



# SAINT NICHOLAS SCHOOL

## EDUCATIONAL TRIPS AND VISITS POLICY

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*Note: This policy applies to all sections of the School including EYFS*

Reviewed December 2021

Review Date December 2022

### 1. Introduction

The purpose of this policy is to clarify the roles, responsibilities and procedures for all concerned in organising visits.

### 2. Rationale

Educational trips and visits form a vital part of a broad and balanced curriculum and Saint Nicholas values the provision of trips and residential visits.

Far from simply being an excuse to escape from school surroundings, well-organised school trips or visits are an excellent way to expand on educational opportunities by taking learning beyond the classroom. Pupils have their horizons widened through being involved in all kinds of activities outside the school environment. The school recognises however that the planning of such trips and visits requires a great deal of preparation.

### 3. Aims & Objectives

Educational trips and visits aim to:

- provide first-hand experience
- support class lessons
- foster a concerned awareness and sensitivity about the environment
- develop co-operation
- enhance personal and social development
- maximise every child's potential through a variety of learning experiences
- develop skills of observation, research and recording

### 4. Roles & responsibilities

#### 4.1 Governing body

The governing body are responsible for monitoring that their school or unit follows this policy. It is good practice for all governing bodies to:

- ensure that the Headmaster and the Educational Visits Coordinator (EVC) are supported in matters relating to educational visits and that they have the appropriate time and expertise to fulfil their responsibilities;
- ascertain what governor training is available and relevant;
- agree on the types of visit they should be informed about;
- ensure that the Headmaster and the EVC have taken all reasonable and practicable measures to include pupils with special educational needs or medical needs on a visit.

## 4 2 Headteacher

The Headteacher is responsible for ensuring that this policy is followed and for ensuring staff have, or have access to, an appropriate Educational Visits Co-ordinator.

- delegate tasks to the EVC;
- ensure that arrangements are in place for the governing body to be made aware of visits so that questions can be asked as necessary;
- ensure that arrangements are in place for the educational objectives of a visit to be inclusive, to be stated in the pre-visit documentation, and to be made known to all relevant parties;
- ensure that issues identified by exploratory visits have been satisfactorily resolved within the risk assessment;
- ensure that the accreditation or verification of providers has been checked;
- ensure that visits are evaluated to inform the operation of future visits;
- ensure that the EVC keeps him or her informed of the progress of the visit and that this information is relayed to governors (and to parents as necessary);
- check that the EVC has ensured an appropriately competent party leader who will meet the LEA's criteria.
- for less routine visits, the Headmaster will need to ensure that the EVC can obtain advice from an appropriate technical adviser as necessary;
- ensure that there is a contingency plan (plan B), covering for example the implications of staff illness and the need to change routes or activities during the visit (see below). The consent form should carry details of plan B;
- make time available for the EVC to arrange for the induction and training of staff and volunteers and ensure that staff receive the induction and training that they need before the visit;
- allocate sufficient resources to meet identified training needs, including attendance at courses arranged or held by the LEA. INSET sessions relating to educational visits may be organised;
- arrange for the recording of accidents and the reporting of death or disabling injuries as required. Accident and incident records should be reviewed regularly, and this information used to inform future visits;
- help to ensure that serious incidents, accidents and near-accidents are investigated;
- ensure that the school has emergency procedures in place in case of a major incident on an educational visit. These should be discussed and reviewed by staff. Ensure that pupils, parents, group supervisors and others are given written details of these procedures;
- check that contractors have adequate emergency support procedures, and that these will link to school and LEA emergency procedures.

## 4 3 Educational visits co-ordinator (EVC)

The EVC for Saint Nicholas is the Deputy Head. The EVC's job is not to plan visits and trips for staff, but to guide staff through Health and Safety issues and to check legal regulations have been followed. The EVC can then advise the Headmaster as to whether the trip can be authorised. The EVC will:

- support the head and governors with approval and other decisions;
- ensure competent people to lead or otherwise supervise a visit;
- assess the competence of leaders and other adults proposed for a visit. This will commonly be done with reference to accreditations from an awarding body. It may include practical observation or verification of experience;
- organise the training of leaders and other adults going on a visit. This will commonly involve training such as first aid, hazard awareness etc;
- organise thorough induction of leaders and other adults taking pupils on a specific visit;
- in liaison with the Heads PA, ensure that DBS disclosures are in place as necessary;

- ensure the party leader obtains the consent or refusal of parents and provides full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis;
- organise the emergency arrangements and ensure there is an emergency contact for each visit;
- ensure that the school contact has the authority to make significant decisions. He or she should be contactable and available for the full duration of the visit 24 hours a day. He or she should be able to respond immediately at the school base to the demands of an emergency and should have a back-up person or number;
- brief the party leader and supervisors about the emergency procedures as part of the risk assessment briefing and that the leader and supervisors have ready access to them during the visit;
- ensure that the party leader impresses upon parents the importance of providing their own contact numbers, more than one, which will enable the parents to be contacted in case of emergency;
- establish a procedure to ensure that parents are informed quickly about incident details through the school contact, rather than through the media or pupils;
- keep records of individual visits including reports of accidents and 'near-accidents' (sometimes known as 'near misses');
- ensure that visit evaluation is used to inform training needs. Further staff training should be made available where a need is identified;
- review systems and, on occasion, monitor practice.

#### **4 4 Party leader**

Party Leaders carry 'a profound responsibility'. Indemnities have no legal validity, and it is the responsibility of all staff to act as 'a careful parent', with overall responsibility lying with the party leader.

Courts take the view that teachers should act as careful parents. If a teacher is aware of special factors that are not known to the parents, the Courts would expect the teacher to exercise the appropriate amount of care – which could well be higher than that exercised by parents. This care should be appropriate for the age and ability of the children, and the activity being undertaken.

The party leader is officially recognised and is responsible for ensuring that all other accompanying adults know their duties and responsibilities, if any, including volunteer parents and staff who are their senior. Extra care is needed if any family members of the party leader are in the party. The party leader's obligations lie first with the party, i.e. the pupils.

#### **4 5 Accompanying teachers**

Accompanying teachers must:

- do their best to ensure the health and safety of everyone in the group;
- act as any reasonable parent would in the circumstances;
- take reasonable steps to avoid exposing pupils to dangers that are foreseeable and beyond those that the pupils can reasonably be expected to cope with;
- Consider stopping the visit or the activity and notify the group leader if s/he thinks there is an unacceptable risk to the health and safety of the pupils in their charge.

#### **4 6 Volunteers**

- Non-teacher adults must be clear about their roles and responsibilities.
- Volunteers must not be left in sole charge of pupils except where they are DBS cleared and it has been previously agreed as part of a risk assessment.
- They must follow the instructions of the group leader and teachers and assist with control and discipline.

## 4 7 Students

A school trip is an integral part of Students' learning and to ensure that they enjoy and benefit from the visit, there are a few basic rules that must be understood and accepted:

- They are representing Saint Nicholas School and have a duty to act responsibly. If they travel, or mix, with members of the public, pupils must do nothing to bring the School's name into disrepute.
- Teachers are acting in 'loco parentis' and will therefore be final and undisputed arbiter in all matters, answerable to the parents/guardians of pupils
- Pupils will be told whether or not school uniform is to be worn, and must be told what is acceptable dress code for the trip.
- Punctuality for all rendezvous is essential.
- Consumption of alcohol, tobacco and vaping is strictly forbidden.
- Mobile phones are prohibited on day and residential trips. In the event a trip leader requires pupils to use a phone for activities on the trip. This must be agreed by the EVC and Head teacher, during the planning stage.
- Where mobile phones have been agreed on a trip, pupils must bring a remote charger to charge the phone. All phones must be collected in after each activity they are required for.
- Pupils should never walk alone – always in a group of 3 and 4 and of mixed sex where applicable.
- Pupils must not take unnecessary risks;
- K2 Pupils must follow instructions of the group leader, teachers, instructors and people within the venues;
- Pupils must follow the schools dress and behaviour conduct;
- When abroad, pupils should be sensitive to local customs;
- Pupils should be aware of anything that may cause themselves or others harm, speak to their group leader or teacher if they are concerned.
- If any pupil is guilty of serious misconduct during a school journey will their parents will be informed by the Headmaster on returning to school. On overseas trips parents may be asked to collect the child.

## 5. Health & safety

### 5 1 Staff pupil ratio

#### Local visits

DfES guidance has in the past suggested that for visits to local historical sites and museums and local walks, the ratio in normal circumstances would be:

- 1 adult for every 6 pupils (Years 1 – 3), under-fives reception classes must have a higher ratio;
- 1 adult for every 10 – 15 pupils (Years 4 –6);
- 1 adult for every 15 – 20 pupils (Year 7+).
- Saint Nicholas School policy is there must always be a minimum of two adults.

#### Residential visits

- The rule of thumb is 1 teacher for every 10 pupils. It may be necessary to adapt this ratio in light of the kinds of activity undertaken.
- For younger children the ratio will be higher although adults, properly vetted (e.g. parents) may be included, unless their own child is on the trip.
- For potentially hazardous activities, e.g. rock climbing or exploring a big city, as few as 1 adult for 5 pupils may be necessary. This ratio must be addressed by the party leader in the risk assessment.

- Ideally, there should be at least one man and one woman accompanying mixed groups.

## **5 2 First aid requirements**

- A First Aid Kit should be taken on school trips.
- Travel sickness pills – These are the responsibility of the parent and should they wish staff to administer them for homeward journeys they must write a letter of request. Children should not be in possession of any medicines themselves.

## **5 3 Emergency contact numbers/ use of school mobile**

- There must always be a designated emergency contact person, usually the EVC or the Headteacher, who knows the strategic emergency plans.
- This person will provide a link between the party and the home community in an emergency, and hold and have available 24 hours a day all relevant information including a full list of all the people involved.
- All parents must be informed of the name and phone number of the designated contact person. This will be the school number during school hours.
- The school mobile must always be taken on school trips and the batteries be fully charged in readiness. The phone is available from the resources secretary.

## **5 4 Transportation**

### **Obligations of coach company**

- Every child aged 3 years up to (but not including) 16 years is to be provided with a forward-facing seat with a fitted lap belt.
- Only person over 16 years may use side facing seats.
- Emergency procedures should be in place for a major crisis
- The company, and therefore the driver, is to be fully briefed on destination, routes, parking. (This may require liaison with party leader.)
- Party leaders are responsible for the suitability of coaches used abroad.

### **Use of staff cars**

- Staff are not obliged to use their own car for carrying pupils, and should only do so with the correct insurance and with parental permission (a teacher carrying pupils should check with the bursar that the school insurance is sufficient, in the event they do not have their own appropriate insurance).
- When transporting a child to hospital, where possible an accompanying member of staff should be taken. However, using an ambulance is recommended and preferred.

## **6. Safeguarding children**

- Parents are often asked to volunteer to accompany children on day trips. It would be unreasonable to expect parents to undergo DBS checks and not at all practicable. However the party leader must consider how volunteers are used.
- Under no circumstances must a volunteer who has not obtained a Disclosure, due to infrequent contact with children, be left unsupervised with children.
- Where parents have unsupervised significant contact with young persons then they will need to be DBS checked.
- All accompanying parents or other adults on overseas school trips must be DBS checked.

## **7. Special Educational Needs & Disability**

- All reasonably practicable efforts have been made during the course of risk assessment to include disabled pupils in educational visits; and to include those disabled pupils who wish to take part in educational visits out of school hours.
- This will usually entail discussion with the pupil, parents, party leader and other supervisors, the manager of the venue to be visited, the tour operator etc.

## 8. Supporting staff

- The party leader should make sure staff are able to take sure breaks if they need to. Escorting and supervising children offsite brings its own stresses and staff can feel overwhelmed by the responsibility.
- For some staff it may be a new experience and to have children under their care and control for 24 hours can be particularly trying, especially if they are expected to manage a particularly unruly child. Make sure such staff are well supported; after all we hope they will volunteer again next year!

## 9. Procedures

For detailed advice on leading a school trip refer to the 'Handbook for Party Leaders'

### 9 1 Before the trip

#### Trip approval

- Application for school trips should take place at least a term in advance.
- Check the suitability of the trip with the EVC and gain approval,
- Check the school calendar with the EVC.
- When the trip is approved complete the full trips application form for the EVC to sign.

Once approved enter the trip in the school diary (in the office and on the school on-line calendar), let all staff know at weekly briefing and let kitchen staff know as soon as possible, to arrange packed lunches if appropriate.

- See the office regarding any funding requirements.

#### Parental consent

Parents need to be fully informed of the type of visit proposed. This is best done through an initial letter. Draft a letter for parents and have this approved by the EVC. This letter must detail precisely the nature of the activities that pupils will partake in and the risks involved.

Where appropriate and especially for a residential and/or overseas trip, this will be followed by a parents' meeting at which they should be informed of the following:

- Reason for and purpose of the visit;
- Nature of the programme (this must include details of all activities);
- Nature of the supervision arrangements;
- Expectations of behaviour (Code of Conduct)
- Method of travel, including names of coach companies, airlines, etc, as appropriate;
- Insurance arrangements;
- Cost and methods of payment;
- Pocket money and any arrangements for giving it out;
- Address and telephone number of venue;
- Type of accommodation, i.e. bunks, shared facilities, etc;
- Clothing requirements via a kit list (stress that clothing and other possessions should be clearly marked);
- Emergency contact telephone number;
- Procedures for storage and administration of medication
- Banned items i.e. jewellery, chewing gum etc
- The use of cameras/video cameras
- Sun protection requirements

- A parental consent form is required for each pupil attending a trip/visit.

### **Risk assessments & medical requirements**

- See the EVC with regard to all risk assessments and insurance. Check that the general school insurance is adequate for the type of activity proposed. If not see the Bursar re obtaining enhanced insurance.
- Obtain and complete all necessary risk assessment forms. Template risk assessment forms are available on the common drive of the school server.
- Provide the office with a mobile phone number for the party leader. The school mobile should be used. Provide the office and EVC with the address and telephone number of the venue you are visiting.
- Check any special medical requirements of pupils and gain permission for any admin. Are any children an unacceptable risk? Provision should be made for them, e.g. their own parent accompanying them. Take sick bags, a first aid kit and bin bags with you on the trip.
- For Adventure holidays in UK, check the centre has a licence. (Licensing Authority website <http://www.hse.gov.uk/aala/index.htm> ). Any trip involving instruction in a potentially hazardous activity, check qualifications and competence of instructors and standard of equipment.
- Establish emergency number with Head for day trips, and set up engage group for parents on the residential trip.
- Establish disciplinary procedures if likely to be different from 'on-site', especially for residential trips.
- The visit or site specific risk assessment should always have a pre-assessed 'Plan B' for contingencies. For example, what is the 'Plan B' if your coach breaks down abroad? Speak with the EVC and see the 'Handbook for Party Leaders' for further advice.

### **Transport & finance**

- Arrange and/or confirm your transport with the office staff.
- Provide the office with the departure time, approximate arrival time at your destination and the times for the return journey.
- Provide the office with the names of the pupils going on the trip.
- All financial transactions concerned with any visit should be paid into the school bank account. The party leader must therefore work closely with the Bursar and office staff.
- Under no circumstances must monies relating to a school trip be paid into a member of staff's personal bank account. All cheques should be made payable to Saint Nicholas School.
- Money collected from Pupils should be given to the Finance Officer on the day it is collected.

### **Insurance of vehicles and drivers**

- All vehicles in which children are being transported, and the driver of those vehicles, must be adequately insured.

### **Staff cover & effect on other school staff**

- Plan cover for the trip, for staff out and for the groups of children remaining. Provide the Deputy Head with a copy of this one week before the trip.
- Remind any staff affected by the trip of absent pupils.
- Make the necessary arrangements with the kitchen staff for packed lunches should the children be representing the school. For all normal school outings the pupils should bring their own packed lunches.

## **9 2 On the day of the trip**

- Notify the school office of any pupil absences and changes to accompanying adults.
- Check the suitability of pupils' clothing, footwear and possessions before leaving. If requirements in the letter to parents have been ignored or flouted then the pupil may be at risk and s/he should not travel if this is judged to be a significant risk. This is at the discretion of the Party Leader.

- Check the mobile phone and First Aid Kit.
- Ensure all staff attending have registers for the pupils they are responsible for.

**On the coach, before departure**

- Staff seating should be equally distributed throughout the coach.
- Seat belts. Physically check on each pupil as well as tell them to keep belt on for whole journey. Younger pupils need regular checking.
- Inform pupils of discipline requirements.

**At the destination**

- Contact the school office to confirm arrival
- Conduct safety talk (including fire regs) before embarking on any activity.
- Ensure proper supervision of children at all times.
- In the case of overnight stays, rooms should be checked for damage on arrival and departure, and pupils should know where a member of staff can be found in an emergency at all times.
- No mobile phone or internet enabled devices in bedrooms at any time.

**9 3 Return journey**

- Check seat belts as before.
- Contact school office to confirm departure
- If the coach is delayed, phone school or send a message on the portal to give e.t.a. If pupils have been allowed to bring their own mobiles, they can be used to inform their parents.
- On arrival back at the school after a trip, staff must stay with the pupils until everyone has been collected from the school site. It is useful to have pupils' home contact numbers in case a parent does not come to collect their child.
- When returning out of school hours, you should arrange an emergency contact with a member of staff who holds keys (Headteacher, Caretaker) in case access to school is required (N.B. for genuine necessities).
- Staff should update the school portal with any change of return time due to delays in traffic etc.

If the trip is residential the attached forms should be completed/considered prior to departure:

APPENDIX 1	Categories of trip/visit
APPENDIX 2	Risk Assessment
<input type="checkbox"/> APPENDIX 3	Emergency Procedures
<input type="checkbox"/> APPENDIX 4	Handbook for Party Leaders
<input type="checkbox"/> APPENDIX 5	Application for approval form



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## APPENDIX 1 - CATEGORIES OF TRIP/VISIT.

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Within this document the term “remote” locations means:

- Any moorland (open uncultivated land at any height above sea level)
- Any mountain, woodland and cultivated land from which it would take more than 30 minutes travelling time to walk back to an accessible road or refuge.

Accessible road is a road accessible to an ordinary road going ambulance. Refuge is a building, either occupied or with means for summoning help, which can offer shelter for the party in an emergency.

Category A and B visits can be approved by the school’s EVC.

### **CATEGORY A ACTIVITIES**

These comprise activities that present no significant risks with no need for the group leader to have National Governing Body or other accreditation. Includes visits, journeys and environmental studies for which the element of risk is similar to those encountered in daily life.

- Environmental and country walks
- Field studies – non technical
- Historic sites
- Local sports tours
- Sites of commercial interest
- Walking – not in remote locations

### **CATEGORY B ACTIVITIES**

Higher risk activities which require that the leader has undergone an additional familiarisation process or induction, specific to the visit and / or location.

The leader will be approved as competent by the Local Authority (LA) or by the Education Visits Coordinator (EVC) following LA guidance. Where appropriate a National Governing Body Award (such as Award of Basic Expedition Leadership or NVQ in Activity Leadership) will be a measure of competence.

- Camping – not in remote locations (see definition above)
- Cycling – on roads or off road terrain not in remote locations
- Farm visits
- Low level initiative challenges
- Orienteering
- Swimming lessons in off site swimming pools
- Zoo visits

### **CATEGORY C ACTIVITIES**

Higher risk activities which need approval by the Headmaster. The following are examples of potentially hazardous activities which will require approval by the Outdoor Education Advisor. This list is not exhaustive.

- Abseiling
- Archery
- Ballooning
- Bivouacking
- Boating
- Building sites
- Camping in remote locations
- Canoeing
- Caving / Potholing
- Field studies in high hazardous environments (e.g. glacial, streams, beaches)
- Flying
- Gliding
- Gorge or ghyll scrambling and river walking
- Hang gliding
- Horse riding / pony trekking

- Kayaking
- Mine exploration
- Motor sports
- Mountain biking in remote locations (see definition above)
- Mountain walking / scrambling
- Night activities or activities in poor / reduced visibility
- Overseas trips
- Paintballing
- Parachuting
- Parascending
- Power boating
- Rafting (white-water)
- Remote locations
- Rock climbing including sea level traversing
- Ropes courses / adventure playgrounds
- Sailing
- Shooting activities
- Skiing and snowboarding (including commercially organised trips)
- Sub-aqua and snorkelling
- Tobogganing
- Unsupervised activities including unaccompanied expeditions
- Water based activities
- Water skiing
- Windsurfing
- Winter mountaineering

Party leaders must seek and obtain the approval of the Headmaster before undertaking any trip or visit which falls into Category C.

## **LEGISLATION FOR OFF-SITE VISITS**

The Activity Centres (Young Persons Safety) Act 1995 and the Adventure Activities Licensing Regulations 1996 was introduced following tragedies involving pupils engaged in adventure-type activities, and requires certain providers of specified activities to be licensed.

The following activities are within the scope of the license scheme and since April 2003, are classified as “Category C” visits in the Educational Trips and Visits policy and the procedures for approval should therefore be followed:

- caving (underground exploration in natural caves and mines including pot holing, cave diving and mine exploration)
- climbing (climbing, traversing, abseiling and scrambling activities except on purpose-designed climbing wall or abseiling towers)
- trekking (walking, running, pony trekking, mountain biking, off-piste skiing and related activities when done in moor or mountain country, which is remote i.e. over 30 minutes travelling time from the nearest road or refuge)
- water sports, (canoeing, rafting, sailing and related activities when done on the sea, tidal waters or larger non-placid inland waters)

Anyone who provides, in return for payment, any of the above activities to young persons under 18, must have a licence and abide by its conditions.

The scheme is aimed at those who sell adventure activities to schools and to the public. Schools should therefore, as part of their assessment of an activity provider, confirm that the provider has satisfied the licensing criteria.

Whilst the license scheme does not cover activities offered by schools to their own pupils, comparable safety standards should be provided.

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## APPENDIX 2 - RISK ASSESSMENTS

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Risk Assessments for any off-site visits are required by law! The aim of a risk assessment is to generate a culture of safety for your visit. This is a formal assessment of the risks that might be met on a visit.

### A RISK ASSESSMENT HAS 3 PARTS

#### **Generic Risk Assessment-**

- Can be in place and held on file.
- These are likely to apply to the activity wherever and whenever it takes place; □  
Must be reviewed regularly.

#### **Specific Risk Assessment-**

- The particular details for that trip.
- These will differ from place to place and group to group □ Add to the generic risk assessment.

#### **On-Going Risk Assessment-**

- Keep looking and thinking all of the time during visit.
- These take account of, for example, illness of staff or pupils, changes of weather, availability of preferred activity.

### HOW DO WE DO IT - WITHOUT UNNECESSARY PAPERWORK?

Risk assessments should have the aim of preventing 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 concern.

- Use the sample risk assessments which are available on the school server; example also on following page
- List the potential hazards involved in a particular visit; use the template on the school server
- Use the simplified guide on the following page to identify the hazards and quantify the risks
- Put control measures in place
- If the resulting risk can then be considered **low** – go ahead
- **If not** – reconsider your control measures – or cancel the plan.
- What are the Hazards?
- Whom they might affect?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the group leader put safety measures in place? □ What steps will be taken in an emergency?

The person carrying out the risk assessment should be the party leader. They should record it and give a copy to EVC.

#### **Frequent visits**

Frequent visits to local venues such as sporting arenas or art galleries may not need a risk assessment every time. A generic assessment of the risks can be made and the template reused, checking it remains appropriate each time.

## **Risk assessment simplified**

### **Definitions**

#### **Hazard:**

Object or activity with the potential to cause harm or damage.

#### **Risk:**

Likelihood that damage or harm will occur

#### **Risk Level:**

How serious an injury could be and how likely it is to occur.

### **Calculating Risk Level**

#### **Step One**

How serious could it be? - *Give it a number*

- 3 = Death/Major injury
- 2 = 7 day injury
- 1 = All other injury

#### **Step Two**

How likely is it for this to occur? - *Give it a number*

- 3 = Certain or very likely to occur
- 2 = Will occur sometimes
- 1 = Very unlikely to occur

#### **Step Three**

- Multiply the two numbers from above and enter this figure in the RISK LEVEL BOX

#### **Step Four**

Priority

Which band does the number in the Risk Level box fall into?

- High 6-9
- Medium 3-4
- Low 1-2

#### **Step Five**

Once you have decided on Control Measures, repeat Steps One, Two and Three to give the Residual Risk, which should be lower than without Controls i.e. the whole point of carrying out a Risk Assessment!

## Risk assessment simplified – an example

Residential trip to Cologne			Assessor J Taylor		Date of trip 4-6 December 2013
HAZARD	PERSONS AT RISK	RISK LEVEL	PRIORITY	CONTROL MEASURES	RESIDUAL RISK
<b>Before the trip</b> Strains from carry heavy luggage	All	3	M	Brief students before the trip that they will be required to carry their own luggage and that it must be a suitable weight to carry. They must also not buy very heavy items at the market.	2
Medical conditions	All	6	H	Parents to be required to inform accompanying staff of any medical conditions of which we are not already aware from the at risk students list attached. All staff to be aware of medical conditions	4
<b>Coach Travel</b> Falling off seats	All	4	M	Ensure all students are wearing seat belts	2
Tripping whilst getting on and off the coach	All	4	M	Staff to supervise inside and outside the coach	2
Alighting on roadside in Germany	All	6	H	Explanation to students that the traffic is on the other side of the road. Teachers to supervise.	3
<b>Coach Stops</b> Busy car park	All	6	H	Staff to walk with students to service areas and meet at specified time to walk back	3
Getting lost in service area	All	3	M	Students to be in groups of 3 or 4 at all times. Students should all have emergency teacher numbers	2

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## APPENDIX 3 – EMERGENCY PROCEDURES

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### ***In the event of an accident:***

- Establish your own safety
- Ensure the safety of the group
- Attend to any casualties
- Get help

### ***Aim to:***

- Preserve life
- Prevent the condition worsening
- Promote recovery

### ***First aid check:***

- Check for response; can you hear me?
- If no response, tell someone to call an ambulance immediately
- Open the airway; avoid moving the neck in case an injury is present
- Check for breathing: look, listen and feel
- If not breathing, commence CPR: 30 compressions to 2 inflations (use one hand for children)
- If casualty is breathing, check for major bleeding and apply direct pressure to wound
- If no serious bleeding, place casualty in recovery position
- Fractures - Look and gently feel for irregularities – support the injured part
- NOTE: - Do not move a casualty if you suspect serious neck or back injury

### ***Essentials:***

- Monitor – record all events and details – witnesses
- Treat for shock – reassure and keep warm
- Remember the rest of the group – safety, comfort, shock.
- Do not split the group – unless it is the only way to get help – leave nobody on their own.
- Control indiscriminate use of mobile phones by the rest of the group.

### ***Action:***

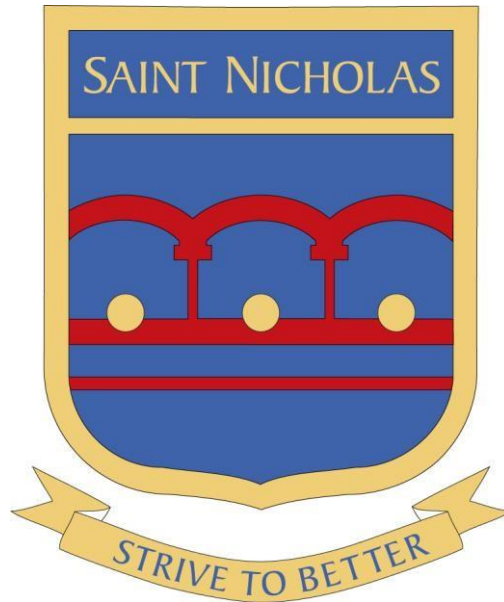
- Get qualified help asap – note your location accurately
- Contact your School, or Centre, or Base – you may be in shock and need support
- Do not admit anything
- Do not sign anything
- Do not talk to the press

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## **APPENDIX 4 - A HANDBOOK FOR PARTY LEADERS**

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# SAINT NICHOLAS SCHOOL



EDUCATIONAL TRIPS & VISITS

A HANDBOOK FOR PARTY LEADERS



## **SUPERVISION**

### ***Responsibility***

The Party 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 party 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 party 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 party leader/other supervisors if needing help;
- have prior knowledge of the venue – the party leader should normally have made an exploratory visit,
- 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.

### ***'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**

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 should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures. Remote supervision will normally be the final stage of a phased development programme;
- 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.

### **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**

Party 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 and 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, that it is not a time to relax in the bar or in front of the TV;
- 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.

### **Night Time**

Party 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.

Don’t 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.

### **Travel**

A driver cannot safely drive and supervise children at the same time. Party leaders should ensure that:

- transport by road has seat belts and that the pupils wear them;
- there is adequate supervision at all times when travelling;
- supervisors are reserved seats that allow them to supervise properly
- pupils are supervised when boarding and leaving;
- extra care is taken when leaving a vehicle in a country that drives on the right as some doors may open onto the road side;
- standards of behaviour are met, and in particular that drivers are not distracted
- smoking/alcohol etc. bans are observed;
- pupils are occupied on long journeys – this will help the journey pass quickly;
- evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- there are adequate rest stops for drivers;
- head counts are carried out when the group is getting off or onto transport.
- 

### **ONGOING RISK ASSESSMENT**

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 party leader (and other adults with responsibility) prepares 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

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;
- party 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 party 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 reassess 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 party leader's knowledge of the group is superior, or intervening to prompt a change of plan.

## **EMERGENCY PROCEDURES**

### ***Preparation***

By their nature, emergencies are usually unexpected. But careful emergency planning can mitigate the trauma of being caught up in an emergency. 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/LEA and clear roles for the party leader, school/LEA contact, Headmaster 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 in the group hold, up-to date competence in first aid and other life saving competence as necessary for the activities;
- ensure that the first aid kit is properly stocked and accessible;
- ensure that all pupils' medical needs (e.g. asthma, diabetes, anaphylaxis) are known 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 code of conduct;
- practice emergency drills e.g. evacuation of mini-bus;
- 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.

### ***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);
- school 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 a designated media contact in the home area;
- no-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from their LEA;
- keep receipts for any expenses incurred – insurers will require these.
- 

## **ADVICE ON SPECIFIC ACTIVITIES**

### **COASTAL VISITS**

There are dangers on the coast quite apart from those incurred in swimming.

The party 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. Party leaders should consider which areas of the terrain are out of bounds, and whether the risk assessment allows swimming in the sea;
- 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;
- party leaders should not normally allow pupils to ride mountain bikes on any route that is near a sheer drop e.g. coastal path or canal towpath. If the risk assessment indicates that the risk could be managed adequately, then there should be a small known group of skilled and experienced riders accompanied by appropriately qualified staff;
- the local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

### ***Swimming in the sea or other natural waters***

Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. The pleas of children to be allowed to bathe – because it is hot weather, for example, or after a kayaking exercise - should be resisted where the bathing has not been prepared for. In-water activities should take place only when a proper risk assessment has been completed and proper measures put in to control the risks. The activities should be formal and supervised.

It is good practice that, wherever possible, party leaders seek out recognised bathing areas that have official surveillance i.e. qualified lifeguard cover. But, even then, party leaders should be aware that pupils might mingle with members of the public and be lost to view. Pupils should always be in sight and reasonable reach of their supervisors.

The party leader should:

- be aware that many children who drown are strong swimmers;
- ascertain for themselves the level of the pupils' swimming ability;
- check the weather;
- be aware of the local conditions – such as currents, weeds, rip tides, a shelving, uneven or unstable bottom – using local information from the lifeguard, coastguard, harbourmaster, police or tourist information office;
- beware of rocks, breakwaters and other potential hazards;
- look out for warning signs and flags: a red flag means it is unsafe to swim; yellow flags mean that lifeguards are on patrol in the area between the flags; a black and white flag means it is an area used by surfers and not suitable for swimming;
- designate a safe area of water for use by the group;
- brief the group about the limits of the swimming area;

- avoid crowded beaches where it is harder to see pupils;
- be aware of the dangerous effects of sudden immersion in cold water;
- be aware of the dangers of paddling especially for young pupils;
- ensure that pupils have not eaten (at least half an hour) before swimming;
- ensure the activity is suitable for the pupils, especially any with special needs or disabilities;
- adopt and explain the signals of distress and recall;
- ensure that buoyancy aids, lifejackets etc. are used where appropriate;
- carry out regular head counts;
- be aware that it is not always possible to tell when someone is in difficulties.

Supervisors should

- have clear roles – at least one supervisor should always stay out of the water for better surveillance, even where lifeguards are on duty;
- take up a best position from which to exercise a constant vigilance;
- divide their careful watching between staff who stand in the sea and look landward towards the group and staff who stay on land and watch the group from that vantage point;
- give the children their full, undivided attention;
- always follow the advice or directions of a lifeguard;
- never swim themselves unless it is to help a child in distress;
- not join in any of the children's games;
- ensure that no child is allowed to wade out or swim further than his or her waist height; □ nevertheless, be aware that it is possible to drown in one's own depth, and to act immediately when a child appears to be in difficulties;
- ensure that children leave the water immediately if they get too cold, especially if toes and fingers look blue or feel numb - could suggest the onset of hypothermia;
- recognise that a child in difficulty is unlikely to wave or shout – all of their energies will be in trying to keep afloat.

It is good practice for the party leader, or another designated adult in the group, to hold a relevant lifesaving award, especially where lifeguard cover may not be available.

## **FARM VISITS**

Party 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.
- what additional measures are required in the event of an animal bite e.g. tetanus, puncture wound

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.

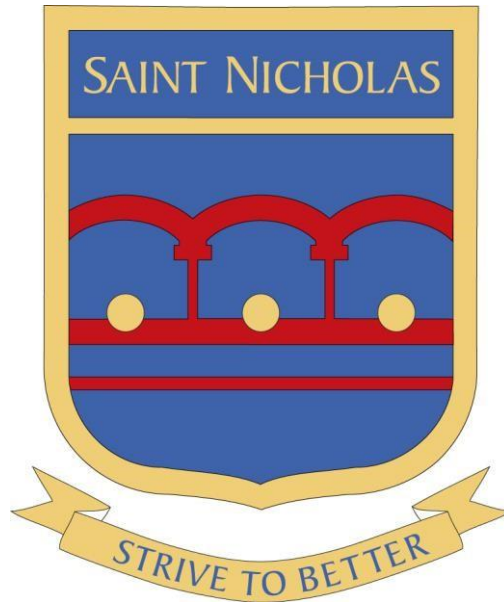
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## APPENDIX 5 – APPLICATION FOR APPROVAL FORM

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# SAINT NICHOLAS SCHOOL



EDUCATIONAL TRIPS AND VISITS

APPLICATION FOR APPROVAL FORM

# APPLICATION FOR THE APPROVAL OF EDUCATIONAL VISITS

Not all sections will be relevant to every proposed visit: Where sections are not relevant please enter n/a.

Party leader: \_\_\_\_\_

Visit to:  
\_\_\_\_\_

Visit date:  
\_\_\_\_\_

## Party leader responsibilities

The party leader should complete this form as soon as possible once the preparations are complete. The party leader should have already received approval of the proposed visit in principle and should have regularly updated the Headmaster on the progress of the preparations. The party leader should obtain parental consent.

When approval is given, one copy should be retained by the EVC and another by the party leader. The EVC should be informed of any subsequent changes in planning, organisation, staffing. Where necessary, the EVC will seek approval from the Headmaster and/or governors.

## Checklist



Completed parts 1 to 4 of Section 1 and obtained the EVC's approval to continue with the planned trip?	
Fully completed Section 1 and signed and dated the form?	
Obtained the EVC's approval in Section 2?	
Established costs of the trip and liaised with the bursar re charging pupils?	
Written to all parents giving precise details of all activities?	
Attached a copy of information sheet/letter sent to parents and the parental consent form to this form?	
Obtained all parental consent forms?	
Considered 'risks' and the 'risk assessment plan'? – Section 3	
Attached all completed risk assessments to this form?	
Completed the list of pupils participating in the visit/trip? – Section 4	
Briefed all accompanying staff and adults about their duties and responsibilities?	
Made necessary arrangements for transport – including liaising with the office and booking the minibus where necessary?	
Entered the details of the visit in the diary and on-line staff calendar?	
Checked whether adult helpers require DBS checks? – Liaise with the Bursar and EVC where checks are required.	
Assessed the needs of all SEN pupils and those with medical needs?	
Informed the kitchen of the visit and arranged packed lunches where required?	
Organised staff cover for the duration of the trip?	
Completed an 'Evaluation of the visit' – Section 5	

## SECTION 1

### 1. Purpose of visit and specific educational objectives:

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### 2. Places to be visited:

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### 3. Dates and times:

Date of Departure: \_\_\_\_\_ Date of Return: \_\_\_\_\_  
Time: \_\_\_\_\_ Time: \_\_\_\_\_

Have the teachers who may be affected by these children being out of lessons been informed? \_\_\_\_\_

### 4. Size and composition of the group:

Age range: \_\_\_\_\_ Total number: \_\_\_\_\_ Number of boys: \_\_\_\_\_ Number of girls: \_\_\_\_\_ Adult to pupil ratio: \_\_\_\_\_

**CONFIRMATION FROM EVC FOR VISIT TO BE ORGANISED** – Do not proceed to part 5 until this has section has been signed indicating approval.

#### To be completed by the EVC

To the party leader: I give permission for the above trip be organised.

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

EVC full name: \_\_\_\_\_

### 5. Transport arrangements:

Include the name of the transport company and vehicle registration number(s) where staff cars are used.

Transport Company			
School mini-bus driver		Is the driver Midas trained?	

Staff Car driver 1		Car registration number 1	
Staff Car driver 2		Car registration number 2	

### 6. Organising company/agency (if any):

Include licence reference number if the body is registered with the Adventure Activities Licensing Authority.

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

Tel: \_\_\_\_\_ Licence No if registered: \_\_\_\_\_

### 7. Proposed cost and financial arrangements:

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### 8. Insurance arrangements

for all members of the proposed party, including voluntary helpers: Include the name of the insurance company.

Insurance Cover: \_\_\_\_\_ Policy No: \_\_\_\_\_

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

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**9. Accommodation to be used:**

Name: \_\_\_\_\_ Telephone Number: \_\_\_\_\_  
Name of head of centre (if available): \_\_\_\_\_  
Address: \_\_\_\_\_

**10. Details of the programme of activities:**

\_\_\_\_\_  
\_\_\_\_\_

**11. Details of any hazardous activity and the associated planning, organisation and staffing:** *Reference to risk assessment is acceptable.*

Activity	Planning, organisation & staffing

**12. Names, relevant experience, qualifications and specific responsibilities of staff accompanying the party:**

Staff	Experience, qualifications and specific responsibilities

Name of trained first-aider in the party, where applicable: \_\_\_\_\_

**13. Names, relevant qualifications and specific responsibilities of other adults accompanying the party:**

Accompanying staff	Experience, qualifications and specific responsibilities

**14. Contact person who holds all information about the visit or journey in case of an emergency:**

Contact Name: \_\_\_\_\_ Telephone number \_\_\_\_\_  
Address: \_\_\_\_\_

**15. Existing knowledge of places to be visited and whether an exploratory visit is intended:**

\_\_\_\_\_  
\_\_\_\_\_

**16. Information on parental consent:**

Information on whether the party leader has received all consent forms duly completed and signed (parental consent may precede or follow approval): \_\_\_\_\_

*Please attach copy of information sheet/letter sent to parents, the parental consent form.*

**17. Names of pupils with special educational or medical needs:** (attach separate list if necessary)

Pupil	Nature of SEN or medical needs	Pupil	Nature of SEN or medical needs

Party leader full name: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## SECTION 2

### CONFIRMATION FROM EVC FOR VISIT TO GO AHEAD

To be completed by the EVC

To the party leader:

I have studied this application and am satisfied with all aspects including the planning, organisation and staffing of this visit. Approval is given.

- a. Please ensure that I have all relevant information including a final list of group members, details on parental consent and a detailed itinerary at least seven days before the party is due to leave.
- b. Your report and evaluation of the visit including details of any incidents should be with me as soon as possible but no later than 14 days after the party returns.

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

EVC full name: \_\_\_\_\_

A copy of the completed application form and details of any subsequent changes should be forwarded to the EVC.

## SECTION 3

### STEPS TO FOLLOW WHEN ASSESSING RISKS Consider the following when completing the risk assessment

<p><b>1. Place to be visited e.g. Paris:</b></p> <p>Potential hazards: e.g.: • walking in city streets • travelling by ferry • loss of passport • unsuitable hotel</p>	
<p><b>2. List groups of people who are especially at risk from the significant hazards you have identified:</b></p> <p>e.g.: • pupils • non-teaching staff • students • teachers • party leader</p>	
<p><b>3. List existing controls or note where the information may be found:</b> e.g.: • ensure sufficient supervision • know details of consulate • clear guidance to pupils • exploratory visit</p>	
<p><b>4. How will you cope with the hazards which are not currently or fully controlled under (3)?</b></p> <p>List the hazards and the measures taken to control them.</p>	
<p><b>5. Continual monitoring of hazards throughout visit:</b></p> <p>Adapt plans and then assess risks as necessary.</p>	

## SECTION 4

### SUMMARY OF INFORMATION ABOUT PUPILS PARTICIPATING IN A VISIT (A copy of details may be attached in lieu of entering information in this section)

	FORENAME	SURNAME	CONTACT NAME	CONTACT PHONE NUMBER
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
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*Where necessary attach a list of additional names and details.*

**IMPORTANT** - On the day of the trip please notify the school of any absentees.

## SECTION 5

### EVALUATION OF THE VISIT (to be completed by the group leader for future reference)

School Group:	
Party leader:	
Number in Group:	Boys:                  Girls:                  Supervisors:
Date(s) of Visit:	
Purpose(s) of Visit:	
Venue:	
Commercial Organisation:	

	Rating out of 10	Comment
1. The Centre's pre-visit organisation:		
2. Travel arrangements:		
3. Content of education programme provided:		
4. Instruction:		
5. Equipment:		
6. Suitability of environment:		
7. Accommodation:		
8. Food:		
9. Evening activities:		
10 Courier/Representative:		
11. Other comments and evaluation including "close calls" not involving injury or damage:		

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

Party leader's full name: \_\_\_\_\_