East Midlands
Education Trust

School Visits (Educational) Policy

Summer 2024

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1 Policy Statement

The Trustees accept their responsibility under the Health and Safety at Work Act 1974 and subordinate health and safety legislation and acknowledge the requirement to ensure that participants are kept safe whilst on visits and journeys away from their normal place of attendance.

2 Statement of Safety Policy

The Trustees recognise that the participation of children and young people in a wide range of visits, journeys and experiences is important in promoting learning and development. As part of their responsibilities, Governors and Principals/Head Teachers will take all reasonably practicable steps to ensure the health, safety and welfare of participants while travelling to, and engaged in, activities away from school whether provided by school or a contracted provider.

3 Roles and Responsibilities

Governing body
Governors will ensure that all visits are properly planned and the necessary approval obtained before a visit takes place. The Governors have agreed to delegate the responsibility of viewing trip outlines and agreeing planned school visits to the Principal/Head Teacher.

Head Teacher/Principal
The Principal/Head Teacher will be responsible for ensuring that all visits and trips are planned, organised, controlled, monitored and reviewed in accordance with relevant Health and Safety legislation and Government Guidelines and Regulations.

The Principal/Head Teacher will authorise all visits and, where applicable, seek the approval of the Governing Body.

The Principal/Head Teacher will confirm the qualifications, training records and experience of the Group Leader who will lead the specific visit and the supervisory personnel, and will approve these people as suitable to lead/supervise the visit/s.

The Principal/Head Teacher will agree, with the named Visit Coordinator (EVC), the duties delegated to the EVC, or in absence of an EVC, fulfil this function themselves.

Visit Coordinator (EVC)
The School Visits Coordinator will undertake duties as agreed with the Principal/Head Teacher. The basic duties associated with the role are defined as:

- ensuring that all visits are considered within the with guidance provided from the expert sources the school chooses to use and are suitably recorded.
- assessing whether competent people will lead or supervise a visit
- assessing the level of staff is adequate for the trip
- assessing the competence of leaders and other adults proposed for a visit. This may include reference to training and awards, observation or verification of experience
- assisting Visit Leaders with risk assessment

- organising the training of leaders of visits. This might involve training such as first aid, hazard awareness etc
- ensuring that DBS disclosures are in place
- as necessary working with the Visit Leader to provide parents and guardians with full details of the visit beforehand and to obtain the parental consent or refusal
- organising the emergency arrangements and ensuring there is an emergency contact for each visit, including out of hours.
- keeping records of individual visits including reports of accidents and 'near-accidents'
- reviewing systems and, on occasion, monitoring practice
- First aid provision is appropriate for the trip
- Training and assisting staff to use the school's recording processes.
- Assist and guide on insurance claims

The VC will be conversant with good practice, issued by Government Departments, National Governing Bodies and national interest groups

Visit/Trip leader
The Visit Leader should be conversant with this policy and any additional requirements/procedures their School requires and will comply with these requirements.

The Visit Leader will liaise with the EVC throughout the planning and preparation of their trip to ensure that any activities or events that may place staff or other participants at significant risk are assessed and that safety measures are in place prior to the trip taking place.

The Visit Leader will ensure that all parents of children on their trip are provided with all required information, which may include risk assessment information, and that any questions raised are answered prior to the trip taking place.

The Visit Leader will undertake all necessary planning and preparation before the visit, as detailed in this guidance, including curriculum planning, risk assessment and briefing of other leaders, parents and participants.

The Visit leader will ensure any companies used are covered appropriately with the correct level of insurance for the trip level

The Visit Leader is responsible for overall organisation during the visit, including leadership of staff, achieving desired aims, supervision of participants (including 'remote supervision') and the overall health and safety of the whole group.

The Visit Leader will be fully familiar with emergency procedures and contact numbers.

The Visit Leader will be fully aware of any child protection issues

The Visit Leader will ensure that adequate first aid provision will be available

Supervisory staff
All staff assisting with supervision on any trip will be conversant with EMET's School Visits (Educational) Policy and any additional school visit guidelines which an individual EMET school may have produced in addition to or in place of those contained within this policy and will comply with these requirements.

All staff will ensure that the requirements of any risk assessments, risk control procedures and safe systems are followed.

All staff will ensure that once the trip has started, where any previously unforeseen hazards or risks are identified; they are brought to the attention of the Visit Leader.

Staff will feed back information to the Visit Leader to enable a full review of the trip to be completed.

External providers
If an activity involves the use of an external agency (such as a specialist activity provider) they must be thoroughly scrutinised as appropriate by the Principal/Head Teacher and the EVC.

It is the responsibility of the external provider to risk assess and manage safety for the services they are specifically contracted for, also to show due regard for equality.

However, Visit Leaders and Supervisory staff also have a responsibility to ensure the appropriate supervision and pastoral care of participants throughout any excursion.

Statutory guidance stipulates that schools are to seek written confirmation from agencies and organisations that they have pre-employment checks and enhances DBS by virtue of their position be required to work with pupils in accordance with the latest version of KCSiE.

Many industry-specific approval and endorsement schemes exist that offer assurances to booking groups such as the Learning Outside the Classroom Quality Badge and currently, where specific adventurous activities are delivered it is a legal requirement for agencies to hold an Adventure Activities Licence.

Safeguarding
Enhanced DBS and the latest version of the KCSiE should be adhered to at all times during a trip. Adults supervising or instructing groups must remain professional at all times and keeping within clearly defined professional boundaries. It is the trip leader's responsibilities to speak with relevant school staff regarding any concerns that may need to be considered to safeguard pupils.

It is the trip leader to ensure that consideration and processes are in place to protect children and keep them from harm. If you are unsure, advice is available from the EVC and/or safeguarding lead in school.

Parents and carers
Parents (or other legal carers) must be able to make an informed decision on whether their child should go on visits and what the expectations will be of them and their child.
In order to do this, they will be provided with sufficient information in writing and be invited to relevant briefing sessions.

Parents and guardians will provide written consent, including an acknowledgment of their and their child's responsibilities for the visit and provide the school with necessary medical information to ensure safe inclusion and emergency contact arrangements.

It is important for the trip leader to gather information from parent/carer(s) before the trip goes ahead. This may include a number of specifics that help further to secure the safety of pupils whilst on a school trip, including any safeguarding concerns which parent/carer(s) should bring to the trip leader's attention prior to departure or as early as possible.

Arrangements

It is especially important that staff use the most up to date guidance when planning and executing visits away from their normal place of work. The online visit planning and approval system (EVOLVE) has been developed to facilitate this and is regularly updated.

There are 3 identified categories of visits within the Visits Guidance for Children and Young People, which require differing levels of approval.

Category A – Locally Approved Visits

These are visits and activities that are generally perceived as being routine events presenting low levels of risk. These events can be adequately managed through the use of the school's generic risk assessment forms and this policy. Sports fixtures are generally organised by the PE Department and lists of pupils participating are given to the school. PE Departments should hold their own generic risk assessments for such trips which includes travel arrangements where necessary.

For trips undertaken regularly (e.g. sports fixtures), where risk assessments are already in place, should be approved by the Head of Department as soon as feasibly possible. Category A trips should be placed on EVOLVE using the 'Local Area Visit' option.

Category B - Visits

These are events and activities that do not normally form part of the routine curriculum. They may extend beyond normal operating hours, necessitating a late return, but do not involve an overnight stay.

Approval for these trips must be obtained from the Principal/Head Teacher. A record of these visits **must** be entered onto the EVOLVE system. This will provide a suitable record of trip details and approval provided.

For new trips or those not regularly undertaken, authorisation must be obtained a minimum of **2 weeks** in advance of the trip if no cover is required and a minimum of **4 weeks** if cover is required. Category B trip should be placed on EVOLVE using the 'Visit Form' option.

Category C Visits

This is the most complex and demanding activity level, where participants and staff may be involved in residential visits, adventurous activities, activities with higher than normal risks and trips to higher risk environments.

The Principal/Head Teacher must give approval for Category C events.

Specific consent must be obtained for all such events and specific information provided to parents and guardians. This is usually facilitated by attendance at planning meetings or information sharing events with participants and parents.

Specific competency may be required to lead such events and a higher level of familiarisation will be required of staff who work on these trips. This may be through a familiarisation process, induction specific to the activity/location or a level of competency which can be evidenced. Category C trips should be placed on EVOLVE using the 'Visit Form' option.

Outside providers may be employed to deliver part or all of the visit or activities. These will require any necessary checks being made to ensure that they are suitable and sufficient to do so. They will be required to fill in and return form **Appendix D** Provider Assurance Checklist on EVOLVE.

Additional insurance cover may be required; the Visits Leader should check with the EVC (educational visit coordinator) that the appropriate level of insurance required for the planned excursion is in place.

Approval must be recorded on the EVOLVE system.

Visit Leaders must:

- For day trips within the EU with no overnight stays, authorisation must be obtained a minimum of **2-4 months** in advance of the proposed date (including school holidays).
- For trips with an overnight stay within the EU, authorisation must be obtained a minimum of **4-6 months** in advance of the proposed date (including school holidays).
- For trips with an overnight stay outside the EU authorisation must be obtained a minimum of **6-9 months** in advance of the proposed date.
- In exceptional circumstances, we will consider authorising a trip outside these timescales. However, funding for the trip must be in place for this to happen.

4 Organising a trip

Schools should ensure they have a clear procedure in place for staff to use when organising a school trip. **Appendix A** is provided as a good example and schools may either adopt or adapt this to make it school specific.

5 Responsibilities for a trip

Schools should follow the advice contained in **Appendix B.**

6 Organising a trip (checklist)

The following considerations must be taken into account and the party leader must be able to answer all the following:

Question	Comment(s)
What are the dates of the trip?	
Which pupils is the trip open to?	
If the trip has a limited number have you created an expression of interest form?	
Is the trip linked to curriculum or is it extracurricular?	
What is the maximum and minimum number of pupils who can access the trip?	
Are there any hidden costs i.e. local tourist tax, minimum number surcharges? Single room supplements, transfer fees, insurance fees, additional activity fees?	
How many free staff places are you having?	
How is transport provided? Is it included within the package? Are you arranging it separately?	
Have you received a quote to include in your financial breakdown?	
Are any additional staff and family going? What are their fees?	
Is the trip having additional items i.e. hoodies/t-shirts? What are the fees?	
Have you included an admin fee of £5.00 per person (if applicable)?	
Does the letter state that all payments must be made by Parent Pay?	
Have you completed a full financial breakdown which includes ALL costs?	
What insurance cover is in place? Is it covered as part of the package?	
How is the trip funded? Is it by parental contribution or other funds? If it is by other funds, it must be approved by the budget signatory.	

Before organising a visit, the Trip Leader must have read and understood this policy and all related guidance.

Initial approval must be obtained as required for Category A (low risk) or Category B and C (high risk) trips, abiding by the guidelines and timescales laid out at the start of this policy.

PART E: Supervisory staff and volunteers

The time and commitment offered by supervisory staff and volunteers are essential to the running of any trip. Here are some guidelines for those staff and volunteers participating in visits as to their roles and responsibilities.

General requirements and responsibilities

- Be familiar with the requirements of this policy and other guidance relating to health and safety.
- Do what is reasonably practicable to ensure the health and safety of everyone in the group.
- Be clear about the objectives of the visit.
- Attend all briefing meetings and parental meetings as required by the Trip Leader.
- Understand the safety management procedures for the visit, including the emergency plan and contingency plan.
- Undertake any organisational tasks assigned by the Trip Leader that are within their competency.
- Never supervise a party of more than 15 of any age.
- Never be in a situation remote from the support of the leaders or other appropriate members of staff.

Volunteers and non-employed adults acting as supervisors

- Any adults on the visit/activity not employed by the school must be clear about their roles and responsibilities during the visit/activity.
- All adults attending the trip must be enhanced DBS cleared if unsupervised. If supervised by a member of staff, this should be included as part of the risk assessment.
- They must not be left in sole charge of pupils except where it has been previous agreed as part of the risk assessment.
- They must follow the instruction of the Trip Leaders and help with the control and discipline of pupils.
- Speak to the Trip Leader or school staff if concerned about the health and safety of pupils at any time during the visit/activity.

7 Safety Management (Risk Assessment)

PART A: Risk Assessment and risk management

Risk assessment and risk management are legal requirements. The aim is to make sure that no one gets hurt or becomes ill where this could have been reasonably foreseen. The risk can be minimised by:

- Supervision
- Protection
- Training, or
- A combination of these

The school is only responsible for risk assessing those parts of the visit/activity that it is organising. If services are being 'bought in' then the provider is legally responsible for risk

assessing these parts of the activity. However, the Trip Leader must confirm that the risk assessments are in place, and the school risk assessor should take note of this.
The school is always responsible for risk assessing the pupils they are accompanying.

A risk assessment is no more than a careful examination of a hazard that could cause harm to people during activities. In this way, the Trip Leader can weigh up whether they have taken sufficient precaution to prevent harm or whether more needs to be done. The aim is to take all reasonably practicable steps to make sure that no one gets hurt or becomes ill.

A written risk assessment accessible on the EVOLVE system must always be carried out before setting off on a visit or activity, whether residential, day or part day. This is normally undertaken by the Trip Leader with relevant help from the Educational Visits Coordinator (EVC). The template risk assessment on EVOLVE covers the bear minimum and, in most cases, school EVCs will also need to complete a **specific risk assessment** (example in **Appendix E**).

A copy of the completed risk assessment must be given to and approved by the EVC before the visit or activity commences. The EVC will pass the completed risk assessment to the Head Teacher/Principal to approve. Category B and C risk assessments should be made available to parents at briefing evenings and displayed prior to the visit in order that participating pupils have the opportunity to read and understand its content.

The completed risk assessment must be read and understood by all staff accompanying the off-site visit/activity and each member of staff should have a copy of the agreed risk assessment and control measures.

The risk assessment should include consideration of the following:

- What are the hazards, and what level of risk do they offer?
- Who is affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the Trip Leader guarantee that these safety measures will be provided?
- What steps will be taken in an emergency?
- What information/training is necessary for the group members?
- Is the protective clothing and equipment is fit for purpose?

The risk assessment should also explicitly cover how special educational needs and medical needs will be addressed.

Risk assessments may need to be updated as the number or category of pupils change.

When carrying out a risk assessment, leaders should ask themselves this question – “Is what I am about to do such that I would do it if it was a family member of this age, ability and aptitude?” Unless the answer is an immediate ‘Yes’ then don’t do it! Change the arrangements so that you are confident that you would be personally satisfied with them for your child.

The programme of a visit, as set out in the risk assessment, should not be deviated from. However, any risk assessment should be ongoing so that it can take account of, for example, illness of staff or pupils, changes in weather, or availability of activities. This also includes emergency situations.

Continuing/ongoing risk assessment

The Trip Leader and at least one other member of staff should reassess risks whilst the visit/activity takes place. Ongoing risk assessments normally consist of judgements and decisions as the need arises. They must take account of local expertise on, e.g. tides, potential for flooding, volume of traffic, local hazards etc. Ongoing risk assessments are not usually recorded until after the visit/activity, but must be recorded as soon as possible when a copy should be given to the EVC. This is often referred to as a "Plan B" or contingency plan. The EVC will be available to assist colleagues who need assistance in completing a risk assessment.

Risk Assessment for SEND pupils, and disabled members of the group, and those with medical needs:

a) Disability Discrimination legislation and regulation place duties on the school not to discriminate against pupils for reasons relating to disabilities. The school ethos means that wherever possible we would want to ensure the inclusion of disabled pupils on off-site visits. The Educational Visits Coordinator (EVC) will help with details.

b) Where pupils are identified as having particular special needs this must be reflected in a higher staffing ratio, which must not be less than that which applies on-site, and in most cases, will need to be higher. Staff would need to consider the terms of the SEN and Disability Discrimination Act. All reasonable steps must be taken to include young people covered by the Act.

c) The specific risk assessment must explicitly cover how special educational needs and medical needs are to be addressed. It should also include details of any special aids and equipment that the pupil may need and, in particular, details of any such items to be brought from home or obtained prior to the visit. At this point a decision should be made as to whether the measures required to include the pupil are reasonable or not.

d) Where pupils have statements of special educational needs which provide support in school for access to the curriculum, and where the visit or activity takes place during term time, the level of ancillary support may be used at the same level as provided by the statement. The school should, however, build the costs of the necessary support beyond this into its planning for the visit or activity so that it is included in the overall package. In certain circumstances, other funding may be available for pupils with physical disabilities. For details please see the EVC.

e) For pupils with mobility difficulties who hold a "Blue Badge" for parking concessions, it may be beneficial for the Blue Badge to be displayed in the windscreen of the coach. Mention of this at the arrival of a venue may result in priority parking as close as possible to the venue entrance. Similarly, mention of a Blue Badge at a Ferry Port would usually result in priority loading such that the coach is parked close to the lifts on the vehicle decks. It may also be of significant benefit for a disabled pupil to carry some proof of their disability. Word of mouth is often not sufficient proof of their disability.

f) Trip Leaders must ensure that parents are aware that if their children misbehave they are responsible for collecting them at their (parents‟) expense if it is considered necessary to send the child home.

Risk assessment and contractors (providers/tour operators)
Contractors (Providers) may include tour operators, outdoor education centres, farms, museums, activity centres etc., i.e. any services that are paid for. Contractors are responsible for assessing the risks of those parts of the visit appearing in the contract. Written assurances must be obtained from contractors that risks have been assessed and that the contractor's staff are competent to instruct/lead pupils of the group's age and range on the activity. Wherever possible written risk assessments should be obtained from the contractor, but leaders should not indicate that they take any responsibility for these assessments. They are for the information of the leader.

The Trip Leader should check that the company shows due diligence in checking, for example, the safety and suitability of accommodation and transport (e.g. the road transport must have seat belts etc.). Details of insurance should also be obtained and checked. Staff who need assistance with this should see the EVC.

PART B: Staff ratios

When considering staffing for an activity or visit, it is essential to recognise that the following guidance will be determined by the risk assessment which the party leader carries out. Adequate consideration must be given for the maintenance and welfare of the whole party in the event of one or more adults having to leave the group for any length of time. The following points need to be considered:

- The leader of any off-site visit or activity should be a teacher or person trained and experienced in off-site leadership;
- The gender balance of the group;
- The needs of individual pupils within the group including those with special educational or medical needs;
- Adventurous activities will usually require a higher staff ratio: young person ratio. The figure will be determined by the Head Teacher or technical expert after a suitable risk assessment by the Trip Leader;
- All residential visits should be accompanied by at least two adults. This also applies to home-stay visits;
- For visits abroad, all groups of should be accompanied by at least two members of staff.
- Consideration and a plan should be in place for visits involving only 1 member of staff in the case of them becoming incapacitated.

Visit ratios

The following ratios should be followed for off-site visits, with adjustments per the risk assessment (e.g. SEN or disability considerations)

Staffing ratios are a risk management issue, and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity.

When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) so as to ensure that it meets current group needs and any other changes (e.g. time of year).

PART C: Exploratory/Reconnaissance pre-visits

It is good practice for an exploratory/reconnaissance visit to be made by any member of staff who is to lead a group abroad, or on a residential visit or in a location that is not familiar to them. This will enable them to gain first-hand knowledge of the area and facilities. This knowledge will then inform their appraisal of the contractor's risk assessment, their own risk assessment and pre-planning.

For remote expeditions, a prior visit may not be possible. The Head Teacher/Principal will determine whether the risk assessment and proposed risk controls are acceptable.

If it is not possible for the Trip Leader to visit the site/area beforehand, the Leader must make every effort to collect all appropriate information. He/she must be able to satisfy both the EVC and Head Teacher/Principal that these alternative arrangements are sufficient for a risk assessment to be made.

Any costs incurred whilst making an exploratory visit will be included in the total cost of the visit.

Some contractors (providers), e.g. school-travel specialist companies, may offer a pre-visit for the Trip Leader free of charge.

If it is not possible for the Trip Leader to make an exploratory visit, a reconnaissance visit should be made immediately on arrival at the venue whilst the rest of the group remain in a secure place or are supervised by other staff in an activity for which a risk assessment has been made.

If using the facilities of a contractor, e.g. school-travel specialist company, the Trip Leader should also arrange a meeting with the local representative or manager in order that both parties can be kept fully informed and any concerns can be raised. Any points discussed should be noted in writing.

8 Supervision

Duty of care

All adults connected with a visit or activity owe a duty of care to the young people they accompany in common law.

The duty of care expected is that of a reasonable, prudent and careful parent applying his or her mind to the situation. The duty is continuous during the whole period of the visit and cannot be delegated to anyone else. Because teachers are trained, professional people courts in the UK have tended to expect them to exercise a higher standard of care than that which is expected from the public.

Delegating responsibility
The Trip Leader is responsible overall for the group at all times. They may, however, delegate supervisory roles to other adults in the group. When delegating supervisory roles to other adults the Trip Leader should:

- Allocate supervisory responsibility to each adult for named pupils and ensure that all adults understand that they are responsible to the Leader for the supervision of the pupils assigned to them;
- Ensure that each adult knows which pupils they are responsible for;
- Ensure that each pupil knows which adult is responsible for them;
- Ensure that each adult has the means to contact the Trip Leader and/or other supervisors;
- Ensure that each adult has knowledge of and clearly understands school's procedures policy.

Supervision can be close or remote but is always 24 hours, including homestay visits, but supervisors are not expected to stay awake for 24 hours each day! In order that each adult supervisor gets quality rest and recuperation a duty roster should be arranged. It is essential that everyone involved in the visit understands the supervision arrangements and expectations.

Close supervision
Close supervision occurs when the group remain within sight and contact of the supervisor. Close supervision normally means that all supervisors:

- Have prior knowledge of the pupils including any special educational needs, medical needs and disabilities;
- Carry a list/register of all group members;
- Regularly check that the entire group is present;
- Have appropriate access to first aid; and
- Ensure that each pupil knows what to do if they become separated from the group.

Remote supervision
Remote supervision occurs when, as part of planned activities, a group of pupils work away from the supervisor (e.g. on a Duke of Edinburgh Award Expedition) but is subject to stated controls as recorded in the risk assessment. The supervisor is present but not necessarily near or in sight. The Trip Leader remains responsible for pupils during this time even though they are not in direct contact with them. When supervision is remote:
No less than groups of 4

- Groups must be sufficiently trained and competent for the level of activity to be undertaken, including how to deal with emergencies.
- Pupils should understand and accept the expected standards of behaviour.
- Pupils will be familiar with the environment or similar environments and have details of rendezvous points and times.
- Clear and understandable boundaries must be set.
- There must be clear lines of communication between the pupils, the supervisor and the school.
- The pupils should know the whereabouts of the Leader/supervisor and should have a means of contacting them.

- A pupil should never be on his/her own. It is advisable that they be in a minimum group of at least three, but preferably four pupils who should remain within sight of staff.
- The supervisor should monitor the group's progress at appropriate intervals.
- The supervisor will be in the activity area and able to reach the group reasonably quickly should the group need support in an emergency.
- There should be a recognisable point at which the remote supervision is completed.
- Remote supervision will also apply to the times during home-stay visits when pupils are with their host families.

Night time

In residential situations, during night time the security of the group is of paramount importance. The Trip Leader should ensure that, as far as is reasonably practicable:

- Staff (of both genders where appropriate) have sleeping accommodation on the same floor and as near as possible to the pupils‟ accommodation.
- Child protection arrangements are in place (following appropriate risk assessment) to protect both pupils and staff.
- Where hotel/hostel reception is not manned 24 hours a day, security arrangements are in force to stop unauthorised visitors.
- In the absence of 24-hour staffing of reception, external doors should be made secure against intrusion and windows closed as necessary to prevent intrusion.
- Where possible, internal doors should be lockable but staff should have reasonable access to pupil accommodation at all times.
- All staff and pupils should know the emergency procedures/escape routes in the event of a fire or emergency evacuation.

9 First Aid

Any injury incurred by a pupil or member of staff on an off-site activity must be reported by completion of an Accident Report Form as for all accidents within the school. (If required a RIDDOR form must also be completed).

For low level, risk assessed activities the member of staff must have a knowledge of first aid, for those which have a high risk or are residential activity a qualified first aider should be present. The number of qualified first aiders is determined by on the activity plan. If the group stays together at all times and sleep in the accommodation, only 1 would be required. This should be determined by risk assessment.

10 Emergency procedures

Schools are advised to complete an **emergency plan** (an example of an emergency procedure and plan can be found in **Appendix F**). In spite of good planning and organisation, there may be accidents and emergencies that require an on-the-spot response. In the first instance, the Home-Based Contact (or Head Teacher/Principal) should be contacted by telephone, during school hours and at home out of hours. If not available, the Deputy Head Teacher should be contacted. Should neither the Home-Based Contact, Head Teacher, Principal or Deputy Head Teacher be available, the EVC should be contacted. Relevant contact numbers should be available from Reception or the EVC. Members of the senior staff would then use the records of information in the school to contact parents as necessary.

Incidents of serious misbehaviour and near-accidents during the trip should also be communicated to the school via the Home-Based Contact as soon as possible, and information passed onto parents as appropriate.

11 Parental communications

The need for close communication with parents is expected, so that parents are assured of the whereabouts and the safety of their children at all times, and to forestall potential problems.

- The Educational Visits Coordinator (EVC) and the School Office must be advised of all visit and activity itineraries and contact phone numbers so that contact with the party can be maintained at all times.
- If the visit or activity finishes outside school hours or away from the school premises, parents must be notified of the arrangements for dismissal and collection. Careful consideration must be given, in particular, to dismissal arrangements late in the evening.

12 Mobile phones

At the discretion of the Trip Leader, pupils can take mobile phones on educational visits but they should be used for emergency purposes only. However, as in the school, pupils will be responsible for their own belongings. For personal safety reasons, pupils should be advised not to carry mobile phones in a prominent and vulnerable position. On trips, abroad, the cost implications of making calls from abroad should also be pointed out to pupils.

Mobile phones, however, can be a vital lifeline on exchange visits. Staff should make arrangements whereby they can be contacted at all times when the group is not under close supervision. Each pupil should have the contact telephone number and should know an emergency code e.g. a word or a phrase, to be used to indicate that there is a serious problem and help is needed. School staff should not give out their personal contact number and should only use a school mobile phone.

13 Children of accompanying staff

All staff should be aware of the problems that can arise when their own children accompany them on a particular visit or activity. In these situations, a conflict of role may occur. Where staff do take their own children on a visit or activity the member of staff must not be included in the staffing ratios. The member of staff will be supernumerary and will be available as extra help and supervision.

14 Staff absence

If a member of staff is currently absent from work due to illness, they must not participate in any off-site visit or activity.

15 Staff code of conduct

The School adopts the following "Staff Code of Conduct for Residential Visits:

"The school expects that all adults acting in loco parentis on any school trip be mindful of responsible and proper behaviour, so that they are able to exercise their professional judgement at all times".

It is acceptable for members of staff to consume a moderate level of alcohol during an off-site visit provided that this is within reason. Excessive drinking at any time is unacceptable. All staff on an off-site visit must at all times be able to fulfil their responsibilities and duty of care to those they are looking after. No alcohol should be consumed during the daytime while pupils are away from the hotel and if vehicles need to be driven.

Although responsibility for pupil welfare on a residential visit is a 24-hour responsibility, it is self-evident that supervisors cannot be on duty for 24 hours. The Trip Leader will publish a daily duty roster, ensuring that all staff have sufficient rest periods. All staff must ensure that they are on duty at the times set down, and have the necessary information about the group and the events at that time.

When travelling overseas it is important for all staff and pupils to respect the local culture and take opportunities to learn enough about local customs. This will ensure that our behaviour does not offend the local people.

16 Parental notification and consent

General

Specific parental and medical consent must be obtained from the parent/carer(s) of every pupil before commencement of any trip. The parental consent form is in ParentPay which the majority of EMET schools use. For those who do not use ParentPay, a sample template can be found in **Appendix C**.

Guidelines for pre-visit meetings

Rationale

The school's policy is that all overnight visits must be preceded by a meeting for at least one parent/carer and the pupil and that attendance at this meeting is a condition of the pupil's participation on the visit. In exceptional circumstances where the parent and pupil cannot attend the meeting, adequate arrangements must be made to brief them about the risks and nature of the visit/activity. The reason for this is to explain in detail what arrangements will be in place for the supervision of pupils at all times during the trip and what expectations there will be of pupils with regard to general co-operation and with regard to specific matters such as smoking and drinking and use of rooms. It is important that parents are in no doubt at all about what will happen and what rules will apply, that they have the opportunity to question staff and that they have an opportunity to object (and therefore not participate) in advance of the visit.

Pre-visit meetings also have the advantage that they enable all the paper-work and much of the administration to be completed in one go.

The Educational Visits Coordinator (EVC) or another senior member of staff will attend all pre-visit meetings.

Guidelines for invitation letters
Circulate a letter with the date of the meeting and time, as soon as you know the names of participants. At least three weeks" notice of the meeting should be given, more if possible. The more advanced the notice the less difficulty there should be with parents who wish not to attend.

Include a return slip with the letter so that you can make alternative arrangements to see parents who are unable to attend. Parents may well find it difficult to attend an early meeting. This will be a matter for party leaders to determine.

The letter should include the following wording:

"Due to the school's educational visits policy, we need to hold an evening meeting for pupils accompanied by at least one parent/carer. Attendance at the meeting is compulsory if your child is to be accepted as a participant on the trip.

The meeting will be on [insert date] and [insert time] in the [insert venue].

Please bring any outstanding forms and requested information to the meeting. We expect the meeting to last approximately 1 hour. Any questions you have regarding the trip can be answered at the meeting. Please confirm by returning the attached slip that you intend to attend the meeting."

17 Group travel

In all instances, supervising staff should carry out both a register and visual head count when embarking or disembarking transportation.

Travel by bus or coach

The Trip Leader should ensure that:

- Road transport has seat belts and that pupils wear them at all times whilst the vehicle is moving;
- Seats are reserved for Supervisors to allow them to supervise pupils properly. If a double-decker bus or coach is utilised there must be at least one supervisor on each deck and next to emergency exits;
- Pupils are supervised when boarding and alighting. A head count should be made on each occasion;
- Extra care is taken when alighting from a right-hand drive vehicle in a country that drives on the right as it is most likely that some doors will open onto the roadside opposed to the kerb side;
- The whole party knows the evacuation procedures, the locations of the first aid kit and fire extinguisher and that luggage must be securely stored and emergency exits kept clear.

Travel by air

Airlines may have a Young Persons Liaison Officer who will be able to coordinate the activities of the school group whilst in the departure airport terminal and make any necessary in-flight arrangements. Should you wish to use this service, please check with your airline/travel agent to see whether there would be any cost implications.

Online check-in: Trip Leaders may wish to check in online 24 hours before the flight is due to take off, to ensure that the group is seated together.

The Trip Leader should ensure that:

- A reputable airline is used; ensure that their safety record has been checked. It is important to note that safety should be put before cost. Where possible direct flights are always booked.
- A base is established in the airport terminal whilst awaiting departure and upon arrival while awaiting delivery of the luggage;
- Luggage for the whole group is kept together;
- The airline crew are aware that the school group is on board. Some airlines request that pupils are readily identifiable, e.g. by means of a badge; (However, for personal safety reasons, badges should not bear the pupils‟ names);
- Seats are reserved for Supervisors to allow them to supervise pupils properly. Pupils are supervised when boarding and alighting. A head count should be made on each occasion;
- Emergency procedures are known and understood by everyone. The group must understand that all hand luggage must be securely stored and emergency exits kept clear.

Travel by boat/ferry

If the group are travelling as foot passengers, ferry companies will often make available a member of their staff to coordinate the activities of a school group whilst in the departure ferry terminal and make any necessary on-board arrangements.

The Trip Leader should ensure that:

- When travelling as foot passengers, a base is established in the ferry terminal while awaiting departure and upon arrival whilst awaiting delivery of the luggage;
- Luggage for the whole group is kept together;
- When travelling by vehicle, everyone should know the location of the coach, e.g. vehicle deck number and colour zone;
- Whether on foot or by vehicle, pupils are supervised when boarding and alighting. A head count should be made on each occasion
- A base is established on board the boat/ferry;
- The ship's crew are aware that the school group is on board. (Some ferry companies request that pupils are readily identifiable, e.g. by means of a badge. However, for personal safety reasons, badges should not bear the pupils‟ names);
- Emergency procedures are known and understood by everyone. Everyone must understand that hand luggage must be securely stored and gangways kept clear.

Travel by train

Railway companies will often make available a member of their staff to coordinate the activities of a school group whilst at the departure railway station and make any necessary in-travel arrangements, e.g. change of trains. It is possible for pupil groups to reserve seats free of charge on most mainline trains.
The Trip Leader should ensure that:

- A base is established at the railway station whilst awaiting the arrival of the train and on arrival while awaiting delivery of the luggage;
- Luggage for the whole group is kept together. Arrangements can be made for luggage to be loaded into the Train Managers‟ Compartment of the train;
- Pupils are supervised when boarding and alighting. A head count should be made on each occasion. At least one member of staff should always be last to leave the platform or train;
- Supervisors are reserved seats that allow them to supervise properly. If the group is divided between more than one carriage, there must be at least one supervisor in each carriage;
- The Train Manager is aware that the school group is on board and what the travel arrangements are;
- Emergency procedures are known and understood by everyone, hand luggage is securely stored and gangways are kept clear.

Minibuses
Where minibuses or coaches are hired, Trip Leaders should ensure that only reputable contractors are used, and that relevant safety documentation is in place, and that the buses have seat belts on all passenger seats.

If self-drive minibuses are to be used for the conveyance of pupils, parents should be informed of the arrangements.

The driver of the minibus must have the correct licence to be able to drive it and they must also have experience. This must be agreed by the Head Teacher/Principal.

Hire of Buses and Coaches
Seat Belts
It is the school's policy that buses and coaches used by the school for off-site visits have seat belts fitted to all seats, irrespective of the Category of journey or distance travelled, and that these seat belts are worn. Failure to wear the seat belt at all times whilst the vehicle is moving will result in disciplinary action.

Fitness for Purpose
The Trip Leader should verify the following points:

- That all bus/coach drivers employed by the company are legally and physically fit to drive and do not suffer from any known medical condition which would prevent them from driving.
- Bus/coach drivers, when transporting pupils, hold the correct level of driving licence.

- That buses/coaches upon which pupils will travel are legally fit for public transport, in-as-much as they are taxed, insured and have passed a MOT test and other appropriate safety standards.
- That all buses/coaches have seat belts fitted to all seats and in working order.
- That there will be an appropriate number of drivers when travelling on long journeys or when travelling abroad (i.e. two or more drivers for continental journeys as necessary).
- That coach drivers who are likely to be in a one-to-one situation or accompany and stay with a group on a residential visit are DBS checked.

If a member of staff or other adult is assisting a child to put on a seat belt, physical contact with the child must be minimal and only such as is necessary to put on the belt. Staff are advised to undertake such actions in the presence of other adults.

With regard to the wearing of seat belts in Europe, it is the school's policy that seat belts should normally be worn irrespective of the laws for the particular country.

Should continental vehicles be used, the Trip Leader should check that seat belts are fitted at the time of hiring.

18 Visits abroad

Visits abroad should include as far as possible at least one adult with the ability to speak and read the language of the visited country. This may be the tour guide from the tour operator or the local co-ordinator.

Passports
All pupils and staff on school visits abroad must hold a valid individual passport. However, some countries may not allow a traveller into the country where their passport will expire within 6 months of entry (this must be checked in the planning stages)

The Trip Leader should check the passport details of all adults and pupils to prevent the risk of anyone being refused entry.

Details for individual countries can be obtained by contacting the UK embassy or consulate of the relevant country or the UK Passport Agency. Should colleagues need assistance in this matter, please see the Educational Visits Coordinator (EVC). Note: if renewal of passport is necessary this may add to the cost of the trip.

Visa Exemption
Pupils who are not nationals of an EU country will need to travel using their own passport and will normally require a visa to travel to another EU country. However, a school can apply for visa exemption on behalf of the pupils. Details of visa exemption can be obtained from the Home Office or British Council. Should colleagues need assistance in this matter please see the Educational Visits Coordinator (EVC).

Visas
When travelling to some countries, visas will be needed. It is the responsibility of parents to apply for visas in good time before the trip and the party leader and EVC to check these have been received. Most countries require passports to have at least one year before expiry at the time of travel.

Terrorism
Advice about terrorism is available from the Foreign and Commonwealth Office on their website, www.fco.gov.uk/knowbeforeyougo and from the Home Office on their website, www.homeoffice.gov.uk . A section is also included in the risk assessment database for UK airports and UK ports. It must be remembered, however, that there are often exceptions in insurance policies for claims under terrorism unless there is specific advice from the Foreign and Commonwealth Office not to travel.

Travel Advice
Travel advice about the safety in specific countries is available from the Foreign and Commonwealth Office on their website, www.fco.org.uk/knowbeforeyougo
Once again, it must be remembered that there are often exceptions in insurance policies for claims under refusal to travel unless there is specific advice from the Foreign and Commonwealth Office not to travel.

Exchange Visits
The school expects rigorous checks are made as far as is reasonably practicable.
Detailed guidance is available in a document by The Outdoor Education Advisers‟ Panel entitled "Young People's Exchange Visits". This document includes detailed advice and procedures including the need for DBS Disclosures and reciprocal checks. Relevant checks need to be carried out on the families hosting the home stay. This means:

- Enhanced DBS checks for British families. If there is a cost implication, since the measure is to protect British pupils, it is not unreasonable to pass the cost of such a check to parents as part of their contribution to the cost of the visit.
- A relevant check for reciprocating families in the country to be visited. Where equivalent checks do not exist, in general the head of the receiving establishment will be requested to verify that to the best of their knowledge hosts are suitable.
- If satisfactory evidence cannot be ascertained or if hosts refuse to supply the information the visit should not continue.

19 Using activity and adventure centres

The Activity Centres (Young Persons‟ Safety) Act 1995 makes provision for the regulation of centres and providers of facilities where children and young persons under the age of 18 engage in adventure activities, including provision for the imposition of requirements to safety. This Act is implemented by the Adventure Activities Licensing Regulations 1996. The Act does not extend beyond Great Britain so adventure centres abroad, even if provided by a British travel company, are not within the scope of these Regulations.

The Act requires any provider of named adventurous activities (known as "in scope" activities), covering over 20 main activities under the broad headings of Climbing, Caving, Trekking and Water sports, to hold a licence. The Adventure Activities Licensing Agency, a branch of the Health and Safety Executive (HSE) provides this licence, on behalf of the DfE, after a satisfactory inspection. The aim of the adventure activities licensing scheme is to give assurance that good safety management is being followed so that young people can continue to have opportunities to experience exciting and stimulating activities outdoors while not being exposed to avoidable risks of death and disabling injury.

Note: it is important to ensure that you have clearly identified how rescue services will be contacted if necessary. You must check these arrangements before embarking on these activates.

The following activities are within scope of the scheme:

Caving
Defined as: underground exploration in natural caves and mines, including potholing, cave diving and mine exploration - but not parts of show caves or tourist mines which are open to the public.

Climbing
Defined as: climbing, traversing, abseiling and scrambling activities except on purpose-designed climbing walls or abseiling towers. "Scrambling activities" includes gorge walking, ghyll scrambling and sea level traversing.

Trekking
Defined as: walking, running, pony trekking, mountain biking, off-piste skiing and related activities when done in moor or mountain country which is remote. Travelling in any place which is moorland (open uncultivated land at any height above sea level) or on a mountain above 600m and from which it would take more than 30 minutes travelling time (never more than 1.5k) to walk back to an accessible road or refuge is subject to licensing except for on piste skiing.

Skiing on piste does not require a licence. However, it is important to note that if the skiing venue is not providing ski lessons/instructions by a qualified ski instructor, the Trip Leader must be fully qualified as a ski instructor.

Water sports
Canoeing (using canoes or kayaks), rafting (using inflatable or improvised craft), sailing (using sailing boats, windsurfers, dinghies or other wind propelled craft) and related activities when done on the sea, tidal waters or larger non-placid inland waters. Any stretch of inland waters, which is categorised at Grade II or above according to the International Canoe Federation classification or where it is possible to be more than 50m from the bank, is subject to licensing.

A licence is not required where it is not possible to be more than 50 metres from the nearest perimeter bank or for the use of rowing boats, powered or towed inflatables or rafts, and the larger sailing vessels that go to sea and are subject to Merchant Shipping Act certification.

It is important for any teacher to check whether a provider is licensable and, if so, holds a licence, before arranging to use adventure facilities. An activity provider is required by the terms of the licence to display the licence at the centre or have available the licence for inspection at any reasonable time. Any licence holder referring to the holding of a licence must state the adventurous activities covered by the licence and give the telephone number of the Licensing Agency.

The Trip Leader should also check the provider's arrangements for those elements not covered by the licensing scheme, e.g. accommodation, catering, supervision and recreation during the evenings and between adventurous activities. Trip Leaders and teachers retain overall responsibility for young people at all times during adventurous activities, even when the group is under instruction by a member of the provider's staff.

Everyone, including the pupils, must understand the roles and responsibilities of the school staff and the provider's staff. Trip Leaders and other responsible adults should intervene if they are concerned that the pupils' safety may be at risk.

Swimming
Most of the accidents on off-site visits occur in water, or at water margins. Trip Leaders must pay special attention to safety issues when the activity is in or near water.

Paddling is defined as a shallow water activity where depth is no greater than knee high on participants

- All supervisors must be briefed on safety aspects prior to the activity taking place.
- A member of the team must be suitably qualified in life saving. For outdoor activities, e.g. pond, lake, river, sea, this must be a life-saving qualification for open water.
- Two adults must always stay out of the water for better surveillance.
- The recommended pupil/teacher ratio of 15:1 should not be exceeded.
- Additional measures must be taken if the swimming is in the sea or other natural waters. Paddling in open water is categorised as swimming.
- Swimming and paddling must not be allowed as an impromptu activity. In-water activities should only take place as part of a pre-arranged programme when a proper risk assessment has been completed and proper measures put in to control the risks.
- The activities must be formal and closely supervised.

All participants involved in water activities must be confident in water. The ability to remain calm on sudden immersion is of greater importance than the ability to swim a prescribed distance. A combination of water confidence and proven swimming ability, however, is highly desirable. Guidance in DfES 'Handbook for Group Leaders' and the leaflet 'Group Safety at Water Margins' available on EVOLVE must be read and followed along with GRA15.

20 Finance

The Trip Leader should liaise with the Educational Visits Coordinator (EVC) and relevant staff in school over the budgeting/ estimates/ and costings, and the financial arrangements for the activity.

All costs which relate to the trip must be accounted for at the start of the planning process to ensure that the school are not liable for any shortfall. ParentPay fees should be taken into account when parents are contributing to the trip.

Residential Visits
The school can charge for residential visits but at the planning stage it must be clear if it is parental contribution or curriculum funded for the cost of board and lodging during a residential visit. The cost must not exceed the actual cost of the provision.

Voluntary Contributions
The school may ask parents for a voluntary contribution towards the cost of any activity. Where there are not enough voluntary contributions to make the activity possible, and there is no way to make up the shortfall the activity must be cancelled.

Costing of Activities/visits

The member of staff in charge of a visit/off-site activity is responsible for ensuring that the full costs involved are covered either by parental contribution or by pre-arranged curriculum funds which have been approved by the budget signatory.

The following main costs need to be considered but others will apply depending on the nature of the journey:

- Accommodation
- Food
- Travel/transfers
- Excursions
- Administration costs in organising the journey
- ParentPay Fees
- Insurance
- Visas – if applicable
- Vaccinations – if applicable
- Contingencies

21 Accounts

A record of receipts and payments should be kept and supported wherever possible by documentary evidence.

The records should be available at any time for examination by the Head Teacher/Principal or Finance and will be reviewed annually by the Trust's Auditors. They should be retained at the school for a minimum period of six years.

All income relating to the trip should be collected via ParentPay. This must be set up in the initial stages before any letters are sent out to pupils, this cannot be done retrospectively.

Where a pupil withdraws from a trip, or is banned from a trip because of bad behaviour, after arrangements have been made, sufficient funds should be withheld from the contributions already made by that pupil's parents in order to cover any irrecoverable costs incurred on the pupil's behalf. **This information should be made explicitly clear on letters and at the meetings**.

All purchases should adhere to the Procurement policy.

If schools require foreign currency for trips, requests should be made in writing to the EMET central finance team no later than 4 weeks before the commencement of the trip.

22 Insurance

The school has insurance cover for pupils on off-site activities. The cover includes Personal Accident, Medical Expenses, Cancellation or Curtailment, Baggage and Money, and applies UK visits. For some school trips, the level of cover may need to be increased. Trip Leaders should check with Finance to ensure that the proposed activities are covered.

The policy has limits on payments and in some categories, excesses apply. A summary of the cover provided by the trust's RPA insurance provision can be found here.

If an incident occurs which may give rise to a claim, liability should not be admitted at the time, but the matter should be referred to the school as soon as is practically possible.

Losses or theft that might result in an insurance claim should be advised to the local police in accordance with the requirements of the policy.

On educational visits within the EU, some medical cover is provided by the pupil's own EHIC card which is available, on application to the DHSS for all EU nationals.

23 Emergency card (visit leader)

This 'card' must remain with the visit leader at all times on a visit.

In the event of a significant incident or accident that does not involve serious injury or fatality, and/or is not likely to attract media attention, the Visit Leader should immediately ensure any necessary first aid is given and seek medical attention if appropriate. The visit leader should seek advice from their school emergency contact(s) if necessary, which should normally include a member Senior Management of the school.

In the event of an incident that does involve serious injury or fatality, and/or is likely to attract media attention, the Visit Leader should adopt the following protocol:

1. Assess the situation;
2. Safeguard uninjured members of the group (including self);
3. Attend to any casualties;
4. Call emergency services, if appropriate.
   (999 or appropriate local number if abroad, Europe 112, North America 911)

Then:

1. The Visit Leader should seek advice from the Base Contact and ask for support in dealing with incident.
2. If practicable, delegate party leadership to the Deputy Leader, in order that you can be contactable at all times, and to enable you to coordinate all necessary actions.
3. You will be provided with a dedicated name/number to refer all press, media, parental, or other enquiries to Base Contact and for continuing contact support with the incident.

Wherever possible, prevent group members from using telephones or mobiles, or going online until such time as this has been agreed with the Head Teacher/Principal.

Do not allow any member of the group to discuss liability with any other party.

When the incident is under control:

- Seek further and full details of the incident, how and why it happened so far as can be established at this stage.
- Maintain a detailed written log of all actions taken and conversations held, together with a timescale and take photographs of the situation– It may be appropriate to ask someone else to do this.
- Contact the British Consulate / Embassy if abroad.

24 Emergency card (home contacts)

For visits that take place outside normal school hours. This 'card' or equivalent must remain with the school "Emergency Home Contact" at all times, if access to EVOLVE is not possible. The school's Emergency Home Contact(s) should have all visit information, including itinerary, venue details, names, medical information and emergency contact details for all participants including staff.

In the event of being contacted by the Visit Leader (or other member of staff involved in a visit), you should:

- Confirm the phone number at which the caller can be contacted back on;
- Note the time and confirm GMT/BST or local time if abroad;
- Note their location;
- Determine the nature of the emergency;
- Determine the Category of help required.

If the incident does not involve serious injury or fatality, and/or is not likely to attract media attention:

- Provide the required assistance if possible;
- Seek further advice or pass on details to other school contacts who may be able to assist.

If the incident does involve serious injury or fatality, and/or is likely to attract media attention:

- Inform the visit leader that someone will phone them back within 30 minutes;
- You should contact the Head Teacher/Principal (if this is not you) or if not available another member of senior leadership;
- The Head Teacher/Principal or a member of the leadership team should consider the appropriate time to seek advice and support from the school (critical friend) in dealing with the incident;
- Ensure a detailed log is started and maintained throughout the incident.

Support from the 'critical friend' may include:
A continuous link with the affected group, helping direct all actions, providing links with the media, rescue agencies, tour operators, insurance companies, etc and appropriate arrangements for the return of the party.

EMERGENCY CONTACTS

Name	Position of responsibility	Phone number
	EVC	
	Head Teacher / Principal	
	Critical Friend	
	Senior Leadership Team	

APPENDIX A – Procedure for organising a trip

Documentation

When organising a trip, the following documents must be completed and submitted before the trip can be approved:

- Notification and approval must be sought (Approval Form)
- Completed risk assessment. This should cover not just the risks at the venue, but also those involved in travelling to the venue and risks involving the medical needs of pupils.
- Trips and visits pack which should include key details such as departure/arrival times, a brief outline of the planned activities happening each day, including the activity locations and approximate times. This is to enable a proper and full assessment of any risks to take place. Category A and B trips only.

Authorisation and notification

All trips will have to submit an initial outline proposal on EVOLVE which will be approved or queried based on the information provided. Following gaining outline approval, all information must be submitted to gain full approval to allow a trip to go ahead. No bookings can be made until outline approval has been granted.

- **Category A trips** must be authorised by the Head of Department via the EVOLVE system. A trips and visits pack for Category A trips is required.

- **Category B trips** must be authorised by the Head of Department, EVC and Head Teacher. The three documents listed above must be completed and submitted to obtain this approval.

- **Category C trips** must be authorised by the Head of Department, EVC and Head Teacher before the trip can be approved.

- The school must consult outdoor education advisors as required to assess the suitability of the **risk assessments** and provide feedback.

APPENDIX B - Responsibility for Managing off-site activities and educational visits

PART A: Local governing body

Governors have overall responsibility for monitoring the quality and safety of all school off-site activities and should

- Make itself familiar with the requirements of the appropriate legislation and codes of practice;
- Monitor the management and approval procedure for educational visits and off-site activities;
- Support the school in any emergency including contacting the trust for advice on dealing with the media;
- Periodically assess Appendix A in this policy and ensure that any necessary changes are made.

PART B: The Head Teacher/Principal

The Head Teacher/Principal has responsibility for the day-to-day implementation of off-site activities and visits procedures and conditions for all staff and pupils. Their role and responsibilities are as follows:

General

- Ensure the school's equal opportunities policies are considered, particularly the requirement to make all possible provision for those with disabilities and special educational needs;
- Ensure that appropriate financial management procedures are in place;
- Ensure the school can be run efficiently in the absence of staff engaged in the activity or visit.

With regard to the Educational Visits Coordinator (EVC)

- Appoint a suitable senior member of staff to be the EVC. They will act on behalf of the Head Teacher in ensuring the quality and safety of all the school's educational visits, and will ensure that all educational visits follow the agreed procedures;
- Ensure that the EVC is appropriately trained;
- Ensure that the EVC is supported in matters relating to educational visits and off-site activities and that they have the appropriate time and expertise to fulfil their responsibilities.

Authorisation for trips

- The Head Teacher/Principal must approve Category B and Category C (higher risk) visits or delegate as appropriate to a delegated senior staff member.

Safeguarding, Health and Safety and Risk Assessment

- Make sure that adequate child protection procedures are in place, including all staff and volunteers being enhanced DBS checked and having relevant training/instruction;
- Authorise risk assessment(s) for the trip, checking that appropriate safety measures are in place;

- Approve the choice of Trip Leader and deputy Trip Leader. They must be suitably competent to instruct the activity and monitor risks throughout the visit, having sufficient experience of running off-site activities and supervising and organising the age groups attending;
- Allow Trip Leaders sufficient time to organise the visit/activity properly.

Planning for emergencies

- Ensure all staff are made aware of and understand the DfE and the school's guidance on emergency planning and procedures.
- Training and briefing sessions must be provided for staff as necessary.
- Ensure Trip Leaders are aware of local emergency services before activities take place.
- Ensure an emergency procedure is in place so that parents are informed quickly about any major incident on a trip through the Home-Based Contact, rather than through the media or anyone else.
- The Home-Based Contact should have the authority to make significant decisions. They should be contactable and available for the full duration of the visit (24 hours a day). They should be able to respond immediately at the establishment base to the demands of an emergency and should have a back-up person or number.

PART C: The Educational Visits Coordinator (EVC)

The role and responsibilities of the EVC will be agreed with the Head Teacher and will include the following:

General responsibilities

- Ensure that all trips and visits meet the school's requirements as laid out in this policy.
- Oversee the approval of Category A, B and C trips by liaising with the Head Teacher, complying as far as possible with the timelines laid out at the beginning of this policy.
- Ensure financial procedures are adhered to and be aware of the need to obtain best value for money.
- Ensure that all reasonable and practicable measures are taken to include young people with medical and special educational needs on a visit, and
- Report as required to the Head Teacher.

Parental notice and consent

- Ensure that all parent/carer(s) are informed about details of the trip including the nature of activities.
- Ensure that all consent and medical forms are completed and received.
- Ensure that for Category B and C (higher risk) visits a 'parent and pupil' meeting is arranged prior to the visit. At this meeting at least one parent and the pupil should expect to attend as a prerequisite to the pupil being allowed on the trip. In exceptional circumstances where parents and pupils cannot attend the meeting, adequate arrangements must be made to brief them about the risks and nature of the visit/activity.
- Parents must understand the importance of knowing the trip arrangements and providing their own emergency contact numbers for the whole duration of the visit/activity.

Health and safety

- Provide necessary supervision, training and instruction so that all staff and pupils can undertake school-related activities and visits in a healthy and safe manner.
- Ensure that adequate first-aid provision will be available on each trip.
- Make sure there is adequate provision for safety and protective activity equipment and clothing, and associated guidance, instruction and supervision.
- Ensure that bookings are not completed until external providers have met all the necessary health and safety assurances, and
- Keep records of visits, incidents and near-incidents.

Risk assessment and special needs considerations

- Ensure all risk assessments are completed.
- Risk assessments for Category A trips must be read and approved by the EVC and the Head Teacher (or a delegated senior member of staff).
- Risk assessments for Category B trips must be checked and signed off by the EVC, the Head Teacher who may need to obtain further advice from a LOtC Education Advisor where required.
- Ensure that where possible/necessary pre-visits have taken place and advise the Head Teacher in cases where a pre-visit may not be feasible.
- Check that issues identified by an exploratory pre-visit are satisfactorily resolved within the risk assessment.
- Ensure that specific items in the risk assessment (e.g. overnight security, room and floor plans – where possible) are checked by the appropriate individuals prior to departure.
- All possible arrangements must be made to support the medical and special educational needs of the pupils attending and such considerations must be addressed in the risk assessment(s).

Emergency procedures

- A Home-Based Contact (who is a senior member of staff not attending the activity/visit) must be appointed, who can be contacted at any time in case of an emergency. They should be on call for the full duration of the visit 24 hours a day and live within reasonable travelling distance of the school. They should be able to respond immediately at the establishment base to the demands of an emergency and should have a back-up person or contact number.

- A list of all pupils, staff and volunteers attending the visit, with contact numbers, must be kept by the school and by the Home-Based Contact throughout the duration of the visit.

- A list of names with contact details for all parent/carer(s) of pupils and the next of kin for accompanying teachers and other supervisors must be kept by the school and the Home-Based contact throughout the duration of the visit. This should be electronic.

- Ensure that pupils, parent/carer(s), group supervisors and others as necessary are given written details of these procedures prior to the trip departure.

- A separate phone number should be provided to parent/carer(s) that can be used 24 hours a day in case of any serious queries or concerns. In some cases, a tour provider will be able to provide the emergency number.

Safeguarding and child protection

- Ensure that enhanced DBS disclosures for all staff and adult volunteers attending the trip are in place and up to date.
- Ensure that the ratio and gender balance of supervisors to pupils is appropriate for the needs of the group and in line with this policy.

Trip Leader and other group supervisors

- Ensure there is a competent and appropriately experienced Trip Leader and Deputy Trip Leader for the trip/activity.
- Assess the competence of prospective leaders and supervisors in terms of relevant qualifications and experience.
- Organise appropriate training and induction for Trip Leaders and supervisors prior to the visit.
- Brief Trip Leaders and supervisors about the emergency procedures as part of the risk assessment briefing and ensure that the Trip Leaders, supervisors and hoe-based contact have ready access to them during the visit.
- The Trip Leader, group supervisors and home-based contact must have the names and contact details of all adults and young people travelling in the group, and the contact details of parent/carer(s) and next of kin for staff and other supervisors.

Contractors and travel arrangements

- Make sure there is an acceptable procedure for choosing appropriate contractors (e.g. tour operators) and that wherever possible they have the LOtC quality badge but this is not always necessary.
- Check that contractors have adequate emergency support procedures, and that these will link to the school's emergency procedures.
- Check that the mode(s) of travel planned are appropriate.
- Check that the travel times out and back are appropriate, including pick-up and drop-off points.
- Ensure there is adequate and relevant insurance cover.

Prior to departure

- The home-based contact must keep an electronic copy of all staff, supervisors, pupils and parent/carer(s) contact details on them throughout the duration of the trip.
- Contact details for the trip venue(s) must be recorded and available to the school throughout the duration of the trip.
- Ensure that there is a fully risk-assessed contingency plan, covering for example the implications of staff illness, the need to change routes or activities during the visit and any delays including a late return home.
- Ensure the emergency plan (as in the risk assessment section above) is in place and that the home-based contact and all staff attending the trip are aware of this.

On return from a visit

- Ensure that visits are evaluated to both inform the operation of future visits and to identify training needs. Further staff training should be made available where a need is identified.
- Ensure that serious incidents, accidents and near-accidents are recorded, investigated and reported.
- Accident and incident records should be reviewed regularly, and this information used to inform future visits.

- The EVC should also ensure that upon completion of a visit or activity a complete file of names, addresses, insurance arrangements, contacts, procedures, etc. is kept for at least 3 years. This information would be required in the event of any future claim arising from any incident that may occur on the visit.

PART D: The Trip Leader (and Deputy Trip Leader)

Trip Leaders have the responsibility to oversee the preparation and execution of the visit and to ensure that safety is the prime concern. They must ensure that the visit is a quality experience for the pupils attending and that is meets the stated objectives. The specific responsibilities of the Trip Leader (and deputy trip lead) are as follows:

General responsibilities

- The Trip Leader and deputy Trip Leader should be fully conversant with this policy and ensure that staff, pupils and others attending the trip comply with its requirements.
- Trip Leaders must make themselves familiar with the requirements of health and safety legislation and codes of practice, and financial regulations that are relevant to educational visits.
- The Trip Leader has overall responsibility for the supervision and conduct of the visit, including health and safety considerations, risk assessments and the emergency plan.
- Trip Leaders should exercise the reasonable duty of care that a careful parent would exercise in the same circumstances.
- The Trip Leader is responsible for briefing all accompanying staff, supervisors, parents and helpers prior to the trip.

Health and safety

- The Trust's health and safety policies, guidance and procedures must be followed.
- The Trip Leader must be able to control and lead pupils of the relevant age range.
- The Trip Leader must be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity will take place.
- The Trip Leader must ensure that adequate first-aid provision will be available, including if possible a designated first aider to accompany the trip.
- Consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality.

Risk assessment and special needs considerations

- Undertake and complete a comprehensive specific risk assessment for the visit/activity - the risk assessment should include travel to and from the school.
- Ensure that all possible arrangements are made to support the medical and special educational needs of the pupils attending, and that such considerations are covered in the risk assessment.
- Conduct an exploratory pre-visit to the trip venue, where reasonably practicable, to undertake a venue audit. Issues identified by an exploratory pre-visit must be satisfactorily resolved within the risk assessment.
- For residential visits, a risk assessment of the accommodation must be provided.
- Ensure a copy of all risk assessments are provided to all accompanying adults prior to departure (this can be carried out in a meeting)
- All risk assessments must be checked and approved before a trip can go ahead by the EVC.

Pupil welfare and child protection

- Valid Enhanced DBS disclosures for all adults attending the trip must be in place.
- Ensure that all accompanying adults are familiar with the Trust's child protection policy and procedures.
- Provide enough information on the pupils proposed for the visit/activity to assess their suitability or be satisfied that their suitability has been assessed and confirmed.
- The ratio and gender balance of supervisors to pupils must be appropriate for the needs of the group and in line with this policy.

With regard to group supervisors (other staff or volunteers attending the trip):

- Clearly define each small group supervisor's role during the visit/activity, and ensure all tasks have been assigned.
- Ensure that all group supervisors are aware of and accept the nature of the responsibilities and roles they will assume and that they are advised of their position about personal responsibility.
- Ensure that group supervisors have details of the home-based contact.
- Ensure that the deputy Trip Leader and other supervisors have the details of young people's special educational or medical needs which will be necessary for them to carry out their tasks effectively.

Prior to departure

- Ensure that briefing meetings are held as appropriate for pupils, parents, teachers and other group supervisors, so that they are fully aware of what the proposed activity/visit involves.
- Brief all the young persons about their tasks, arrangements, organisation and the behaviour that is expected of them during the time of the visit/activity.
- Have a fully risk-assessed contingency plan, covering for example the implications of staff illness, the need to change routes or activities during the visit and any delays including a late return home.
- Make sure the home-based contact and all staff attending the trip are aware of the emergency plan and contingency plan.
- The Trip Leader should always carry a list of names, addresses, ages and brief medical history of the pupils attending. It is also advisable for all other adults to have copies of this information, within the considerations of some information being of a confidential nature. This information should be downloaded from EVOLVE and emails to senior leaders and the EVC 48 hours prior to departure.

During a visit/activity

- Establish clear procedures for safe practice during the visit/activity.
- Ensure that wherever possible on a visit or activity, rendezvous arrangements with an appropriate place and time are agreed if the party should become separated. These would be best made on arrival at locations where possible so that suitable locations can be identified.
- Ensure that every member of the group knows in advance the course of action to follow if they get lost
- Whenever a part is to be subdivided, or the Trip Leader is to be absent for any reason, the Trip Leader delegates responsibility for the supervision of some, or all the young persons at various times to other members of the staff team, they must satisfy themselves that this individual to whom they are delegating responsibility and is competent to take charge of the group of young people undertaking the activity in this locality.
- Has been fully and properly briefed as to their role and responsibilities.

- Is aware of the next meeting place and time and is fully conversant with the procedure to adopt in the event of an accident, or emergency arising within the party.
- The Trip Leader must ensure that always during the visit or activity, each member of staff knows exactly for which young persons they have a responsibility and where those young persons are always and that each young person knows who the leader is of their particular group.
- The Trip Leader is recommended to hold a brief daily staff meeting at the start of the activity or start of the day.

On return from a visit

- On return to the school the Trip Leader should notify both the home-based contact and the Head Teacher/Principal of a safe return. A short telephone call/text message will fulfil this requirement.
- After returning from the trip, the Trip Leader is responsible for reviewing and recording details which are relevant.
- Write any thank you letters, where required.

APPENDIX C - Parental Consent Form (Confidential)

[INSERT SCHOOL NAME]

PARENTAL CONSENT FORM – SCHOOL TRIP/VISIT

To be distributed with full details of the visit

1 Consent for participation in the visit

Visit Leader's Name	
Visit to	
Date(s) / Times	**From:** **To:**

I agree to my child (full name) _____
taking part in the above-mentioned visit and, having read the information provided, agree to their participation in any or all of the activities described. I acknowledge the need for obedience and responsible behaviour on their part. I understand that there is some level of risk in every activity, but that this visit will be managed to minimise the risks involved. I understand the extent and limitations of the insurance cover provided. I understand that as part of the planned transport arrangements, or in an emergency, it may be necessary for participants to be transported in staff vehicles.

If there are any activities in which your child cannot participate, please give details:

_____

I give permission for my child's name to be included in the collective passport to be held by the group leader **(YES / NO / NOT APPLICABLE)**

If water activities are involved, is your child confident in water? **(YES / NO / NOT APPLICABLE)**

2 Medical information, declarations and consent

a) Child's date of birth

_____

b) Does your child suffer from any conditions of which the Visit Leader should be aware? **(YES /NO)**

If **YES,** please give details of anything the leader needs to know about the safety care for your child e.g. illness, travel sickness, allergies, night-time tendencies such as sleepwalking, nightmares, bed-wetting etc.

_____

_____

c) Details of any medication

Name of medication	Dosage	Times of day or circumstances to be given	Method of administering medication

Any special precautions, side effects of medication? **(YES / NO)**

If **YES,** please provide details

_____

I give my consent *** for a member of staff to administer the above medication which I will deliver to the Visit leader before the visit. I understand staff leading the visit are not qualified medical practitioners but that they will take reasonable care in the administration of the medication and will endeavour to respond appropriately should emergency treatment be required.

I give my consent *** for my child to self-administer their above medication **(YES / NO)**

*** (Delete if not applicable)

d) To the best of your knowledge, has your child been in contact with any contagious or infectious diseases or suffered from anything in the last 4 weeks that may be, or become, contagious or infectious? **(YES / NO)**
If **YES,** please give brief details

_____

e) Is you child allergic to any medication? **(YES / NO)**
If **YES,** please specify

f) When did your child last receive a tetanus injection? _____

g) Please outline any special dietary needs of your child _____

_____

h) **I will** inform the visit leader as soon as possible of any change in the medical or other circumstances between now and the commencement of the trip/visit.

i) **I agree** to my child receiving emergency medical treatment, including anaesthetic and blood transfusion, as considered necessary by the medical authorities present.

3 Contact details

a) I can be contacted by telephoning the following numbers:

Work _____ Home _____

Mobile _____

My home address is _____

_____

b) If I am not available, please contact:

Name _____ Telephone Numbers _____

Address _____

_____

c) Family doctor details:

Name _____ Telephone Numbers _____

Address _____

_____

4 Any other relevant information (please provide NHS number if known and home postcode so that medical records can be found quickly on hospital systems if this became necessary)

5 Signature of parent/carer ……

Print name in CAPITALS ……

Date signed ……

This consent form will be available to the emergency contact for the visit.
A copy of this form should be taken by the leader on the visit.

APPENDIX D – Provider Assurance Checklist

[INSERT SCHOOL NAME]

PROVIDER ASSURANCE CHECKLIST – SCHOOL TRIP/VISIT

Leaders should consider the suitability of external providers and services. This may be facilitated by reference to national endorsements such as Adventure Licensing, holder of LOtC quality badge, trade associations or National Governing Body status. Recommendations from other local authority establishments is useful and details of previously used providers is available via EVOLVE.

This form can be used with providers at the point of booking to verify standards or provision. Leaders requiring advice on the interpretation of information provided on this form should contact their school EVC prior to making any commitment to proceed with an event.

Name and address of school	
Email	
Event and Date of Visit	
Trip Leader name	
Provider name	

The following section is for completion by the provider. Please carefully consider the following statements below, responding YES/NO or N/A. Where specific detail is required please provide this in the space provided.

1	**Health, safety and emergency policies**	YES, NO or N/A
1.2	Do you comply with relevant health and safety regulations, including the Health & Safety at Work etc Act 1974 and associated regulations, and have a written health and safety policy and recorded risk assessment which are available for inspection?	
13.	Do you have accident and emergency procedures in place, with records available for inspection?	
2	**Vehicles**	
2.1	Are all vehicles used roadworthy and meet requirements and regulations in the country they are used including EU regulations on passenger seats and seat restraints?	
3	**Staffing**	
3.1	Do you have a robust recruitment and engagement process to ensure that staff are suitable to work with young people, including enhanced DBS check and barred list check for anyone engaged in regulated activity?	
3.2	Are there regular opportunities for liaison between your staff and establishment staff?	

3.3	Is there sufficient flexibility to make radical changes to the programme if necessary, and will such reasons for any such changes be made to establish staff?	
4	**Accommodation**	
4.1	Does UK accommodation comply with current fire regulation requirements (Regulatory Reform, Fire Safety Order 2005)?	
4.2	Have you inspected all overseas accommodation to be used to confirm that it meets legal requirements of the country concerned and that is has fire safety and security arrangements equivalent to those required in the UK, and are records of these inspections available?	
4.3	Are security arrangements in place to prevent unauthorised persons entering the accommodation>	
4.4	Are separate gender sleeping accommodation and washing facilities provided?	
4.5	Is staff accommodation sufficiently close to young people's accommodation for adequate supervision?	
5	**Insurance**	
5.1	Do you hold public liability insurance, which will be current during the visit, which covers all directly provided and sub-contracted activity with an indemnity limit of at least £5 million?	
6	**Sub-contracting**	
6.1	Will you sub-contract any services e.g. activity instruction, transport or accommodation?	
6.2	Where any element of provision is sub-contracted, do you ensure that each sub-contractor meets the relevant specifications outlined in the other sections of this form and are records of checks of sub-contractors available for inspection?	
7	**Adventure activity provision**	
7.1	For completion where activities are in scope of Adventure Licensing Regulations AALA reference number: Expiry date:	
8	**Activity management**	
8.1	Do you have a policy for staff recruitment, training and assessment, which ensures that all staff with a responsibility for participants are competent to undertake their duties?	
8.2	Do you maintain a written code of practise for activities, which is consistent with relevant National Governing Body guidelines and, if abroad, the relevant regulations of the country concerned?	
8.3	Do you confirm competence by appropriate National Governing Body qualifications for the activities to be undertaken, or have staff had their competence confirmed by an appropriately qualified and experienced technical adviser?	
8.4	Where there is no National Governing Body for an activity, are operating procedures, staff training and assessment requirements explained in a code of practise?	
8.5	Participants at all times have access to a person with a current first aid qualification, and staff are practised and competent in accident and emergency procedures?	

8.6	Is there a clear definition of responsibilities between your staff and visiting staff regarding supervision and welfare of participants?	
8.7	Is all equipment used in activities suited to the task, adequately maintained in accordance with statutory requirements and current good practice, with records kept of maintenance checks as necessary?	
9	**Tour operators**	
9.1	Do you comply with the Package Holidays and Package Tours Regulations 1992 and the Foreign Package Holidays (Tour Operators and Travel Agents) Order 2001, including bonding?	
9.2	Details of any bonding in place (ATOL, ABTA etc)	
10	**Overseas expeditions**	
10.1	Do you agree to provide sufficient written information and assurances specific to the expedition provided as required by the establishment or its employing body?	
11	**Please detail any accreditations specific to this prospective booking below**	

I confirm that the details given above are correct and that our organisation will give prior notification of any significant changes that may adversely affect the safety and wellbeing of user groups.

Provider signature …….

Print name in CAPITALS ……..

Name of provider ……..

Position in organisation ……

Date signed ……

Provider email …….

This form should be returned to the Trip Leader/organiser named on this document.
A copy of this form should be taken by the Trip Leader/organiser on the visit.

APPENDIX E – Specific Risk Assessment Example

Nottinghamshire County Council

SPECIFIC RISK ASSESSMENT (Example only)
FOR VISIT TO:

Establishment: [SCHOOL NAME]	**Leader of visit**: [TRIP LEADER NAME]	**Date(s):**
Description of location and nature of visit/activity: Post 16 history & politics visit to Houses of Parliament & Imperial War Museum		**Year group(s) or ages of participants:** Year 13 ages 17-18
LA generic risk assessments to be followed for this visit are: GRA, GRA 01, GRA 02, GRA 38 Also to be used in conjunction with Imperial War Museum RA supplied.		

ASSESSMENT OF SPECIFIC SIGNIFICANT HAZARDS:

Hazards - Common visit areas are identified below, add/amend hazards as appropriate	**Risk**	**Persons at risk**	**Control Measures Procedures that will reduce risk to acceptable**	**Action points/ Further action required Additional resources needed, Key people to be informed:**	**Residual risk High/Med/Low**
Uneven ground	Trip hazard, falls, foot injuries	Students Teachers	Appropriate footwear to be worn. No running. Sticking to paths and avoiding any slippery surfaces, particularly if it has been raining.	Call ambulance (999) if further medical assistance needed. Then, contact the school.	Low
Evacuation of unfamiliar building	Getting lost, trips & falls on unfamiliar ground.	Students Teachers	All will follow the instructions of venue staff in the event of an evacuation.	Inform school via trip phone of any incident.	Low
Weather	Getting cold, hyperthermia, sunburn, heat stroke	Students Teachers	Wearing appropriate clothing and informing students to wear coats.	Taking shelter in public building if torrential rain/snow occurs.	Low
Traffic	Getting hit by a vehicle	Students Teachers	Sticking to paths. Looking for traffic at the crossroads/junctions when walking around London. No running. Staying in groups. Specific RA completed for hearing impediment.	Call ambulance (999) if further medical assistance needed. Then, contact the school.	Low

Remote/Unfamiliar location	Getting lost	Students Teacher	Navigation from Parliament to Imperial War Museum led by staff in one group. Students have access to their mobile phones and the school trip number if they become detached.	Staff have map to ensure familiarity of route. Students will not leave Parliament and/or Imperial War Museum unaccompanied.	Low
Road accident	Bus accident, car accident	Students Teachers	Transport supplied by Skills Motor Coaches. Qualified and insured. Ensuring everyone wears a seatbelt on the bus. Staying seated on the bus.	Call ambulance/police (999) if further medical assistance needed. Then, contact the school.	Low
Abduction	Being taken by a member of the public	Students Teachers	Staying in groups at all times. Some students may have a mobile phone that they can use in emergency. Teachers have a mobile phone for emergency contact.	Emergency mobile phone to inform police (999) and school of incident.	Low
Theft/Robberies	Phone stolen, money stolen, valuables stolen	Students Teachers	Not getting valuables out in busy, public spaces. Ensure that students don't take lots of money/expensive possessions.	Emergency mobile phone to inform police (999) and school of incident.	Low
Public unrest/protests	Injury through violent protest and/or police intervention	Students Teachers General public	All will be told to remain away from political demonstrations and protests. Where possible, walking routes will be re-routed to avoid protests.	Inform school of any incidents. If further medical assistance is required call 999 from trip phone.	Low
Animals	Injury and risk of cattle, horses, dogs, birds	Teachers Students	Don't interact with the general public who have dogs. Don't interact with working animals such as police dogs and police horses.	Call ambulance (999) if further medical assistance needed.	Low
Injury requiring First Aid	Injury/harm	Teachers Students	First aid provision supplied by venues visited (Imperial War Museum & Houses of Parliament).	If further medical assistance required call 999.	
Emergency plans in case of incident or accident: Inform the school office straight away and the police/ambulance (999) if medical attention required. We have an emergency phone for this.					

Assessment carried out by (name): …… Signed: …… Date: ……

Approved by (name): …… Signed: …… Date: ……

[insert school name]

Emergency Procedure and Plan for School Visits

Review Date:		Reviewed & adopted by:	
Next Review Due:		Updated by:	
Mid-Reviews *(statutory):*			

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1 Statement of Intent

The school has a duty of care to support our trip leaders, supporting trip staff and pupils when participating on school vocational trips. The school may find it necessary to implement emergency guidelines when required to do so at any time. The Emergency Plan set out in this document is to be implemented in the event of an emergency, that may arise when pupils and staff are on a vocational activity (UK and overseas), where there has been notification of a significant risk to harm, injuries or fatalities.

Our pupils and staff always have a basic need for security and safety.

Any event that threatens the safety and security of the staff and pupils will be considered an emergency. The possibilities for an emergency are unlimited; these may include (but not limited to) fatalities, natural disasters, accidents, vehicle breakdowns and accidents, acts of violence, terrorism, or abduction.

It is the intent of the Management of Vocational Emergencies (MoVE) to support by way of:

1. In the event of an emergency, the MoVE can be activated, and the appropriate emergency response implemented.
2. Effectively coordinate plans with our fire, police, parents and pupils, Foreign Office or embassies where required.
3. Provide supporting documentation and procedures that enable the delivery of this plan and evidence of actions completed.
4. Support the trip leader, assistant leader, or other adult with responsibility on the trip (for example, first aider or other staff member) when necessary and if required.

This plan will be activated in the event of an incident or an emergency which impacts on the health, safety and well-being of our staff and pupils.

The MoVE should be read in conjunction with EMET School Visits (Educational) policy and pre-planning activities by the trip leader and trip staff team. On the activation of the MoVE, critical activities and allocated roles will be discussed and agreed by the school's head teacher/senior management.

The head teacher has the discretion to consider additional support, financial, telephone and written accurate records must be retained. These may be used for incident investigations and/or prevention of further/reoccurring incidences.

2 Plan authority

The head teacher is the plan owner. It is the responsibility of the trip leader to understand and share information on this document to keep pupils and staff safe in the event of an Emergency. The EVC has the responsibility to ensure that the document is updated regularly.

The head teacher will distribute the MoVE to Critical Incident Management Team (CIMT) as below:

Name	Role	Issue Date
	Head Teacher	
	Chair of Governors	
	Deputy Head Teacher	
	Deputy Head Teacher	
	Services Manager/EVC	
Chief Executive/Deputy CEO	EMET Media Liaison Officer	

3 Academy Information

School details	
Name of School / Academy	
Type of School / Academy	
School / Academy address	
School / Academy operating hours	
Approximate number of staff	
Approximate number of pupils	
Age range of pupils	

4 Key Contacts

School	**Telephone No.**	**Email address**
Head Teacher		
Services Manager		
Chair of Governors		
Clerk to the Governors		
Media	**01159 6718411**	Use EMET /Trust HQ or Head Teacher
Other useful contacts		
Foreign and Commonwealth Office	**020 70085000**	
European Police number	**112**	
British Embassy London	**+44 02070085000**	
Health and Safety Executive	**03000031747**	Open 8am – 5pm
Insurance Company	**03300585566**	www.rpaclaimforms.co.uk

5 Plan activation

This plan will be activated to manage the response to any incident with the potential to cause significant disruption to any normal delivery of service. Activation of the plan may include events such as (but not limited to):

Event	Concern	Scenario
Major incident/death	Safety of others Expatriation Family, pupils, staff	Fatal traffic accident– coach driver and staff member killed. Pupils shocked and minor injuries Staff support - who else is present? Staff team abroad/ family of bereaved Language barrier Travel Costs Media response – timely and accurate
Minor	Broken down vehicle - roadside Poor pupil behaviour	Replacement vehicle Continued safety of staff and pupils Parent information/ communication
Critical incident/serious injury Outdoor activity	Weather (hot/cold) Provisions taken unsuitable, unplanned Multiple casualties	Response to trip leader/Asst leader Transport change – school to keep facilities open Water/blankets, hot drinks, shade if required Emergency crew response if required (may be Major Incident)
Loss of pupil/abduction	Theme Park activity/fun day pupils unsupervised Pupil not returned to meet up point No contact seen by others later in the day Search carried out but pupil not found	20 staff 160 pupils one does not return search by staff proves pupil not about Trip leader or assistant trip leader to communicate with authorities and head teacher EVC. School to communicate to parents

6 Emergency Plan

All events and emergencies cannot be planned all the time. This provides an overview of steps and procedures, in any capacity, for events that may occur when pupils and staff are not in the school setting.

Management and control	
Nominated person	**Responsibility**
Trip leader / Assistant trip leader	In the event of an incident that cannot be controlled by them, they **MUST** call the Emergency contact EVC**.**
EVC (Educational Visit Coordinator)	Contact with head teacher about the incident – with details (where possible) and agencies that may be involved
Head teacher	Initial contact with the emergency services
Deputy head teacher	As directed by head teacher
Deputy head teacher	As directed by head teacher
Communication	Mobile telephones, school contact and CIT members mobile numbers
Trust media liaison	CEO, DCEO or head teacher at the school **only** to speak to the media at any time.
Procedure	
Steps for incidents at any level of severity	Ensure all pupils and staff are safe Provide facts to the EVC of what is known, including names if possible, and a brief outline of what has occurred What has been done so far, who have you called/spoken to or informed? Location – try to be accurate Have you contacted emergency services and what has been their advice? Has the trip leader/Assistant trip leader checked for any missing/unaccounted pupils? **Remain calm**
Hierarchy of needs	
INCIDENT	A situation dealt with by the visit leader, who remains in control and can cope
EMERGENCY	An incident that overwhelms the coping strategies of the visit leader so that they refer to the emergency contact for help
CRITICAL INCIDENT	A situation that requires more resources and support than the visit leader and the visit emergency CIT can provide
MAJOR INCIDENT	Declared as such by the UK Police or Foreign and Commonwealth Office etc. A situation no longer controlled by school

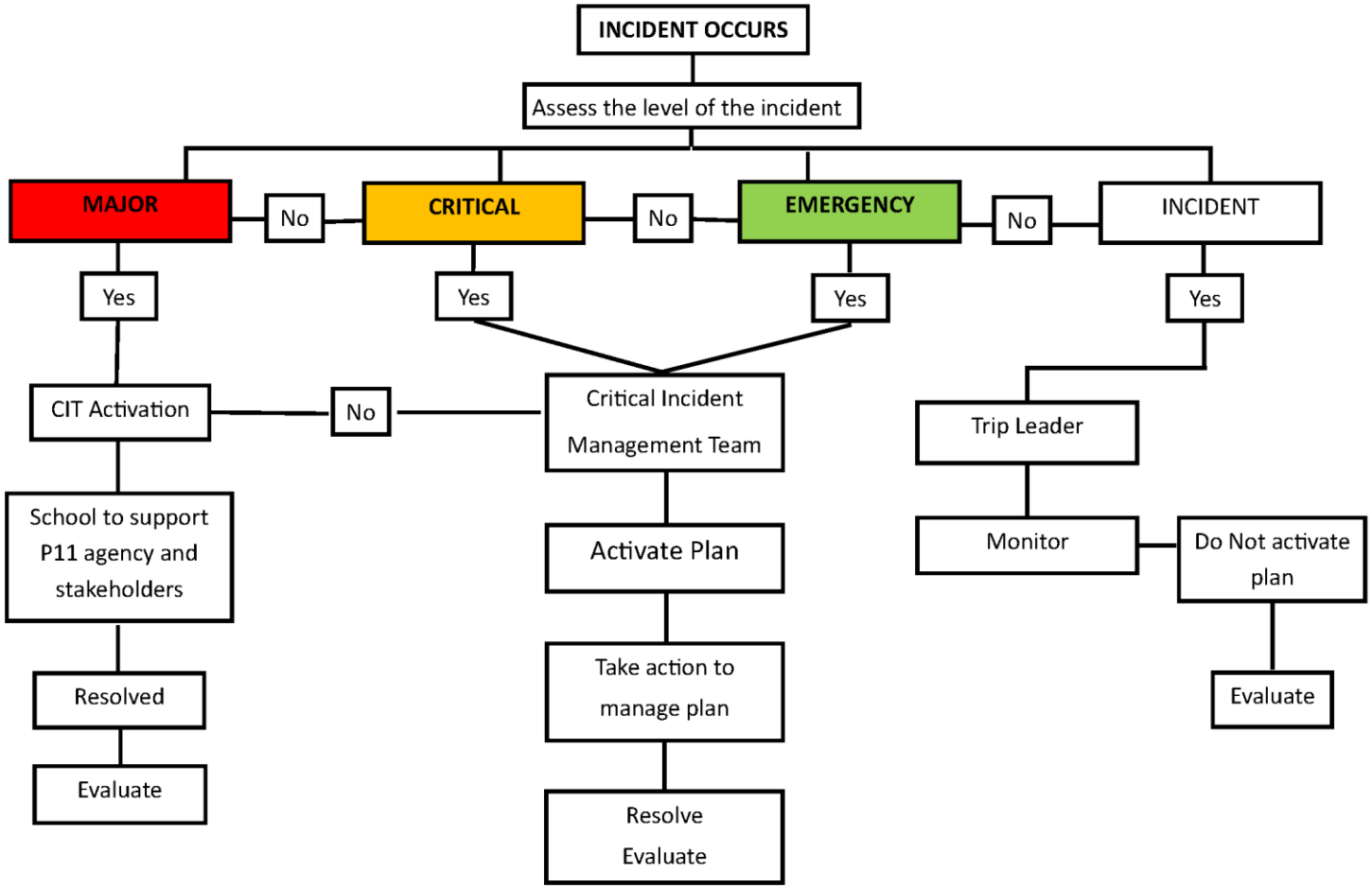
**** Please ensure a record of all communications is recorded****

7 Notification procedures

Who	**Why**
Head teacher	Take the decision to activate the MoVE and direct resources. The head teacher is the Plan authority (**see Section 2**) on plan activation detail. They, • Ensure the school has sufficient capacity to respond to crisis. • Determine the school's overall response and recovery strategy. • Ensure that they or their nominee records as much information as possible including: - 1. Name of person informing of the incident 2. Details of the incident 3. Who else has been informed 4. Exact location of the incident 5. Casualties 6. Action taken so far 7. Name of contact at the scene • Direct CIT and task team with responsibilities
Board of Governors	Responsible for the strategic decisions in response to significant incidents. They, • Liaise with the head teacher in response to a crisis. • Coordinate, with the head teacher, to provide strategic direction in planning for and responding to a crisis. • Support the school's crisis response and subsequent recovery. • Ensure the School Trip Emergency Action plan remains fit-for-purpose. • Report to parents on the resilience of the Management of Vocational Emergencies.
Pupils/parents/staff communication	In the event of a significant event, or disruption, an appropriate message should be released to stakeholders which should include: • What provision for pupils and staff safety is in place. • What is known – statement of events (restrict if under investigation by agencies). • What action has or is being taken so far – support in place, counselling for example in the event of a fatality or serious injury. • Who is nominated by the head teacher to be the school family liaison person, should one be required.
Local Authority Notts Outdoors	Contact the EVOLVE team if additional support is needed. 0115 9775775 or e mail visits.advise@nottscc.gov.uk If this fails, call the Nottinghamshire Police Control Room on 01159670111
Emergency Services	Call 999 for Fire and Fire and rescue, Police or Ambulance services. Have the information and as much detail as possible when calling. **Incident number required for the incident log.**

EMET trust	Press / Media liaison. CEO or DCEO
EVC (Educational Vocational Coordinator)	• Liaise with Trip contact in the event of an emergency and confirm details and current actions being taken, if any. • Inform the head teacher or deputy of the incident. • Coordinate actions on behalf of the head teacher • With direction, decide for external services, as appropriate. • Complete all logs or administration or nominate a responsible person to keep accurate details and collate as required. • Support with financial requests and liaise with EMET when needed. • Ensure links to the press are available through EMET or head teacher • Ensure facilities are available when required and put in place provision of shelter, food and drink if required. • Monitor and maintain Trip contact.

8 Activation Flowchart



9 Critical Incident Team

Name	Position	Responsibilities
	Head teacher	~ Activate the emergency plan ~ Allocate and inform CIT of their assigned tasks ~ Provide and authorise additional funding to secure location/accommodation and flights if required ~ Liaise with agencies as required ~ Liaise with stakeholders in a precise and timely manner ~ Liaise with trip leader on site as required ~ Media communications, working with EMET if required
	Education Vocation Co-ordinator Services Manager	~ Ensure the head teacher and/or CIT are properly informed of the incident with updates, when possible, from trip leaders. ~ Support the responsibilities and roles within the CIT and what they need to do as directed by the head teacher. ~ Direct, support and assign administrative tasks as directed by the head teacher ~ As directed, ensure key holder availability, allow school to open to provide shelter, warmth and safety if required
	Trust finance, HR, Estates team	~ ap@emet.uk.com (trust email contact, if the school server is not connected so that all financial information can be sourced). ~ Finance Business Partner mobile: _____ ~ Estates Business Partner mobile: _____ ~ HR Business Partner mobile: _____ ~ Operations Director mobile: _____
	Supporting staff: Deputy head teacher Administrator	~ Directed by head teacher ~ Maintain accurate, dated, and timed information such as accurate and precise financial records, note-taking, telephone messages.
Teachers, staff members	All staff, teachers, and additional associate staff	~ May be required to support the Critical Incident Team in response to an incident as directed by the head teacher
EVOLVE Nottsoutdoors	During Office Hours 0115 9775775 Nottoutdoors.nottinghamshire.gov.uk	~ Assist the school with all aspects, following an emergency.
Police / Fire / Medical emergency	Local Police on _____ or 999	~ To assist the school in security and emergency requirements/guidance and advice

10 Major Incident Management

Purpose:

- Protect the safety and welfare of staff, pupils, and families
- Support the Emergency services, foreign office, or Commonwealth office
- Protect the reputation of school, community and staff, pupils
- Support the repatriation if required, funding provision where necessary
- Ensure urgent and necessary communication takes place.
- Correct/Accurate records are kept.
- Try to ensure minimal disruption is caused during the incident to pupil learning

	Requirement	**Action**	**Action Completed** *(Circle as required)*	**Names of allocated person** *(responsible officer and title)*
1.	**Assessment – MAJOR** **Probably/More likely out of school hands** • Support emergency services/Commonwealth/Foreign Office responses and act upon requests if required • By direction of the Headteacher prepare for international travel (if required) • Evacuate / repatriate if required • Assess the impact on pupils, staff, and families. • Assess the severity or scale duration of disruption and the impact. • Media correspondence, as advised Name of person informing of the incident ~ *Details of the incident* ~ *Who else has been informed* ~ *Exact location of the incident* ~ *Casualties/Fatalities* ~ *Action taken so far*	**Gathering information** • Support Emergency services with data, names, dates of birth, as required • Provide critical information time lined through documentation to investigations as required. • Continue to make detailed notes and retain communication records • Retain financial documentation • Name of contact at the scene • Arrange in school support, counsellor, warm spaces dependant on need.	Yes/No	

	Requirement	**Action**	**Action Completed** *(Circle as required)*	**Names of allocated person** *(responsible officer and title)*
2.	Head teacher to allocate/nominate individuals to carry out Management roles as appropriate • Travel abroad if necessary • Administration	Review notification procedures (**Section 7**) for roles and responsibilities breakdown • Head teacher to identify and agree steps • Ensure the safety of staff supporting (abroad) and the welfare of their family in the UK. • Ensure flexibility of staff as incident support may be prolonged and out of normal working hours.	Yes/No	
3.	Ensure log of key decision and actions has started and that it is maintained throughout the incident	• Allocate administrator to ensure they maintain notes and actions taken during incident. • Where appropriate, record names, details of any staff or pupils that may have been injured/seriously injured or death or those that are affected by the incident as part of the record keeping • Log personal items that may have been damaged or lost during the incident • Ensure a log of school-based decisions is also kept and maintained during the incident	Yes/No	

4.	Assess the priority needs for the remainder of the investigation. Permitting where appropriate the learning environment is maintained and take relevant action	• Consider actions to health, mental health, anxiety of both staff and pupils
		• Consider legal obligations to staff and pupils
		  • data protection
		  • Accommodation expenses and travel, insurance information
		  • Keep accurate records
			Yes/No	

	Requirement	• **Action**	**Action Completed** *(Circle as required)*	**Names of allocated person** *(responsible officer and title)*
5.	Log all additional expenditure because of the incident	• Seek advice from the insurance company • Seek advice on claims and any limitations • Record all costs because of the incident • Consider support from Trust Finance team	Yes/No	
6.	Communication	• Governors (Chair and Vice Chair) • Media liaison, communication Parents/carers and pupils - what has happened and what is expected to happen next. • Staff contact, supporting staff during the incident Offer/consider counselling, and additional support by line management/SMT • Advise all stakeholders of any changes to the next working day/s – if necessary. •	Yes/No	
7.	Ensure recording process is on site Head teacher to allocate an administrator during the management of the Major incident	• Consider site access and monitoring of other agencies – safeguarding • Pupils and staff entry and leaving site, effective register is in place for use • Assess the risk to site users • Consider parental collections of pupils. Logs to be made of collections/who/when	Yes/No	

11 Critical Incident Management

Purpose:

- Protect the safety and welfare of staff, pupils, and families
- Support the Trip leader/emergency services as required
- Protect the reputation of school, community and staff, pupils
- Support the Pupils and staff of a funding provision if required
- Ensure appropriate and necessary communication takes place.
- Correct/Accurate records are kept.
- Try to ensure minimal disruption is caused during the incident to pupil learning

	Requirement	**Action**	**Action Completed** *(Circle as required)*	**Names of allocated person** *(Insert name of responsible officer and title)*
1.	**Assessment – CRITICAL/EMERGENCY** **School to manage situation** • **Keep pupils and staff safe**, prevent as much as practicably possible further injuries/incidents • Relocation may be required • Support emergency services and act upon requests if required • Keep contact with trip leader • Continue to monitor the situation if required • Assess the impact on pupils, staff, and families. • Assess the severity of disruption and the impact. • Media correspondence • Accurate records to be kept incl. name of person reporting, details of incident, who else has been informed, exact location of incident, injuries and action taken so far.	**Gathering information** • Provide critical information time lined through documentation to investigations as required. • Continue to make detailed notes and retain communication records • Retain financial documentation • Name of contact at the scene • Arrange in school support, warm spaces Food and drink dependant on need. • Work with key holders to keep facilities open • Support with data, names, date of birth, if required by other authority (emergency services)	Yes/No	

	Requirement	**Action**	**Action Completed** *(Circle as required)*	**Names of allocated person** *(Insert name of responsible officer and title)*
2.	Head teacher to allocate/nominate individuals to carry out Management roles as appropriate. • Administration • Deputy head teacher support • Funding availability	Please review notification procedures (**Section 7**) for roles and responsibilities breakdown. • Head teacher to identify and agree steps • Ensure the safety of staff supporting and the welfare of their family if travel is required. • Ensure flexibility of staff as incident support may be prolonged and out of normal working hours.	Yes/No	
3.	Ensure log of key decision and actions has started and that it is maintained throughout the incident	• Allocated administrator to ensure they maintain notes and actions taken during incident. • Where appropriate, record names, details of any staff or pupils that may have been injured or those that are affected by the incident as part of the record keeping • Log personal items that may have been damaged or lost during the incident • Ensure a log of school-based decisions is also kept and maintained during the incident	Yes/No	
4.	Assess the priority needs for the remainder of the investigation. Head teacher delegation of staff duties where appropriate; the learning environment and action to maintain normal learning structure.	• Consider actions to health, mental health, anxiety of both staff and pupils. • Vulnerable and SEND to be considered/routines/anxiety increase • Consider legal obligations to staff and pupils ~ data protection ~ Accommodation expenses and travel insurance information ~ Keep accurate records	Yes/No	

	Requirement	**Action**	**Action Completed** *(Circle as required)*	**Names of allocated person** *(Insert name of responsible officer and title)*
5.	Log all additional expenditure because of the incident	• Seek advice from the insurance company • Seek advice on claims and any limitations • Record all costs because of the incident • Consider support from Trust Finance team	Yes/No	
6.	Communication	• Governors (Chair/Vice Chair) • Media liaison, communication parents/carers and pupils - what has happened and what is expected to happen next. • Staff contact, supporting staff during the incident- offer/consider counselling, and additional support by line management/SMT • Advise all stakeholders of any changes to the next working day/s – if necessary.	Yes/No	
7.	Ensure recording process is on site Head teacher may choose to allocate an administrator	• Consider site access and monitoring of other agencies. • **ALL STAFF** to continue with normal safeguarding protocol, on or off site • **ALL STAFF** to be aware of changes to school day • Pupils and staff entry and leaving site - ensure an effective register is in place for use • Assess the risk to site users • Consider parental collections of pupils. Logs to be made of collections/who/when	Yes/No	

12 Incident/emergency incident management

Purpose:

- To allow the trip leader to manage and incident as quickly as possible
- Recovery of vocational activities in appropriate timescales
- Where an event has become challenging to activate support in a timely manner.
- Overview of necessary action in the event of an incident/emergency

	Requirement	Action	Action Completed *(Circle as required)*	Names of allocated person *(Insert name of responsible officer and title)*
1.	**Assessment – INCIDENT/EMERGENCY** **Trip leader to manage situation** • **Keep pupils and staff safe**, prevent as much as practicably possible further injuries/incidents • Continue to keep pupils calm, may be required to reassure supporting staff • Communicate with Emergency contact/EVC when the situation becomes unmanageable • Continue to monitor the situation if required • Use 999/first aiders if required. • Share with EVC/Emergency contact (if injuries occur) details incl. name of person reporting, details of incident, who else has been informed, exact location of incident, injuries and action taken so far.	**Gathering information** • Support with data, names, date of birth, if required by other authority (emergency services) • Details for insurance, loss of property or injuries. Report accidents incl. near misses • Continue to liaise with EVC/Emergency contact until told otherwise	Yes/No	

	Requirement	**Action**	**Action Completed** *(Circle as required)*	**Names of allocated person** *(Insert name of responsible officer and title)*
2.	Ensure log of key decision and actions has started and that it is maintained throughout the incident	• Allocated administrator to ensure they maintain notes and actions taken during incident. • Where appropriate, record names, details of any staff or pupils that may have been injured or those that are affected by the incident as part of the record keeping • Log personal items that may have been damaged or lost during the incident • Ensure a log of school-based decisions is also kept and maintained during the incident • If abroad – passport information to be kept in the event of repatriation. Guidance from school or foreign office to be followed.	Yes/No	
4.	Assess the priority needs for the remainder of the Activity.	• Consider actions to health, mental health, anxiety of both staff and pupils. • Vulnerable and SEND to be considered/routines/anxiety increase • Seek guidance from school via EVC/Emergency contact if unsure	Yes/No	
6.	Communication	• Staff contact, supporting staff during the incident • Must be maintained with school unless stated otherwise • If abroad, provide details of what has been done so far	Yes/No	
7.	Safeguarding	• **ALL STAFF** to continue with normal safeguarding protocol, on or off site • **ALL STAFF** to be aware of changes to school day • Pupils and staff entry and leaving site, effective register is in place for use • Consider parental collections of pupils. Logs to be made of collections/who/when	Yes/No	

13 Visit emergency media management

1. **Never speculate or apportion blame** – your insurers won't like it and the true cause of the accident may not be what you first expected.

2. **Never name victims** – unless you are absolutely rock-solid confirmation that police have informed next-of-kin. Even if next-of-kin know it can be a dreadful shock for other family members to learn of a close relatives' serious injury or death

3. **Never embroider** – Keep Interviews Short and Simple (KISS). Focus on providing a few basic facts to prevent the more disreputable hacks from making up the story. You should not be writing a reporter's story for him. A reporter's requirements may conflict with your responsibilities to your school. Colourful language or over stating the case will almost certainly come back to haunt you.

4. **Never say '' No Comment''** – you will probably sound very guilty even if you are innocent. This may seem to conflict with No 3 (above). Generally, you will be able to give a few basic facts which will help the reporter tell their story. Try to take the heat out hot moments. You may be under great stress – and reporters may put you under even more pressure – but it is not a good idea to make things worse by antagonising journalist. Never raise your voice or appear rattled. This could suggest that you are 'guilty'. Critically, try to keep calm and carry on.

5. **Always keep promises to the media** regarding the timings of new releases and interviews. Journalists (particularly broadcasters) work to tight deadlines. Nothing is more guaranteed to attract negative coverage than failing to deliver information so that they miss the scheduled bulletin and will be facing untold grief from their news editor. Any 'grief' may be transferred to you.

6. **Always be human and sympathetic** - a crisis involving employees/children requires tact and understanding. Avoid sounding impersonal or suggesting that you are lacking in feeling. Offering appropriate sympathy is NOT an admission of guilt.

7. **Base briefings on the 3 R's**

   Regret – begin by expressing sadness and regret.
   Reason – request that the media and public be reasonable, thoughts with the family etc.
   Remedy – there will be an enquiry, we will provide counselling etc. Specialist media training is recommended for staff who are likely to take a 'front-of-house' role.

8. **Always tell the truth** – When you know the truth, a 'quick bleed' is often better than allowing the facts to emerge slowly. If you have made a mistake, admit it. Don't say too much too soon – be guided by legal advice and your insurers. You need to know the full facts first. Once an inquest has been called you can technically be in contempt of court if you discuss the case.

14 Visit emergencies and social media issues

Much of what gets posted on social media is simplistic, narcissistic – at best ill-advised and at worst legally dangerous.

1. Remember, it's **NEVER** private, always in a public domain and easily accessed (including by a prospective employer, a college or a potential litigious parent), so on ill-judged comment could land you in court

2. **NEVER** make comments about school or pupils on your personal account

3. When dealing with the media aim at 'informing' but **NEVER** comment – it may or irritate.

4. **NEVER** post personal material on a school account

5. **NEVER** single out individual pupils for praise or comment that could be misconstrued. The former might be regarded as grooming and the latter as bullying.

6. **NEVER** post personal information - it might be used by a disaffected pupil or parent to ridicule or bully you. Pictures where you look tired or emotional or worse for wear might be equally dangerous.

7. **NEVER** have pupils as 'Friends' - it might be regarded as grooming, even 40 years down the line

15 Notification of Incident Form (Activate)

School	
Visit Leader's Name	
Visit to	
Date(s) / Times	**From:** **To:**

Information about an incident may come from a number of sources (e.g. a member of staff, pupil, parent/carer, member of the public, the emergency services). Whoever receives the alert should ask for, and record, as much information as possible**.**

+ **Maintain a written record of your actions using this form and a log book. You may wish to record any new contact details on page 4.**
+ **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
+ **Find out what has happened. Obtain as clear a picture as you can.**
+ **Discuss with the informant what action needs to be taken and by whom.**

Name of informant	
Contact details of informant	
Date and time of call	
Date and time of incident	
Exact location of incident	
Incident details	

Where is the informant now and where are they going	
People affected (names, injuries, location and where are they being taken to	
What arrangements are in place for those not directly involved in the incident	
What advice have emergency services given	

Who has been informed

☐ School Staff	☐ Police	☐ Health & Safety Exec
☐ Governors	☐ Fire & Rescue Service	☐ Insurance Company
☐ Pupils	☐ Ambulance Service	☐ Media
☐ Parent/Carers	☐ Nottinghamshire County Council	☐ Trade Union
☐ Foreign & Commonwealth		

Does anyone else need to be informed	
Are any other actions required (explain)	

If the incident happened on an educational visit, please ask the question below. You might already have these details, but it could be useful to seek confirmation.	
Name of Educational Visit Leader	
Number of pupils on the visit	
Number of staff on the visit	
Location of Educational Visit	
If the incident happened abroad, does the Foreign & Commonwealth Office need to be notified	

16 First Response Visit Emergency Telephone Record

This document is designed to ensure that in an initial telephone discussion between a Visit or Assistant Leader in trouble and their designated Emergency Contact, both parties have the same documents to look at to ensure that all key factors are recorded. The document should be kept available by all those designated as a Visit Emergency Contact and carried by Visit Leader and Assistant Leaders. Where young people are being supervised remotely for significant periods of time, they may also require this (or similar) document. Complete all the following information.

Group name	
Group numbers and age	
Name of caller	
Role of caller *(visit leader, assistant leader, helper)*	
Contact details of caller	
Time of caller	
Time of the incident	
Exact incident location	
Incident description	
Numbers, names, and type of casualties	

Name of any party members sent to seek assistance	
Is the rest of the party safe and likely to remain safe	
Hazards (present or suspected)	
Weather conditions including any threatening environmental factors	
Other leaders at incident site	
Is the group staying or moving to a different location	
Emergency services required	Already alerted? At what time were they alerted?
Caller's proposed action plan	

17 Guidance notes for visit leader and/or the emergency contact, prompting a leader in difficulties.

Remember **''SAFER''**: Stop Assess the situation Formulate a plan Execute the plan Review

1. Remain Calm.
2. Do NOT rush in – try to remain objective and asses the whole situation.
3. Safeguard yourself and the uninjured member of your group, ensuring that they are:
- accounted for
- safe and briefed on how to remain safe
- adequately supervise

4. Aim to delegate so that you can maintain an overview of all that is happening or needs to be done
5. Call Emergency Services as appropriate.
6. Initiate First Aid ''3P's'' with a view to:
- preserving life
- preventing the condition worsening
- promoting recovery

7. Basic First Aid requires the following:
- a clear airways and maintenance of breathing – unconscious casualties require a safe airway position
- stop major bleeding
- monitor the condition, reassure, and provide emotional support

8. Call you Emergency Contact to activate you school Visit Emergency Plan.
9. Take advice from Emergency Services.
10. Support physical needs of your group by providing shelter, refreshment, and evacuation.
11. Support the emotional needs of your group and keep them occupied.
12. Control communications as far as is practicable and do NOT make any direct contact with families or friends.
13. Maintain a record/log with timings.
14. Refer all requests for information (other than from Emergency Services) to your Emergency contact.
15. When overseas, inform the Foreign and Commonwealth Office Consular Assistance Team.