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# KING'S SCHOOL

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## ROCHESTER

### **WHOLE SCHOOL EDUCATIONAL VISITS POLICY**

This policy is applicable to all pupils in the school, including those in Boarding and in the EYFS.

This policy was adopted on:	01.09.12
Policy last reviewed on:	01.04.24
Person/Body reviewing:	Visits Administrator/SMT (THM)
Date of next review (except in the case of relevant legislation):	01.09.25
Published:	ISI/Staff/Website

## Objectives

To ensure that visits are well planned and significant risks are identified and managed. That there are contingency plans in place for changes in circumstances during a visit that are reasonably foreseeable. Those who are in charge of visits have the necessary competence to manage situations appropriately.

## Introduction

To ensure the safety and welfare of pupils taking part in educational visits, trips, exchanges and other outings, the staff who organise, lead or accompany trips are required to follow the guidelines in this Policy. This Policy details the action required when planning and leading a School Trip and the documentation which must be prepared and overseen by the whole school Educational Visits Administrator (EVA).

King's School Rochester has formally adopted "***National Guidance***" (NG) as "***King's School Rochester Employer Guidance***". This Educational visits guidance can be found on the following web site: [www.oeapng.info](http://www.oeapng.info) The DfE Guidance for Health & Safety in Schools is here: [DfE advice on Health & Safety](#)

It is a legal expectation that King's School Rochester employees **must** work within the requirements of their employer's guidance. King's School Rochester employees must therefore also follow National Guidance (NG) recommendations.

Where there is any variance of policy between the National guidance and King's School Rochester policy the King's School Rochester policy requirements take precedence over any guidance.

Where a King's School Rochester employee commissions a **Learning Outside the Classroom** (LOtC) activity, they must ensure that such commissioned agent has either: Adopted King's School Rochester or OEAP National Guidance **or** Has systems and procedures in place where the standards are not less than those required by OEAP National Guidance.

This policy applies to all overnight trips, trips abroad and day trips, for pupils of King's School Rochester, including those who reside during term-time in the Boys' and Girls' Boarding Houses, Senior, Preparatory, Pre-Preparatory School and Nursery (EYFS).

## The Value and Evaluation of Learning Outside the Classroom (LOtC)

The Ofsted report "*Learning Outside the Classroom – How Far Should You Go?*" (October 2008) makes statements in the strongest terms to support the value of

LOtC, including the fact that it raises achievement. Refer to NG document: “*Ofsted and LOtC Summary*” However, it also highlights the finding that *even where LOtC is highly valued and provided to a high standard, it is rarely evaluated with sufficient rigour* – i.e. in the way that classroom learning is evaluated – and a methodology to address this is provided within the National Guidance document: “*Rigorous Evaluation of LOtC: Meeting Ofsted Expectations and Assuring Quality*”.

## **Planning**

Planning should reflect the consideration of Legal and good practice requirements, ensuring:

- The plan is based on King's School Rochester procedures and employer guidance.
- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.
- Proportionate assurances have been obtained from any providers (making full use of national schemes that accredit that assurances have already been obtained by credible inspection regimes).
- Designated emergency contact(s) have been identified.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.

It is strongly recommended that at a very early stage of the planning process, the provisional staffing team carry out a brainstorming exercise in order to identify the benefits and learning outcomes that the activity (or range of activities) might achieve. If the outcomes are to be evaluated with any rigour, then it will be essential that these outcomes are prioritised, and appropriately targeted. Once the targeted outcomes have been identified, it will then be possible to identify an appropriate on-going review and evaluation.

This supports the move towards developing activity-specific policies at establishment level for regular or routine activities. Such policies should be robust and equate to “*operational guidance*” that makes it clear how the activity should be planned and delivered, meeting all necessary recommendations and requirements, as well as assuring educational quality.

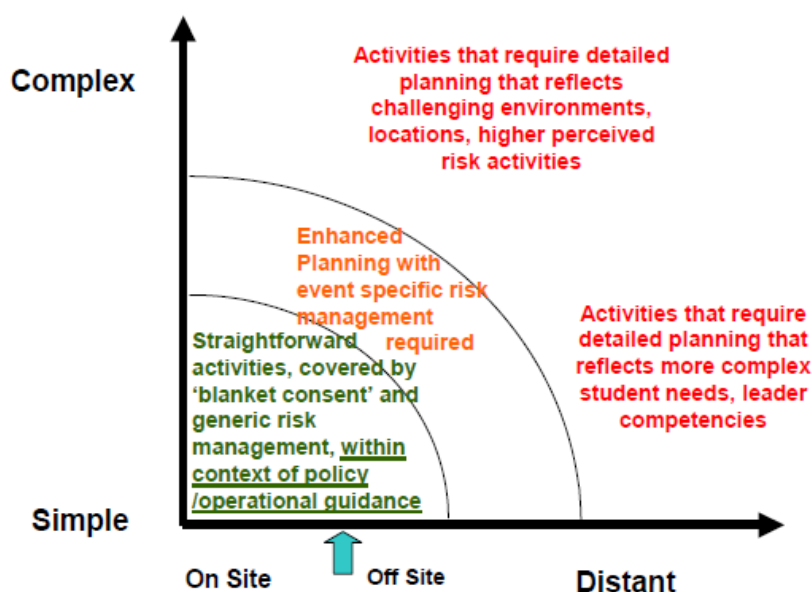
The degree of complexity of a particular plan or policy (along with its supporting procedures) will need to reflect the nature and complexity of several variables that can impact on any given activity. These variables can be remembered as “**STAGER**” as explained below.

- **Staffing requirements** – trained? experienced? competent? ratios?
- **Timing** - time of year? during working hours?
- **Activity characteristics** – specialist? insurance issues? licensable?
- **Group characteristics** – prior experience? ability? behaviour? special and medical needs?
- **Environmental conditions** – like last time? impact of weather? water levels?
- **Remoteness** - from help? from the establishment?

Refer to NG documents: ***“Planning Basics” or 1b - Foundations***

Example King's School Rochester trips:

- Straightforward – Sport, local theatre, local museum, House or Form meal
- Enhanced Planning – Geography residential, Biology fieldwork
- Challenging Environments – D of E Gold level
- Complex pupil needs leader competencies – Water sports



### Detailed arrangements for visits

All residential visits are approved by the Educational Visits Administrator (EVA), the Bursar and the Heads of each school, day trips are also approved by the Heads of

each section of the school (or their appointed Deputy) and the EVA. The approval process and procedures for day, and residential visits are administered through an online system called Evolve (found via a link on the KSR Springboard or directly at the website:

[https://evolve.edufocus.co.uk/evco10/evchome\\_public.asp?domain=kingsschoolrochester](https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=kingsschoolrochester) (with the exception of CCF trips which require alternative arrangements using the old style paperwork due to MoD requirements).

There is also information available on the School's Shared Area (Google Drive/Shared Drive/Admin/Visit Forms) where shared resources (consent forms, generic risk assessments, etc.) are also available. Sport fixtures and trips as part of the weekday programme are approved by the Director of Sport.

The competence of the visit leader is the key component in ensuring the safety of the participants. Assessment, training and support of visit leaders is a priority of the EVA.

All School trips have a named leader who must be a serving teacher at King's School Rochester. The approval process should be completed by the Trip Leader well in advance of any visit. Outline Approval (via Evolve) is to obtain permission for a trip to take place. It MUST include a copy of the information to be sent to parents. It should be completed as soon as possible before the trip is planned to take place. (In the case of the Preparatory and Senior Schools, details of trips involving absence from School must be contained in the Calendar for the term in which the trip takes place before letters can be sent to parents).

Information to be given to parents must include:

- Exact times of transport to and from the trip
- Address and if possible telephone number of the Trip Destination\*
- Name of Trip Leader (and other staff going on the visit\*)
- The School's Base Contact name and contact details (landline/mobile)\* (The Base Contact should be the primary point of contact for parents in case of emergency. E.g. Principal, Headmaster/ Headmistress or other senior member of staff)
- A sentence to say that school rules apply on the trip.
- Clarification that a copy of the School's insurance policy is available on request.
- Information about EHIC/GHIC cards (if these are required)\*
- Appropriate visa advice for non-EU pupils (if applicable)\*

- Kit list\*
- Advice on spending money.
- Advice on the use of mobile phones and other digital devices.
- A list of activities involved.
- The cost of the trip.

\*If these details are not mentioned in the original letter to parents about the trip, they must be disclosed to parents by email or letter before the trip takes place.

NB. Parents should be invited to comment if they do not wish their child to participate in any activity on the understanding that the child may then need to be withdrawn from the trip but may still be charged for the child's place on the trip.

Full approval must then be obtained using the Evolve system (with the exception of CCF trips where the older system of using 'Form B' remains in place). No trip may leave without confirmation of final approval (this will be shown on the Evolve system). There are different levels of final approval depending on the type of trip taken (EVA or SMT) but there should be evidence that the EVA and Headteacher (or their appointed Deputy) of the appropriate section of the school, the Bursar and/or the Principal have approved the trip.

Final approval stage MUST include a Risk Assessment. Some of these (for example a trip involving coach travel) are generic and can be copied from and used from Google Drive/Shared drive/Admin/Visits Forms or from within the Evolve system itself. The EVA should be consulted if there is any difficulty over completing Risk Assessments.

Reference could be made to the School's Health & Safety Policy on risk assessments. Induction training via the staff induction programme is given on the completion and use of risk assessments. Risk assessments should form the basis of how the trip is organised and be incorporated into briefing for staff on a trip and for instructions issued to pupils, helpers and parents of pupils on a trip.

In instances where the proposed trip will impact upon a staff member's ability to carry out his/her usual timetabled duties or teaching responsibilities, this must be highlighted and appropriate contingency arrangements made for cover of classes/usual activities. It is the duty of the member of staff organising the trip to ask for cover for absent colleagues in the usual way for each part of the School.

All adults accompanying a school visit must be competent to carry out their defined roles and responsibilities. It is assumed that school staff will be overseeing any school-linked visit, and that staff known best to pupils will be asked to accompany visits ahead of any other adults. Any additional accompanying adults required for a visit must be DBS-checked by the school, and capable of carrying out a supervisory role as deemed appropriate by the Principal. (Should family members of staff or pupils request to accompany a school trip, this request will be considered by the Principal and cannot be automatically assumed as accepted; it will be necessary for all to be assured that the needs of the whole group are not compromised by the attendance of a relative on a visit). Clear advice about conduct in this situation will be offered. Parents should not be in a position where they have sole supervision of their own children on a trip, as this may compromise the safety of the whole group. If this situation may occur, this must be indicated in the risk assessment and clear indicators given of how any potential risk will be mitigated. All adults leading or accompanying a school-linked visit must have the appropriate level of competency which must be checked by the Head of school before they are authorised to attend.

Parental consent is now granted at the start of the academic year for day visits using the online Google Form or a hard copy of ‘Pupil Medical and Educational Visit Record’ for the respective schools. No pupil should go on a trip without a signed consent Form. Such consent may be granted only by a parent, guardian or a boarding Housemaster. This consent does not apply for residential visits and adventurous activities, and so a ‘Form C – Consent Form and Declaration of Health’ should be completed instead. Parents must be made aware of and consent to all activities on the trip, especially water activities or any special arrangements for all pupils travelling home alone after a trip where the time of return for a trip is after the end of the School day. It is likely that during the course of the 2023-2024 academic year that digital consent may be granted for individual trips through the Consent section in the Evolve system (but until such time as this has been confirmed then Form C remains in place for residential and adventurous activities).

A Pupil Visit List and Recharge Template should be completed. For all trips, the pupil list should also be sent to the attendance officer or relevant school office and to teaching staff where pupils will be missing lessons.

**For all trips, the Pupil Visit List should be updated on Evolve so that it can be checked by the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead prior to the trip taking place.**

The Evaluate section of Evolve is a report and assessment of the trip. It should be completed within 14 days of return of the trip.

Minibuses need to be booked separately via the online system. Please note, it is only possible to book a minibus if one is available (activities such as games, CCF, boarding trips...etc take priority as they are timetabled and require transport for pupils to access lessons/activities). **Entering 'minibus travel' on the Evolve system does not book a bus.** If a coach company is to be used, please liaise with the school offices regarding the names of local reputable companies and arrange for a coach to be booked well in advance of the trip.

### **Risk Management**

As an employer, King's School Rochester has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level - and not to eliminate risks, as would be a reasonable expectation when risk assessing a piece of machinery, workshop or manufacturing process. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring King's School Rochester to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an activity should be informed by the benefits to be gained from participating. King's School Rochester promotes a "Risk-Benefit Assessment" approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is "acceptable". HSE endorse this approach through their "***Principles of Sensible Risk Management***" and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves. DfE also make clear that they support this approach through their guidance here **DfE assessing and managing risk.**

There is no legal or King's School Rochester requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e. those that may cause serious harm to an individual, or harm



several people. HSE case study examples of sensible school trip risk management are available here:

[HSE case-studies](#)

Generic King's School Rochester risk management plans exist for a wide range of trips and components of trips – accommodation, transport etc. These are available on Google Drive/Shared Drives/Admin/Visit Forms/Generic Risk Assessments and within the Resources section of Evolve.

### **Checking the certification of centres and leaders**

As an employer, King's School Rochester ensures that there is monitoring of the visits and LOtC activities undertaken by its staff. Such monitoring should be in keeping with the recommendations of Employer Guidance. There is a clear expectation that the monitoring function is a delegated task put in place by the EVA and principally carried out by experienced staff acting as mentors/advisors for colleagues.

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is a vital dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. The EVA will advise on this in each specific case. A pre-visit is usually required for visits where there is a high complexity factor and the visit has not happened previously, or when the visit is adventurous and led by King's School Rochester staff, e.g. a new DofE day walk.

Residentials, visits abroad, exchange visits, adventure led by school staff all have aspects of complexity. If the visit is led and managed by a provider, then a variety of approaches can reduce the need to pre visit.

It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy. Examples of such schemes include:

- The LOtC Quality Badge
- AALS licensing
- Adventuremark

- School travel forum
- NGB centre approval schemes (applicable where the provision is a single, specialist activity).

King's School Rochester takes the view that where a provider holds such one of the above accreditations, there should be no need to seek further assurances.

Teachers in charge of trips must identify if inoculations are required for the trip. These often need to be done several weeks before departure.

Similarly, it must be highlighted if pupils require a visa, and support offered to families in terms of how to apply for the visa for their child.

There must be separate sleeping accommodation for pupils and staff. Pupils and staff should also not be required to share bathroom facilities.

### **First Aid**

All pupils and staff attending a school trip must complete the relevant medical details. It is also good practice to ask for a declaration of health form and relevant medical declarations to be signed by parents/carers and adults on residential visits. The Trip Leader should acquaint himself/herself with all the medical information specific to pupils on his/her trip. Wherever possible another teacher or suitably qualified first aider should be allocated the role of first aider and carry the first aid kit at all times.

First aid training is provided for King's School Rochester staff by Mrs Andrea Waite or outside first aid providers. It is desirable that all staff supervising pupils on a school trip have knowledge of appropriate first aid.

**On all trips a dedicated first aider will carry a first aid travel kit (obtained from the Medical Centre) including general first aid supplies, spare epipens/inhalers and any other medicine as may be required by the pupils/accompanying staff.** Their role will be to deliver first aid (if appropriate) before accompanying the child/adult to hospital, or as directed by the emergency services. Appropriate liaison with the Medical Centre or a child's parents must occur before the visit to ensure staff on a trip can care for a child or accompanying member of staff's needs adequately. Individuals, parents and the Medical Centre must disclose any confidential information necessary to ensure this is the case and staff in

possession of such information must observe medical levels of confidentiality with this information.

### **Pupils with SEND and/or medical needs (including EAL considerations)**

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Establishments should take all *reasonably practicable* measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- An entitlement to participate
- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers

Employers, Heads/Managers, Curriculum Planners and Visit Leaders should be aware of the extent to which Inclusion is or is not a Legal issue. Under the Disability Discrimination Act 1995, it is unlawful to:

- Treat a disabled young person less favourably;
- Fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.

It is good practice that prior to any trip, the parents of any pupil with SEND/medical issues should be contacted and full details of the trip given along with a discussion of the pupil's requirements for the trip.

A discussion between the trip leader and the EVA should then take place as to staffing and expectations for inclusion and any special measures that will need to be undertaken.

The organiser of the trip will be made fully aware of the SEND/medical issues to allow for planning. Extra staffing may be required to support the pupil on a one to one basis during the trip and the cost of this is required to be factored into the planning.

From the parental permission forms, all data regarding dietary issues and on-going medical issues should be gathered and held by the leader and designated first aider. This information can be accessed through ISAMS.

All staff attending the trip should be conversant with the administration of any emergency medication as indicated on the pupils Care Plan such as Autoinjectors or inhalers. Staff should also be aware of the level of independence of the pupil re their medical care.

### **Transport**

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it. All national and local regulatory requirements must be followed.

### **Minibuses**

It is a requirement of King's School Rochester Policy that all staff must hold category D1 or a lightweight minibus licence entitlement on their driving licence and have completed MIDAS training. The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus. The Visit Leader should ensure that coaches and buses are hired from a King's School Rochester approved company. The school will ensure that all drivers are appropriately insured (EYFS Statutory Framework). Transporting young people in private cars requires careful consideration. Staff cars should only be used to transport pupils in 'unplanned' or 'emergency' situations. For example, journeys to hospital, to prevent pupils being stranded, etc.

### **Information to be given to colleagues**

A list of all pupils attending trips in term time should be circulated to all relevant teaching staff.

### **Staffing**

In general terms, the Law does not prescribe activity-specific staffing ratios; but it does require that the level of supervision and group management is "effective".

Effective supervision should be determined by proper consideration of:

- Staff Competence
- Timing of the activity taking place
- Activity - nature and location of the activity (including the type of activity, duration, skill levels involved)
- Group - age (including the developmental age) of the group; ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc.)
- Environment - nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions)
- Remoteness from help and from base

However, as an exception to the above, Ofsted and DfE guidance prescribe ratios for Early Years. See link here: "[\*Early Years Foundation Stage\*](#)" The ratio of pupils to staff will be risk assessed and stated on the risk assessment (EYFS Statutory Framework).

All trips must follow School Policy on Child Protection, safeguarding and rules on relations between adults and pupils. In Pre-Prep it is advised that there is a ratio of 1:6 wherever possible including Early Years. Wherever possible both male and female staff should accompany a trip involving both boys and girls, particularly if this involves an overnight stay. However, there will be occasions when this is not practical such as some School trips with very small numbers of pupils. The visit leader should consider in their planning (see Section 5) whether the ratios and gender mix are appropriate and seek advice if necessary. The EVA and appropriate Head (or appointed Deputy) of each section of the school are able to sign off day trips if this has been fully considered in the risk management.

Concerns over staffing should be discussed with the EVA and/or the Principal/ Headmaster/Headmistress/Senior Deputy. If both members of a couple are going on the trip with their child/children, only one parent may count in the staff ratio. Staff expertise or training must be considered when trips require specific knowledge or skill e.g. rock-climbing. Training must be offered if required, and qualifications verified if these are to be required during the trip by the staff member in leading activities for pupils.

## **Competence**

It is an expectation that all leaders and assistants have been assessed as competent to undertake such responsibilities as they have been. To be ‘competent’ may also include completing specific First Aid and Minibus driving qualifications.

## **Adventurous Activities – see appendix A for list**

King’s School Rochester acknowledges the immense educational benefits that adventurous activities can potentially bring to young people, and fully supports and encourages adventurous activities that are correctly planned, managed, and conducted. Competences to lead outdoor activities should be demonstrated by holding the relevant National Governing Body (NGB) award where it exists. Where there are queries regarding the competencies/experience required the EVA will contact outdoor professionals for advice. All centres and providers used by the school for the provision of adventure activities will hold a current AALS licence.

## **Other Areas**

Staff competence in first aid, minibus driving, life-saving etc may also be needed, depending on the activity. Volunteers will also require induction training prior to a specific visit. Training requirements in these areas should be identified as part of the risk assessment process.

To be deemed competent, a King’s School Rochester Visit / Activity Leader, or Assistant Leader must be able to demonstrate *the ability to operate to the current standards of recognized good practice for that role.*

All staff and helpers must be competent to carry out their defined roles and responsibilities.

Employer Guidance sets a clear standard to which King’s School Rochester leaders must work. The guidance states:

*“a competent Visit /Activity Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires:*

- Knowledge and understanding of their employer’s guidance supported by establishment-led training.
- Knowledge and understanding of establishment procedures supported by a structured induction process specified by the establishment.
- Knowledge and understanding of the staff, the activity, the group and the venue.

- Appropriate experience
- In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification.”

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues is applied to both newly qualified and newly appointed staff.

Where a Volunteer Helper is a parent (or otherwise in a close relationship to of a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the Risk-Benefit assessment.

### **Supervision on trips**

All staff attending trips should be prepared to be on duty at all times and to ensure the safety of the pupils. The specific risk assessments give more detail to this along with required ratios.

On any school trip, King's School Rochester staff must directly supervise children at all times. On no occasion will pupils be left alone unsupervised. The only contradiction to this is when a pupil or group of pupils are conducting an activity which requires them to manage independently without adult supervision e.g. when orienteering/ sailing or walking within a set area. In this scenario, risk assessments must take into account contact procedures for individuals or groups of pupils in an emergency, when they are out of sight, or lose contact with their main group or the group leader.

On residential trips, School staff are to be in attendance and accessible when under the instruction of an outside agency and also during 'free time'.

Volunteers accompanying groups may assist teaching staff but should not take responsibility for pupils.

Levels of supervision must be appropriate to the age of pupils on the trip. This must be the case even for Senior School pupils with due care paid to pupils' safety, maturity and the environments encountered on the trip, especially where 'remote supervision' is concerned. For example:

- Walking – staff to be at front, middle and rear of the walking group. All road crossings take place at designated crossing points. Staff to ensure that an outside guide is fully aware of this.
- Public Transport – tube – group to remain in one carriage at all times. Staff to count pupils off/on at each stop. Pupils walk in pairs and single file on the right on stairs or escalators.
- Coaches – staff to count pupils on and off the coach. Staff distribute themselves around the coach at front, middle and rear. On the continent, staff must ensure safety when departing from the ‘wrong side’. All staff and pupils are to wear seat belts at all times.

School rules apply on all School Trips. This includes with regard to the consumption of alcohol.

**Emergency Procedure (based on NG document 4.1g Model Emergency Procedures for Visit Leaders including points from the HASPEV supplement “A Handbook for Group Leaders.”)**

The sequence of actions depends upon the nature of the emergency.

**Immediate Action**

- Ensure your own safety
- Remain calm - Assess the situation
- If possible, delegate actions to other leaders and participants so you can keep an overview, and to allow concurrent activity
- Safeguard the uninjured members of the group. Ensure the safety of the group. Make sure everyone is accounted for and adequately supervised
- Contact the relevant emergency services if necessary
- Inform the designated base contact at School of the incident
- Carry out first aid (if applicable) to the best of your abilities

The Trip Leader should then:

- Take charge of the emergency if able to do so
- Contact the Base Contact as quickly as possible with the list of any damaged property/ names of any casualties (if applicable) and the extent of their injuries as far as is possible. The date and time of the incident should be reported
- Nominate a teacher/ adult to accompany any injured pupil to hospital. Ideally the adult should be the same gender as the pupil
- Ensure that all helpers of the trip know about the incident



- Notify the police if necessary
- Notify the British Embassy/Consulate if an emergency occurs abroad
- Notify the Tour Operator if appropriate
- Write down accurately and as soon as possible after the incident all the relevant facts and witness details and preserve any vital evidence
- Keep a written account of all events, times and contacts after the incident

The base Contact should then:

- Contact the Principal or Emergency SMT member as quickly as possible
- Assist the Trip Leader to contact parents, if appropriate
- Notify the School's Insurers either directly or through the Bursar, if appropriate

As soon as possible, the teacher leader should fill out an accident form that complies with the RIDDOR requirements for reporting accidents and injuries, if required.

### **Media Contact**

In the event of an emergency/accident there is likely to be media interest. The Trip Leader/assistant staff should refer all media enquiries to the Principal on 01634888555:

- No pupils or staff in the group should speak to the media. Names of those involved should not be given to the media under any circumstance as this could cause distress to their families
- Nobody in the group should discuss legal liability with other parties
- The Marketing Department will deal with the media at the School end. They will notify the Principal and Chairman of Governors if appropriate

### **Contingency Plan**

There should be a clear plan, usually for return to base, in the event of an unforeseen circumstance (e.g. no trains, a serious emergency, visit venue closed, accommodation uninhabitable etc.). Key elements of this plan should be known to all members of the party. The Base Contact should usually be informed before putting the Contingency Plan in place and certainly at some point soon after putting it in place.

### **Legal Requirements & Education Standards,**

#### **References:**

A: ISI Commentary on the Regulatory Requirements ([www.isi.net](http://www.isi.net))

- B: Reference Guide to the key standards in each type of social care service inspected by Ofsted ([www.ofsted.gov.uk](http://www.ofsted.gov.uk))
- C: Health & Safety at Work" Section H of the ISBA Model Staff Handbook (<https://www.theisba.org.uk/>)
- D: "Good Practice in Adventure Activities within the Education Sector" Adventure Activities Licensing Authority (AALA) <https://www.outdoor-learning.org/AALA>
- E: Health & Safety Executive, School trips and outdoor learning activities home page (<https://www.hse.gov.uk/education/visits.htm>)
- F: "Health and Safety on Educational Visits" DfE (<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>)
- G: "Driving school minibuses – advice for schools and local authorities", DfE (<https://www.gov.uk/driving-a-minibus>)

## **Annex A**

### **Adventure Activities**

Below is a list of 'Adventure Activities' as agreed by Local Authority outdoor education advisors. Before our pupils take part in any of these we need to be sure that the relevant National Governing Body qualifications are held by the person/organisation running the activity or a technical advisor has provided a statement of competence.

All activities in 'open country' such as D of E Expeditions.  
Swimming (all forms, excluding publicly life guarded pools)  
Camping where participants/leaders erect tents and/or self-cater.  
Canoeing / kayaking  
Sailing / windsurfing / kite surfing  
Rafting or improvised rafting  
Use of powered safety/rescue craft  
All other forms of boating (excluding commercial transport)  
Water skiing  
Paintball (including 'Laser Quest')  
Snorkel and aqualung activities  
Hill walking and Mountaineering  
Mountain biking  
Rock climbing (including indoor climbing walls)  
Abseiling  
River/gorge walking or scrambling  
Coasteering/coastal scrambling/sea level traversing  
Underground exploration (Except designated 'Show' caves)  
Shooting and archery  
Skiing, snowboarding, and related activities (including dry slope)  
Air activities (excluding commercial flights)  
Horse riding  
Motor sport – all forms  
High level ropes courses  
'Extreme' sports (Parcours, Bungee, Zorbing, Mountain or ATB Boarding etc.)  
Other activities (e.g. initiative exercises) involving skills/risks inherent in any of the above

NB: When planning activities involving caving, climbing, trekking, skiing or watersports (excluding rowing) the visit leader must ensure that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004 (for England, Scotland and Wales) and records this information on the relevant documentation.