>
If <b>YES</b> give details:

**Form 3 A Continued**

Is he/she receiving medical treatment at present?

Please enter **YES or NO**

If **YES** please give details and attach a current medical certificate confirming his/her fitness to take part in the trip:

Does your child suffer from diabetes or epilepsy?

Please enter **YES or NO**

If **YES** please say which and send written details of their treatment and confirming their fitness to take part in the trip:

**Date of last Anti Tetanus vaccination:**

**Medication:** Any required medication must be given to the teacher leading the group before departure. It should be clearly marked with their name and full/clear instructions for use. Inhalers may be retained by pupils. Spare inhalers should be given to the group leader.

**It is important to note that staff are not authorised to offer medication to pupils. Any that is required should be handed in, as described above, before departure.**

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:

Please enter **YES or NO**

If **YES**, please give brief details:

Is he/she allergic to anything? (Antibiotics, Penicillin, other medicines, any particular foods, animals?)

Please enter **YES or NO**

If **YES** please give details:

Does your child require a special diet for medical or religious reasons?

Please enter **YES or NO**

If **YES** please give details:

Does your child require a vegetarian diet? : Please enter Yes or No

Does your child require a vegan diet? : Please enter Yes or No

**A COPY OF THIS FORM ( two pages) MUST BE KEPT WITH THE GROUP LEADER AT ALL TIMES**

**Pupil Information and Emergency Contact Form    Aberllefenni Residential**

<b>Full Name of Pupil:</b>	
<b>Date of birth:</b>	
<b>Visit to:</b>	
<b>Date(s) of visit:</b>	

**Declaration by the Parent or Guardian**

I consent to my child taking part in the activities on offer at Ty'n y Berth Mountain Centres on the understanding that these activities will be supervised by staff holding appropriate qualifications for the activities concerned.

I understand that the Centre will take all reasonable steps to manage the risks associated with adventurous activities, but that this will not necessarily eliminate all risks associated with adventurous activities.

Due to the nature of the activities to be undertaken, I appreciate the possibility of minor scuffs and bumps occurring, I consent to my child undergoing emergency first aid, medical or dental procedures, if necessary, during his or her visit to the Centre.

I acknowledge and understand the need, for both social and safety reasons, for my child to behave in an obedient and responsible manner for the duration of the visit.

I consent to images taken during the course to be used on the Centre's promotional material.

<b>Signed:</b>	<b>Parent / Carer</b>
<b>Print Name:</b>	
<b>Date:</b>	
<b>Own / family doctor:</b>	
<b>Address:</b>	
<b>Tel. Number:</b>	

**Emergency Contact Details - stating relationship:**

<b>First Contact:</b>	<b>Second Contact:</b>
<b>Tel No:</b>	<b>Tel No:</b>
<b>Address:</b>	<b>Address:</b>
<b>Pupil's mobile phone number (if taken, at own risk):</b>	

**Medical Information:**

Does your child suffer from any conditions requiring medical treatment including medication? Please enter <b>YES</b> or <b>NO</b>
If <b>YES</b> give details:

Is he/she receiving medical treatment at present? Please enter <b>YES or NO</b>
If <b>YES</b> please give details and attach a current medical certificate confirming his/her fitness to take part in the trip:

Does your child suffer from diabetes or epilepsy? Please enter <b>YES or NO</b>
If <b>YES</b> please say which and send written details of their treatment and confirming their fitness to take part in the trip:

<b>Date of last Anti Tetanus vaccination:</b>
---

**Medication:** Any required medication must be given to the teacher leading the group before departure. It should be clearly marked with their name and full/clear instructions for use. Inhalers may be retained by pupils. Spare inhalers should be given to the group leader.

**It is important to note that staff are not authorised to offer medication to pupils. Any that is required should be handed in, as described above, before departure.**

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? Please enter <b>YES or NO</b>
If <b>YES</b> , please give brief details:

Is he/she allergic to anything? (Antibiotics, Penicillin, other medicines, any particular foods, animals?) Please enter <b>YES or NO</b>
If <b>YES</b> please give details:

Does your child require a special diet for medical or religious reasons? Please enter <b>YES or NO</b>
If <b>YES</b> please give details:

Does your child require a vegetarian diet? :	Please enter Yes or No
--	------------------------

Does your child require a vegan diet? :	Please enter Yes or No
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**A COPY OF THIS FORM ( two pages) MUST BE KEPT WITH THE GROUP LEADER AT ALL TIMES**

**Appendix 8****Form 3 B Pupil Information and Emergency Contact Form UK Day Visits****To be completed by Visit Organiser**

Please complete this form by insert date at the very latest and return to insert name to allow your son to take part in these events.

**I give my permission for my son/daughter to attend the following school visit(s):**

<b>Destination:</b> <i>insert full details</i>	<b>Date:</b> <i>insert date</i> <b>Departure time from school :</b> <i>insert time</i> <b>Approx. return time to school :</b> <i>insert time</i>
--	--

**To be completed by Parent/Carer**

<b>Full Name of Pupil:</b>	
<b>Date of birth:</b>	
<b>I enclose the sum of:</b>	
<b>Signed:</b>	<b>Parent / Carer</b>
<b>Print Name:</b>	
<b>Date:</b>	

**Emergency Contact Details - stating relationship:**

<b>First Contact:</b>	<b>Second Contact:</b>
<b>Tel No:</b>	<b>Tel No:</b>
<b>Mobile No:</b>	<b>Mobile No:</b>
<b>Address:</b>	<b>Address:</b>

<b>Pupil's Mobile phone number</b> (at own risk if taken):
--

**Medical Information:**

Does your child suffer from any significant medical conditions that the Group leader needs to be aware of for the duration of this trip? For example Epilepsy. Please enter <b>YES</b> or <b>NO</b>
If <b>YES</b> please enter details and include written confirmation of their fitness to take part in the trip:

**A COPY OF THIS FORM MUST BE KEPT WITH THE GROUP LEADER AT ALL TIMES**

**Form 4**

**RETURN JOURNEY**

I want my son to return to Forest Hill School. Please enter **YES or NO\*\***

\*\*If you answered **NO** please give exact details below:

At the end of the trip I give permission for my son to \_\_\_\_\_

Signed \_\_\_\_\_ Parent/Carer

**Code of Conduct for pupils on Forest Hill School Visits**

**In accepting a place on this visit to:**

**On (Date):**

I agree to:

- Observe the normal school rules
- Cooperate fully with teachers and other supervising adults at all times
- Fulfil any tasks, duties, or activities set prior to or during the visit
- Be punctual at all times
- Never leave the group sessions or accommodation (if applicable) without permission
- Always return to the meeting point or accommodation (if applicable) at agreed times
- If offered remotely supervised time, be in groups of at least three pupils (if consent given)
- Be considerate at all times and avoid behaviour likely to annoy or upset others
- Behave at all times in a manner which reflects credit on me, the group and the school
- Abide by laws, rules, regulations of the places visited
- If travelling abroad comply with all relevant travel and Customs regulations

**Signed:**

**Print name:**

**Tutor Group:**

**Date:**

**Parent's/Carer's signature:**

**Relationship to student:**

Appendix 9

**Form 3C**

**Swimming Consent Form**

**Consent form for swimming activities where being able to swim is essential**

Depending on the nature of the visit or whether it is a day trip or residential trip there may be an opportunity for your son to engage in water based activities. If this is a possibility it will have been discussed with you and/or is detailed in the visit information sheet. Consent does not remove the need for group leaders to ascertain for themselves the level of the pupil's swimming ability.

<b>Swimming ability</b>	<i>Please delete as appropriate</i>
Is your child able to swim 50 metres?	YES / NO
Is your child water-confident in a pool?	YES / NO
Is your child confident in the sea or in open inland water?	YES / NO
Is your child safety-conscious in water?	YES / NO

<b>I would like (son's name):</b>	<b>Tutor group:</b>	to take part in the specified visit activities and having read the information provided agree to him/her taking part in the activities described.
<b>Signed:</b>		<b>Parent/Carer</b>
<b>Print Name:</b>	<b>Date:</b>	



Evaluation of a visit or off site activity - Form 6

Group Leaders are asked to complete this form (and return it to the EVC) for any educational visit or off-site activity which either involved an external organisation, was notable in terms of positive outcomes or gives rise to significant concerns:

<b>Group composition - Year(s), Department or Subject</b>			
<b>Number in group</b>	<b>Boys:</b>	<b>Girls:</b>	<b>Staff / Adults:</b>
<b>Date(s) of visit:</b>			
<b>Purpose(s) of visit:</b>			
<b>Venue:</b>			
<b>External organisation:</b>			
<b>Group Leader:</b>	<b>Signed:</b>	<b>Date:</b>	

<b>Please comment on the following features:</b>	<b>Rating 1 - 10</b>	<b>Comment</b>
1. The centre's pre-visit organisation:		
2. Travel arrangements:		
3. Content of education programme provided:		
4. Staffing and Instruction:		
5. Equipment:		
6. Suitability of environment:		
7. Accommodation:		
8. Food:		
9. Evening activities:		
10. Communication with organisation during the visit:		
11. Other comments and noteworthy occurrences:		

**\*Use Form 7 for incidents / near misses\***

**Form 7      Forest Hill School Educational Visit Incident / Near Miss Report**

**Visit to:**

**Date of Visit / Incident:**

**Name of Person Completing this Form:**

**What Happened?** If a crime has been committed and the Police are involved note the crime reference number if available:

**Crime reference Number:**

**Was Anyone Injured?** If yes make sure that an accident report form (available from the Office Manager) is completed as soon as you return. If a serious injury has occurred the school should be notified immediately:

**What Action Did You Take?**

**Was This Hazard Considered In The Risk Assessment?**

**PLEASE RETURN THIS FORM TO THE EVC AS SOON AS POSSIBLE**

**Form 8 Board and Lodging Grant for a Residential School Journey****Information****1. What is this benefit?**

Part of the charge of a residential visit is to cover the cost of board and lodging. The school will let you know what the cost of the board and lodging is. If you receive one of the benefits listed below, you will be able to get a grant for this part of the cost.

**2. How do you qualify?**

You will qualify for the benefit if you are in receipt of the following:

- Income Support;
- Income Based Jobseeker's Allowance;
- Support under part VI of the Immigration and Asylum Act 1999;
- Child Tax Credit, where you are not entitled to Working Tax Credit and when your annual income (as assessed by The Inland Revenue) does not exceed £14,495.

**3. How do you claim a grant**

If you are receiving one of the benefits listed, fill in the reverse of this form and return it **TO SCHOOL** with proof of your benefit

**4. Application Checklist**

Have You:

√

Filled in and signed the reverse of this form?	
Attached or provided proof of benefit?	

**Return the completed form to the School**

To be completed by the parent or guardian:

First Name \_\_\_\_\_ Mr. Mrs. Ms.  
Second Name \_\_\_\_\_  
Home Address \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
**Post Code** \_\_\_\_\_  
\_\_\_\_\_

Full Names of all the children who are going on the journey:

Last Name	First Name	Date of Birth	Boy/ Girl	Relationship to child e.g. mother

**IMPORTANT**

**Your child will not receive a grant until you provide proof to THE SCHOOL of your benefit. The school will photocopy your original documents for you.**

**Confirmation needs to be one of the following:**

- 1) a photocopy of the cover and second page of your DSS benefit book, showing the type of benefit that you receive
- 2) a photocopy of you support letter under part VI of the Immigration and Asylum Act 1999
- 3) a signed declaration that the Incapacity Benefit or State Pension is the families sole form of income
- 4) Tax Credit Award notice (TC602)

**Which Benefit do you receive?**

1) INCOME SUPPORT	√
2) INCOME BASED JOBSEEKER'S ALLOWANCE	
3) SUPPORT UNDER PART VI OF THE IMMIGRATION AND ASYLUM ACT 1999	
4) INCAPACITY BENEFIT OR STATE PENSION IS THE FAMILIES SOLE FORM OF INCOME	
5) CHILD TAX CREDIT, WHERE YOU ARE NOT ENTITLED TO WORKING TAX CREDIT AND WHEN YOUR ANNUAL INCOME (AS ASSESSED BY THE INLAND REVENUE) DOES NOT EXCEED £14,495	

**Declaration**

*To be completed by the parent or guardian.*

**I DECLARE THAT THE INFORMATION GIVEN HERE IS TRUE AND COMPLETE, AND AUTHORISE THE SCHOOL TO CHECK DETAILS WITH LEWISHAM COUNCIL, THE DSS AND OTHER AUTHORITIES AS APPROPRIATE.**

Parent's Signature \_\_\_\_\_

Date \_\_\_\_\_

## Appendix 14

### Advice on Exchange Visits

#### Key Documents

Key documents to read are:

#### ***The Outdoor Education Advisors' Panel: Young People's Exchange Visits and Independent Safeguarding Document***

Both of these documents are located in the **Exchange Visits Information** folder in the **Educational Visits** folder in the staff share documents folder on Sharepoint.

#### General Principles

- Expectations of all parties involved need to be clearly established. This includes host families abroad, host families UK, organisers, students
- Specific advice for host families abroad and vetting needs to take place
- Specific advice needs to be given to students
- Specific advice for host families here and vetting **has** to take place
- Careful matching of students with host families

#### Organisation

Organisers (teachers) need to seek information from HoH on students applying to go on the trip and check that none are on the Child Protection Register.

#### Risk Assessment

Exchange visits pose particular problems around child protection and additional control measures will need to be in place. It is good practice to involve all people including students, in the production of the risk assessment. (See **The Outdoor Education Advisors' Panel: Young People's Exchange Visits** section 2.8)

- Careful and close matching
- Vetting of host families by host school
- Contingency plans for immediate removal of a student from a host family
- Safety and well-being of students while travelling, including with the host family
- 24 hour contact number for students and host families
- Staff having daily contact with students and an agreed key word which means 'help'
- Student access to phones
- Briefing for students on personal safety and written guidance
- Suitable guidance on family days and parental agreement sought
- Pre-visits are strongly advised for new situations

#### Host families in the UK

Host families will need to be registered with the **Independent Safeguarding Authority** (see **Independent Safeguarding Document**).

From October 2009, anyone who provides care and accommodation for children under 18 will be engaging in regulated activity and will need to be registered with the Independent Safeguarding Authority (ISA). It will be the responsibility of the exchange's organising body to check that host families are ISA registered and it will be a criminal offence for anyone to engage in regulated activity of this kind, if they are not registered with the ISA or are barred from it.

## **Host families abroad**

Another country might have an equivalent to **DBS** checks and/or the **Independent Safeguarding Authority**.

If not we have to implement sensible guidelines to ensure the welfare and safety of the students.

## **Briefing**

Prior to the trip, brief students on what they should expect from host families. This will need sensitive handling but it is important for student safety that there is clarity. For example, they should either be staying in their own room **or** staying in the room of someone approximately their own age and **same gender** (typically their exchange partner). They should be able to use the bathroom alone and there should be locks on doors etc. Behaviours of the host family should be appropriate and this will need discussion.

## **Communication**

It has to be an obligation on the part of host families that students do have access to a phone and can contact Forest Hill staff and home.

Students will need the phone numbers of Forest Hill staff so that they can get in contact very quickly if they feel that the situation/behaviours are inappropriate. Students must not be left in a vulnerable situation.

Forest Hill staff need to be able to remove them straight away from the host family if there are concerns.

## **Emergency Procedures**

A critical incident plan should be in place before the trip commences.

*S Livingstone 09/11/2015*