



# Educational Visits Policy

(Prep and Senior)

# Bancroft's

Independent Co-educational Day School 7–18

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## Introduction

This is the Educational Visits policy for students of Bancroft's School, both Senior School and Prep School.

In line with the ethos and values of Bancroft's School, it is our aim to offer all students the chance to experience education outside the classroom in the form of trips, both residential and non-residential, locally and abroad. Our school values place personal fulfilment and caring at the centre of school life. School trips give students the opportunity to undergo experiences not available in the classroom and visits help to develop a student's investigative skills and also encourage greater independence.

They provide students with knowledge and awareness of the world around them and encourage personal and social development. Attempts to enhance learning or provide realistic situations to use and apply knowledge, skills and understanding are at the forefront of good practice. Learning in its broadest sense, often includes the exciting and stimulating environments that are provided outdoors. By introducing students to other cultures, faiths and circumstances a visit can help to develop the student as part of a caring community.

### 1. Aims/Objectives

The aims/objectives of any visit, which must conform to the school's curriculum and values, should be clear. These may be educational, cultural, recreational or a combination of these. Every visit organised through the school should be justifiable on educational grounds while the efficient running of the school must be considered in the absence of those teachers who will be accompanying the participating students. We want children to immerse themselves in life outside the school. There should be a focus on affordability for parents and it is of paramount importance that no child or parent should feel excluded from the opportunity to participate in experiences outside the school. On any school trip we aim to allow children to have the opportunity to:

- Use and apply their knowledge and understanding outdoors, in a different and often more stimulating environment
- Focus on specific environments, from field excursions to problem solving and team challenges, to develop their organisational, team working and leadership skills
- Develop an awareness and understanding of environmental and sustainability issues, through their experiences
- Raise their awareness and understanding of the wider safety issues through opportunities to become involved in risk assessment and risk management
- Learn new skills
- Reinforce existing skills and knowledge by putting theory into practice and through interaction with others
- Enjoy the experience and learn from it.

The aims of this policy are as follows:

- to set out the School's approach to the planning and implementation of Educational Visits in order that everyone involved understands his or her responsibilities and can participate fully
- to establish a framework for managing risks and challenges to the health, safety and welfare of students on Educational Visits that is proportionate
- to actively promote the well-being of students

## 2. Regulatory Framework

**2.1** This policy has been prepared to meet the School's responsibilities under:

- Education (Independent School Standards) Regulations 2014
- Education and Skills Act 2008
- Children Act 2004
- Childcare Act 2006
- Equality Act 2010
- Health and Safety at Work etc Act 1974
- Data Protection Act 2018 and General Data Protection Regulation (GDPR)
- SEND Code of practice: 0 to 25 years (DfE and Department of Health, January 2015)

**2.2** This policy has regard to the following guidance and advice:

- Health and safety on educational visits (DfE, November 2018)
- Travel aware teachers pack (FCO, February 2018)
- Gap years, volunteering overseas and adventure travelling (FCO, June 2015 updated October 2019)
- Safer adventures: Managing the risks of adventure travel (BSI, 2014)
- Health and Safety Executive: School trips and outdoor learning activities (Health and Safety Executive (HSE), June 2011)
- Keeping Children Safe in Education (DfE, September 2022)

The following School policies, procedures and resource materials are relevant to this policy

- Health and Safety policy
- Safeguarding (Child Protection) Policy
- Behaviour, Sanctions and Rewards Policy
- Learning Support (SEND) Policy
- On-line Safety Policy
- The E-Citizen Charter (Acceptable use Policy)

This policy is published on the School website and is also available in hard copy on request from the Head's PA during a working day.

### 2.3 Terminology

Where the following words or phrases are used in this policy:

**Adventurous Activities** include but are not restricted to activities such as winter sports, rock climbing, hill walking, mountaineering, skin or scuba diving, white-water rafting, caving, climbing, trekking, water sports or activities in or around water and Cadet and other uniformed activities. An activity may be considered to be adventurous not only due to the nature of the activity itself but also the environment in which it will take place, to include but not restricted to activities in areas subject to extremes of weather, temperature or environmental change, on or near cliffs or steep terrain or in or near water or areas considered to be politically, economically or socially unstable.

**Assistant Head: Activities and the Co-curriculum** is the member of staff to whom the Head delegates lead responsibility for the arranging and the administration for all Educational Visits undertaken by the Senior School.

**Educational Visit** includes but is not restricted to the following activities: off-site visits (i.e. those outside the grounds of the School), study and cultural visits, Adventurous Activities and expeditions, overseas trips and residential trips including sports tours in the UK or abroad. It is not intended to cover sporting activities, including sporting fixtures or physical education which are part of the School's normal curriculum or extra-curricular programme.

**Educational Visits Co-ordinator (EVC)** is a member of staff to whom the Head delegates responsibility alongside their main role, for the arranging and the administration for all Educational Visits undertaken by the School with a focus on risk assessments.

**Employee or Employees** means anyone who works under a contract of employment at the School.

**Emergency Contact** means an Employee who has been appointed by the School as the School's emergency point of contact for Visit Leaders on Educational Visits.

**Employer** means Bancroft's School.

**External Provider** means any person or organisation other than the School or an Employee of the School who provides a service and or facilitates an activity under a contract during an Educational Visit.

**Head**, where not explicitly defined, means the Head of Bancroft's School.

**Homestay** means any arrangement where the School organises or arranges, and has power to terminate, the care and accommodation of a child in the home of a host family to which the child is not related. Homestay includes arrangements in the UK or abroad, and situations where the School engages a company to make the arrangements.

**Licensed Activities** means only those activities which are currently licensable under the Activity Centres (Young Persons' Safety) Act 1995 and Adventure Activities Licensing Regulations 2004 (SI 2004/1309) and include caving, climbing, trekking and water sports.

**Parents** means those having parental responsibility for a child.

**School** means Bancroft's School.

**School Rules** include any behaviour code or code of conduct.

**Student or Students** means any student or students in the School at any age.

**Supervisor** means any competent adult, who has responsibilities and duties assigned to him/her during an Educational Visit by the School (to include but not restricted to volunteers, helpers, Parents, host parents and External Providers).

**Visit Leader** means an Employee who has overall responsibility for the planning, organising, supervision and conduct of the Educational Visit delegated to him/her by the Head.

## 3. Responsibilities

### 3.1 Employers

Under the Health and Safety at Work etc. Act 1974, employers are responsible for the health, safety and welfare at work of their employees. This duty extends to everyone involved in Educational Visits (to include but not restricted to teachers, volunteers, helpers and students).

Employers carry out their legal responsibility, amongst other things, by observing the Management of Health and Safety at Work Regulations 1999, as amended, made under the 1974 Act, which requires them to:

- Assess the risks of activities and record any significant risks
- Introduce measures to control those risks
- Tell their employees about these measures.

Employers retain their legal responsibilities under the Health and Safety legislation, but they can delegate the statutory tasks to their employees. Decisions about Educational Visits are usually delegated to the Head. Permission must be obtained before an Educational Visit takes place. The Head may then in turn delegate duties to others such as the Assistant Head: Activities and the Co-curriculum, EVC and/or the Visit Leader.

These duties apply at all times to all Educational Visits in the UK. Educational Visits outside of the UK will be subject to the law of that country, but if the risk assessment is carried out in the UK, it will also be subject to UK domestic law.

### 3.2 Employees

Under the Health and Safety legislation, Employees must:

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

Employees also have a common law duty to act as any reasonably prudent parent would do in the same circumstances. However, in some circumstances such as where Employees specialise in a particular activity or lead more Adventurous Activities there may be a higher duty of care.

### 3.3 Governors

The Governing Body has overall responsibility for all matters which are the subject of this policy.

The Governing Body will hold the Head to account in respect of the requirements set out in this policy.

The school, through the Bursar, will bring to the Estates Committee details of planned higher risk activities confirming that appropriate plans and risk assessments have been completed.

### 3.4 The Head

The Head will ensure that Educational Visits comply with the requirements of this policy and the School's Health and Safety policy. A member of SLT will sign off a trip at the Outline Approval Stage and the Head (or in his/her absence the Senior Deputy Head) will sign off at the Head's Approval Stage.

The Head will ensure that:

- both the Assistant Head: Activities and the Co-curriculum and the EVC are sufficiently qualified, experienced and competent to arrange, administer and monitor Educational Visits. If the Head takes part in the visit as a group member/supervisor, they will follow the instructions of the Visit Leader who will have sole charge of the visit.
- appropriate risk assessment(s) for the planned Educational Visit and a contingency plan (where appropriate) have been carried out and that adequate health and safety measures are in place
- those who are conducting the risk assessments have the necessary training, qualifications, knowledge, skills and experience to do so
- any relevant qualifications claimed by the Visit Leader or other relevant members of the group have been checked and verified and are up to date
- adequate contact details for the Visit Leader and / or Supervisors on the Educational Visit have been provided
- the Visit Leader reports back after the visit via the trip feedback form on Operoo and ensures that any appropriate follow up action is taken, lessons are learned and risk assessments and procedures are adapted where necessary
- adequate records are retained following the Educational Visit.

### 3.5 Assistant Head: Activities and the Co-curriculum (Senior School)

The Assistant Head: Activities and the Co-curriculum with the assistance of the EVC will:

- Ensure that the Visit Leader is competent to plan, undertake and supervise activities and to monitor/assess the risks in preparation for and throughout the visit
- Support the Head with approval for Educational Visits and other relevant decisions
- Oversee the preparation procedures for all Educational Visits, advising the Visit Leader as required, making staff, Parents and Students aware of the details of all proposed visits
- Keep up-to-date with all legislation and best practice advice on the running of Educational Visits and ensure that all activities meet guidance requirements.

### 3.6 Visit Leader

Every Educational Visit will have a Visit Leader who will have been appointed or approved by the Assistant Head: Activities and the Co-curriculum and the EVC. In the event of the incapacity of or injury to the Visit Leader, arrangements will be made for another appropriately qualified Employee to join the party and take over the Visit Leader's responsibilities.

The Visit leader must follow legislation, regulations, guidance and this policy and other applicable School policies relevant to Educational Visits.

Where necessary, the Visit Leader should obtain specialist advice to enable Educational Visits to be undertaken safely.

Where required the Visit Leader will be appropriately qualified and will produce first-hand evidence of such qualification e.g. original certificates.

The Visit Leader will have overall responsibility for:

- the preparation and planning of the Educational Visit (in consultation with the EVC or another appropriately qualified person, where necessary) including obtaining approval for the Educational Visit to take place.
- for the supervision and conduct of the visit
- the health and safety of the group
- the behaviour and discipline of Students during the visit
- carrying out the risk assessment for the main activity and contingency plan in case the primary activity is undeliverable (where appropriate) and inform staff/Students/Parents of the potential risks and how risk is to be mitigated
- the application of the School's Safeguarding (Child Protection) Policy during the Educational Visit.
- ensuring that first aid equipment is carried on the trip and that up-to-date medical details and contact details for all Students are available. On return from the visit, the Visit Leader is responsible for reporting any incidents which occurred on the visit to the EVC and in the Senior School the Assistant Head: Activities and the Co-curriculum.

### **3.7 Students**

The Visit Leader will make it clear to Students that they must:

- Follow the instructions of the Visit Leader and Supervisor(s) during the Educational Visit
- Dress and behave sensibly and responsibly, using safety equipment as instructed
- Not behave in a way which put themselves or others at risk or in breach of the School rules and the School's Behaviour, Rewards and Sanctions Policy,
  - Know that rules apply as if they were in school
- Wear School uniform or kit unless permission has been given for other clothing
- Bring clothing that is appropriate to all anticipated temperature and weather conditions. Specialist equipment must be identified separately from clothing
- If abroad, be sensitive to local codes and customs
- Look out for anything that might hurt or threaten themselves or anyone in the group and tell the Visit Leader, teacher or Supervisor about it.

Clear instructions on whether or not Students will be allowed to carry mobile phones will be provided in accordance with this policy to the Parents and Students in advance of the visit.



Any Student whose behaviour may be considered to be a danger to themselves or to the group may be prevented from attending the Educational Visit or withdrawn from an Educational Visit which is underway.

### 3.8 Parents

The Visit Leader will ensure that Parents are given sufficient information in writing and are invited to any briefing sessions (where required and essential if the trip includes any residential element), so that they are able to make an informed decision on whether their child should go on the visit. This should include proposals for alternative activities (plan B) in case, for example, adverse weather conditions prevent the intended activity taking place.

The Visit Leader will also tell the Parents how they can help prepare their child for the Educational Visit by, for example:

- Reinforcing the visit's code of conduct
- Understanding the clothing and footwear that will be required and ensuring that this is provided.

Parents will be informed of the arrangements for sending a Student home early. The Parents will normally be required to meet the costs of such arrangements.

Parents will:

- Ensure that their child understands the standard of behaviour and conduct expected of Students on the Educational Visit.
- Give clear information where relevant on their child's ability or inability to swim if relevant
- Provide clear, accurate and up to date information on their child's health and/or any disability or special educational needs, including the need and consent for medical attention or medication in advance of an Educational Visit.
- Ensure that they provide up to date contact details or other appropriate contact details in the event they will be unavailable.

## 4. Communication with the Parents and Parent Responsibilities

The Visit Leader, in conjunction with the EVC and the bursary, is responsible for ensuring excellent communication with the Parents throughout the trip process. This includes:

- Ensuring the information provided to the Parents before students sign up to School trips is as accurate and full as possible and that the Parents have a telephone number or email that they can use to request further information.
- Ensuring that all staff accompanying the trip have accurate and up to date medical and contact details for each Student.
- Ensuring that contact details (including the School's Emergency Contact details in the UK) for the Educational Visit are provided to all Parents of Students attending.
- Ensuring Parents are fully aware of pick-up, drop-off and other travel arrangements and any changes thereto.

Parents are responsible for making sure that their contact details and the Student's medical details provided to staff during School visits are up to date. Reminders of parental obligations with regard to medical and contact information is made clear in all trip launch letters.

## 5. Consent

Specific written parental consent is generally not required for routine Educational Visits which are a normal part of the Student's education at the School and take place during the normal School day.

Save in relation to below the School obtains a general consent from Parents for all Educational Visits which take place off site and outside of the School day and provides sufficient information to the Parents in advance about each visit to enable them to opt out of specific visits should they wish to do so and of any extra safety measures required.

Individual parental consent will be sought for all overseas trips (including sports tours abroad) as well as those Educational Visits that incur a charge. Any costs associated with an Educational Visit may be subject to a separate agreement between the School and the Parents.

If consent is refused by one or both Parents the School reserves the right to refuse to allow the Student to take part in the Educational Visit.

## 6. Outline Approval

Prior to an Educational Visit taking place the Visit Leader must:

- Submit an Outline Approval request via Operoo. This will be signed off by a member of the SLT in consultation with the School's calendar and interested parties (EVC, Senior Tutor and Senior Leadership) where appropriate.
- Outline approval will be granted by the SLT once logged in the Operoo system. For residential trips where there will be cost to the Parents the process cannot proceed until a meeting with the bursary has been arranged to discuss financial planning.
- Inform Parents and seek consent via Operoo where appropriate. Parents must be given full details for the visit including transport arrangements, costs and the nature/purpose of the visit. Please see Section 5 above.

## 7. Learning Outside the Classroom (LOtC)

Prior to organising an Educational Visit, the Visit Leader should check whether the External Provider holds LOtC certification. This information is available at <http://lotcqualitybadge.org.uk/>

The LOtC Quality Badge means that the holder has passed a robust assessment designed to ensure that they are meeting the Schools' learning and risk management needs, no matter what activities they offer.

The External provider:

- Has a process in place to assist users to plan the learning experience effectively
- Provides accurate information about its offer

- Provides activities or experiences which meet learner needs
- Reviews the experience and acts upon feedback
- Meets the needs of users and
- Has safety management processes in place to manage risk effectively.

Visit Leaders are encouraged to use External Providers displaying the LOtC Badge.

## 8. Risk Assessment

The School adopts a common sense and proportionate approach to health and safety on Educational Visits.

An assessment of the risks involved in the activity and the appropriate steps required to counter them will be carried out for every Educational Visit.

A written risk assessment will be carried out when activities need a higher level of risk management than is normal during routine activities, are outside normal school hours or as determined by the EVC.

The Visit Leader should make a written assessment of the risks that are likely to arise on the Educational Visit. Any risk assessment must:

- Identify the potential risks involved in an activity
- Determine who might be harmed
- Identify control measures which would reduce the risk
- Record the finding
- Be reviewed as appropriate.

The risk assessment should cover but is not restricted to:

- The type of activity
- The age/competence/fitness/ usual standard of behaviour of the Students
- Ratios of adults to Students and the experience of staff in leading such visits
- Supervision and vetting
- Transport arrangements
- Accommodation
- Security/terrorism
- Activities and contingency plans
- Emergency procedures
- First aid
- any special educational or medical needs of the Students

- Remote supervision.

The risk assessment is a dynamic document and can be updated at any time before or during a visit.

The EVC will check each risk assessment prior to the Educational Visit and may ask the Visit Leader to make changes where required. If in doubt about any aspect of an Educational Visit, then the Visit Leader should consult the EVC.

The Visit Leader must also risk assess a contingency plan in addition to the main activity, visit or itinerary.

If the risk is considered to be unacceptable by the Visit Leader and/or EVC and Assistant Head: Activities and the Co-curriculum the Educational Visit shall not go ahead.

## **8.1 Completing Risk Assessments for Educational Visits**

Within the Operoo system, the School's "comply or explain" approach to risk assessment is outlined. Once the EVC is satisfied that all risks have been considered the Visit Leader can then move onto the next stage of trip planning. In addition to this:

- Any visit including an Adventurous Activity must be discussed with the EVC during the planning stage.
- Where relevant, risk assessments will include obtaining information on the need for vaccinations and/or inoculations and ensuring that these are carried out in good time before the visit takes place.

The Visit Leader should continue to assess and reassess risks throughout the visit, taking account of changes, for example in weather conditions. If the risks become unacceptable the visit shall be terminated.

## **8.2 Supervision Risk Assessment**

The following factors should be considered in the risk assessment in respect of supervision:

- Gender, age, ability, competence and behaviour of the group
- General and specific competencies of the adults within the group
- First aid requirements and knowledge of adults within the group
- Student's special educational and medical needs and disabilities
- Duration and nature of activity including any journey
- Accommodation
- Requirements of the venue
- Appropriate recruitment checks carried out on volunteers involved in overnight supervision.

## 9. Supervision

### 9.1 Ratios

Supervision of Students can be close or remote but must always be 24 hours a day.

There shall be an adequate ratio of adults to supervise Students during the Educational Visit.

This ratio should derive from the risk assessment undertaken. Ratios should be determined on each occasion from the risk assessment and from discussion with the EVC.

Where a Supervisor is also a Parent of a Student on the Educational Visit, that Parent shall not usually count in the ratio for the group as a whole.

Where a Supervisor is allocated to supervise an individual child in an individual risk assessment, that Supervisor shall not usually count in the ratio for the whole group.

Where possible, there should be provision within the ratio for a different Supervisor, in the event of an emergency or incident, to:

- deal with any emergency or incident
- seek emergency and / or medical assistance
- supervise the remainder of the party.

For local low risk visits in normal circumstances the following ratios may be appropriate:

Non-hazardous day trips	Pupils aged 11 to 18	1:15 (depending upon the above factors.)
	Pupils under 11	1:12
Geography/Biology field trips or overnight stays in the UK	Pupils aged 11 to 18	1:10
	Pupils under 11	1:10
Hazardous trips	Pupils aged 7 to 18	1:8
Hazardous foreign trips	Pupils aged 7 to 18	1:8
Non-hazardous foreign trips	Pupils aged 7 to 18	1:10
Ski trips	Pupils aged 7 to 18	1:10
Residential trips	Pupils aged 7 to 17	1:10
Wild country	Pupils aged 14 to 18	1:7

There must usually be a minimum of two members of staff on each trip and a member of staff from each gender in the case of a mixed gender trip.

These ratios are for **guidance only** and the ratio should become smaller the more complex or hazardous the activity or in relation to a pupil or pupils' needs. This is decided after discussion with the EVC.

For small non-residential trips with older pupils, teachers may choose to supervise as a single member of staff. As long as the teacher is aware that this presents its own difficulties should there be an illness for example, this may go ahead, having been arranged with the EVC and Assistant Head: Activities and the Co-curriculum and appropriately risk assessed. For example, as long as it was of their own volition, one teacher could accompany four sixteen-year-olds to another school for a competition.

## Hazardous Activities

- These include winter sports, rock climbing, hill walking, mountaineering, skin diving, scuba diving, white water rafting and any activity of that nature.
- The Visit Leader and/or at least one other Supervisor must have achieved adequate proficiency in that activity. Specific advice should be obtained from the relevant federations or associations.

## Extended Tours Abroad

- The Visit Leader must ensure that appropriate supervision arrangements are in place prior to departure – the best way to achieve this is with a reputable tour operator that complies with BS8848 <https://www.gov.uk/guidance/safer-adventure-travel-and-volunteering-overseas>
- The responsibility for ensuring that supervision is adequate rests with the Visit Leader. Vetting of Supervisors must be conducted where possible and a country's DBS equivalent sought or assurances that checks have been conducted.

## 9.2 Remote supervision (Senior School only)

Where Students are supervised remotely, for example, on a Duke of Edinburgh Award expedition, the Students must have the aptitude for, and be appropriately trained, briefed and experienced for the activity involved.

Students will be briefed with clear instructions beforehand by the Visit Leader as to what to do in an emergency or in the event of getting lost, e.g. given staff emergency numbers; actions to take in the event of a medical emergency; and how to shelter appropriately in difficult weather conditions.

Within the **Duke of Edinburgh Award Scheme**, Students undertake expeditions which involve minimal direct supervision. No expedition or training is to take place without the approval of the Head. Students are trained to make their own decisions on trips and individual safety and emergency procedures are established for each expedition. This is achieved by controlled withdrawal of direct supervision to remote supervision.

In all cases however the Supervisor will establish a base in the area of the expedition. Parents and Students are made aware of the special nature of the Duke of Edinburgh Award with respect to these matters when they consent to take part in the Scheme. For more details on the DoE Scheme please seek out advice from the MoS I/C DoE.

Any period of remote supervision must be adequately risk assessed beforehand.

The Visit Leader will ensure that each Student who is not under visual supervision is accounted for. This means the Visit Leader will know the identity, whereabouts and expected time and place of return of the Student.

## 10. Safeguarding and Child Protection

The School's Safeguarding (Child Protection) Policy and procedures, including any procedures for vetting and assessing the suitability of staff and volunteers, will apply during Educational Visits.

Any incident amounting to any report, allegation or suspicion of abuse or safeguarding concerns which occur whilst on the Educational Visit will be dealt with appropriately at the time and will be reported to the School's Designated Safeguarding Lead and / or to the Head in accordance with the Safeguarding (Child Protection) Policy and procedures. The member of staff will then follow the instructions of the Designated Safeguarding Lead and / or Head.

## 11. Exchange Visits

### 11.1 School - Arranged Homestays

Where the School arranges a Homestay, the School will ensure that appropriate intelligence is gathered, and that appropriate checks are carried out, in relation to the suitability of the relevant adults in the host family.

For Homestays in the UK, this will include obtaining a DBS enhanced certificate with barred list information in relation to each adult living in the home of the host family and recording the check in the School's single central register.

Where the Homestay is abroad, it is not possible for the Schools to carry out DBS checks, in which case the School will liaise with partner schools abroad to establish a shared understanding of and agreements for the arrangements in place to assure themselves of the suitability of the arrangements. This may include contacting the relevant foreign embassy or High Commission of the country in question. The School will keep a record of all intelligence gathered as a result.

Students and Parents should be made aware of the emergency contact arrangements in advance of the Homestay and of who Students should contact if a situation arises which makes him/her feel uncomfortable during the visit.

Where the trip involves an extended stay for 28 days or more, the School will ensure that it has notified the local authority as this may amount to private fostering.

## 12. Equality, diversity and disability

The School will make every effort to ensure that all Students are able to take a full and active part in Educational Visits and that they are accessible to all, irrespective of their race, disability, religion or belief, pregnancy or maternity, sex, gender reassignment, sexual orientation.

The School will only consider preventing a Student from attending an Educational Visit as a last resort and will only do so following consultation between the School, the Students and the Parents and only if the refusal is a proportionate means of achieving a legitimate aim, for example because of an unacceptable risk to the health and safety of the Student concerned or others on the Educational Visit.

The School will work with Parents and Students to agree a way forward in respect of the proposed Educational Visit and retain a written record of the steps taken and the final decision.

Disability, and special educational needs will be taken into consideration in the risk assessments and planning undertaken in advance of the visit and the School will ensure that any reasonable adjustments will be implemented in accordance with this.

Where relevant there will be discussions with the Parents and Students relating to the management of their needs during the trip/visit and a record will be kept.

Parents who might struggle to meet the cost of a school trip can apply for a grant through the Old Bancroftians' Educational Development Fund (OBEDF). An application form can be found here:

<https://obedf.bancrofts.org/obedf-web-site/applications>

### 13. External Providers and Adventurous Activities

Where the main activity is an Adventurous Activity or any activity which is facilitated by an External Provider, the EVC will have regard to the appropriate legislation and guidance available at that time.

Anyone who leads an Adventure Activity will have attained an adequate standard of competence and experience in the activities undertaken. Where possible this will be verified by reference to accepted standards of competence such as national governing bodies or association for the sport or activity concerned. Where no such body can be identified, the School will obtain evidence of the competence of the External Provider, including seeking references from other schools, where appropriate. The level of qualification required should be matched to the relevant hazards and risks associated with that activity and specific advice can be obtained from the relevant federations or associations.

The Visit Leader should check if External Providers are required to have a licence to provide Licensed Activities (caving, climbing, trekking and water sports) and, if so, that they hold a current licence at <https://www.hse.gov.uk/aala/aals.htm> and a record maintained. The Visit Leader should check with the EVC if in any doubt as to the competency of the External Provider.

For Adventure Activities to be carried out overseas the Visit Leader should do all that is reasonable to check if External Providers are required to have a licence to provide Licensed Activities in the country where the activity will take place and if so, will check that they hold any such licence with the relevant equivalent regulatory authority. Visit Leaders should retain a record of their due diligence investigations and if the External Provider is not licenced (or certified with the equivalent) this should be factored into the risk assessment.

It is good practice to seek the opinions of other schools who have used an External Provider.

The Visit Leader must provide copies of licences for the EVC and attach these to visit documentation.

The following activities are licensable:

- Caving (including mines, potholes)
- Climbing (including traversing, scrambling, some abseiling)
- Trekking (including some pony trekking and some mountain biking)
- Water sports (including canoeing, rafting, or sailing on sea or tidal or larger non-placid waters).



Where the Adventurous Activity is not licensable, the Visit Leader must be competent in safety procedures and the planning of such activities and hold National Governing Body qualifications where appropriate or will have achieved adequate proficiency in that activity. Specific advice will be obtained from the relevant federations or associations. Where no such body can be identified, the School will obtain evidence of the competence of the External Provider, including seeking references from other schools, where appropriate. The level of qualification required should be matched to the relevant hazards and risks associated with that activity and specific advice can be obtained from the relevant federations or associations.

Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. Specific permission for swimming will always be sought from the Parents in advance.

If the Visit Leader assigns the technical instruction of the group to an External Provider, they should agree with the External Provider their respective roles. Everyone must have a clear understanding of the roles and responsibilities of Supervisors and External Providers.

The Visit Leader and School staff retain responsibility for the moral and emotional well-being of Students during the activity at all times and should not hesitate to withdraw them from an activity they judge to be unsafe or causing distress.

Students' views should always be taken into account. Students who are reluctant to undertake a particular activity should never be forced to participate in that activity.

The Visit Leader will take appropriate steps to ensure that External Providers do not have substantial unsupervised access to Students unless this has been authorised and risk assessed by the School.

The Visit Leader will ensure that all appropriate safety measures are taken and that all safety equipment provided is used in accordance with the recommendations of the appropriate national governing body or association for the sport or activity concerned, including the wearing of ski helmets (where appropriate).

Prior to commencement of any Adventurous Activity the Visit Leader should be fully satisfied with arrangements for health and safety.

The Visit Leader must obtain relevant documentation from the External Provider including relevant risk assessments, safety details and detailed nature of the activities proposed. This information should be included within the Evolve documentation for that particular visit. In the event they are not satisfied they will consider whether it is appropriate to abort the activity altogether or whether it is safe and/or appropriate to undertake a Plan B.

For further information please see:

<https://www.bsigroup.com/LocalFiles/en-GB/consumer-guides/resources/BSI-Consumer-Brochure-Adventurous-Activities-UK-EN.pdf>

## 14. First Aid

Visit Leaders will have regard to the School's first aid and administration of medicine policies and procedures and will ensure that there is adequate First Aid provision on each Educational Visit. The minimum requirements for Educational Visits are:

- a suitably stocked first aid container, obtainable from the School Nurse
- at least one person appointed to take charge of first aid arrangements/ First Aider.

On return from the visit, the Visit Leader is responsible for reporting any incidents which occurred on the visit to the EVC, Assistant Head: Activities and the Co-curriculum and School Nurse.

## 15. Record keeping

All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data about Students and Parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.

## 16. Insurance

There shall be appropriate insurance cover in place for each Educational Visit.

The EVC and Visit Leader should have an awareness of any requirements set by the School's insurers when planning an Educational Visit.

Parents should be informed of the insurance arrangements made by the School in clear terms. They should be told which insurances are arranged by the School and which are arranged and payable by Parents. Parents should be told of any insurances that have not been verified, for example, host parents abroad.

The School cannot accept liability for the failure of insurance for reasons beyond the control of the School or where the School has made reasonable enquiries and exercised reasonable care.

## 17. Mobile Phones and Students' Property

Mobile phones can be very useful in emergencies. However, there are reasons why their use by Students may be restricted on Educational Visits, for example:

- Mobile phones can act as distractions, preventing Students from making full use of the educational opportunities offered by the visit
- Carrying such phones can expose Students to the risk of mugging and street violence
- Loss or theft of phones can involve Visit Leaders in time consuming reporting procedures

- Homesickness may be made worse by frequent use of mobile phones
- In the event of an incident on an Educational Visit the Visit Leader has the authority to collect in any communication devices to avoid sensitive information being disseminated through social media/text etc.

The Visit Leader and at least one other Supervisor will carry a mobile phone which is switched on at all times and will ensure that the Emergency Contact at the School has the relevant numbers.

Any Educational Visit which occurs outside of School hours is assigned an Emergency Contact at the School; usually a member of SLT. The Emergency Contact will be provided with full details of the visit including contact numbers for the Parents. Visit Leaders must keep their Emergency Contacts informed of substantial changes to the itinerary. The Emergency Contact is the link between the Visit Leader, Senior Leadership and the Parents.

Similar rules will apply to all items of personal property including for example, cameras. The Parents are requested not to send Students on visits carrying expensive equipment that may attract thieves or be lost or broken. In any event, Students will be responsible for all items of personal property taken on the visit.

## 17.1 Head Counts

Regular head counts of the Students should take place throughout all off-site activities. The frequency will need to be increased at certain points such as crowded public areas, getting on and off transport, and when arriving at or leaving a location or near a significant hazard (such as water). A head count should always be part of any initial response to an incident or emergency. It is easier to monitor and count smaller groups and clusters.

It is good practice to:

- Double-check numbers before departing from a venue
- Always carry a list/register of all the Students and adults involved in the visit
- Ensure that younger Students are readily identifiable, especially if the visit is to a densely populated area, e.g. brightly coloured caps, T-shirts or the School uniform can help identify group members more easily
- Avoid identification that could put Students at risk e.g. name badges
- Provide extra safeguards for very young Students, or for those with special educational needs, such as providing laminated cards displaying the name of the group or hotel and an emergency contact number. This could be appropriate for all visits abroad, with a translation of the information into the relevant language(s)
- Ensure that everyone is aware of rendezvous points
- Ensure that everyone knows what to do if they become separated from the group
- Make everyone aware of their destination e.g. the tube station where the plan requires them to get off.

## 17.2 Supervision on Residential Visits

The responsibility for supervision is continuous, 24 hours a day. It is important that care and supervision are maintained during periods outside structured activities, as well as during the activities themselves. This does not mean that the Students on the trip need necessarily to be constantly watched, but rather that leaders need to achieve a sensible balance of activities and supervision methods.

Time for the Students to be with their peers, away from a close adult presence, can be an important part of visits, particularly of residentials, and brings many additional learning opportunities. This is equally true for structured learning time as it is for recreational time on longer visits. However, too much unstructured time can allow opportunities for homesickness and wandering off, so the time needs to be appropriately managed.

Opportunities for such time should be built into the visit plan with appropriate levels of supervision included.

Visit Leaders should:

- Take care with the use of terms such as 'free time' and 'down time' so that they do not suggest to leaders or participants that supervision will not be in place
- Ensure that all leaders and Students always understand the standards of behaviour that apply, not just during activities
- Ensure that a leader duty system operates so that groups always continue to be appropriately supervised, and that any handover of responsibility is made clear
- Have strict guidelines for behaviour in bedrooms and dormitories.

Supervision can be direct, indirect (within clear boundaries), or remote. In reality, these three form part of a continuum of supervision ranging from physically holding the hand of a child, to a group of competent and sensible Students checking in with Supervisors, perhaps once a day during their self-managed expedition or exchange visit. The three types outlined here are illustrative of the range:

**Direct Supervision** occurs when the group remain within sight and contact of a leader.

**Indirect Supervision** (supervision within clear boundaries) occurs when a group is given the freedom to explore an environment or engage in an activity away from direct adult supervision but within clearly identified and agreed boundaries, for example:

- Small group or individual work within a gallery, museum, cultural or historic site or city
- Time between more structured activities during a residential visit. This should be set up so that, in an emergency or changed circumstances, it should not be a difficult or lengthy process to re-establish direct supervision. Keys to indirect supervision (supervision within clear boundaries) include:
  - Identifying clear geographical boundaries within a suitable area and ensuring everyone is aware of these
  - Setting a time limit by which all are to be back at an agreed location
  - Ensuring Students are in small 'buddy' groups and know to stay together
  - Briefing Students as to the location of leaders during the activity: some leaders could be in a fixed position and others roaming the agreed area
  - If Students get lost, they know not to wander aimlessly but to stay together and wait for a leader to find them

- If abroad, ensuring Students carry a small briefing card in the local language
- On a residential visit, ensuring Students know the location of their accommodation (carrying a hotel card from reception is a simple and effective idea).

For example, on a trip to Europe one of your aims is for the Students to have a cultural experience and an opportunity to practise language skills in the local market. The Visit Leader chooses an appropriate market with an easily defined boundary and no major traffic hazards.

They split the Students into small groups who know to stay together. Each group has a small card in the local language explaining who they are and giving an emergency contact number. The Students are shown the geographical boundaries within which they can roam and the rendezvous point where there will always be a leader and where they are to meet by a certain time.

Some leaders sit at the local café (the rallying point) while the others walk round the market. This is a good example of a sensible risk benefit assessment – the educational benefits are clear and powerful while the risks are appropriately managed.

**Remote Supervision** occurs when a group works at such a distance that direct supervision would take some time to be re-established (e.g. during a remotely supervised adventure walk, Students travelling independently to a venue, an orienteering activity or a Duke of Edinburgh Award expedition).

For this form of supervision to be appropriate a decision must be made that the young people no longer require an adult leader but are capable of operating independently. Supervision in this context is more of a monitoring and emergency response role.

Although the Supervisor is not physically present they should be able to intervene or assist within a reasonable time when contacted or if there is a cause for concern (reasonable in this context will depend on the age, maturity and competence of the group, the activity and the environment).

For this to be effective, the group must know how to make contact with a remote Supervisor. When supervision is remote:

- Groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures
- Remote Supervision will often be most appropriate in the final stages of a phased development programme
- Students should be familiar with the environment or similar environments and have details of the meeting points and the times of rendezvous
- Clear and understandable guidelines will be set for the group, including physical and behavioural parameters
- The Parents should be made aware of the nature of supervision and the level of responsibility and independence expected of the young people
- There must be clear lines of communication between the group, the Supervisor and the establishment
- Mobile phones should not be regarded as a failsafe method of maintaining communication
- The Supervisor should monitor the group's progress at appropriate intervals
- There should be defined time limits between contacts. Exceeding these limits should activate an agreed emergency procedure

- There should be a recognisable point at which the activity is completed
- There should be clear arrangements for the abandonment of the activity where it cannot be completed without compromising safety
- The Visit Leader should select the type of supervision to maximise the educational benefits while appropriately managing the risks
- It is essential that everyone involved in the activity, including the Parents, understands the supervision arrangements and expectations.

### **17.3 Night Time Supervision**

It may not be possible or appropriate that all of the following are fully met but Visit Leaders must either be confident that the risks of the accommodation can be managed, or they should change location.

The sleeping accommodation is exclusively for the group's use or rooms are located next to each other, ideally on the same floor or:

- If the accommodation is being shared with another school group, the joint expectations of Leaders and young people are shared and agreed
- Leaders have sleeping accommodation providing easy access to their group. Consider location of leaders when young people's rooms are not in close proximity to each other
- Consider the most appropriate allocation of young people to rooms
- Where shower and toilet facilities are not en suite, consider arrangements for managing the use of shared facilities
- Consider how secure the buildings can be made against intrusion and if there is 24-hour staffing of reception
- Confirm that rooms can be secured and agree arrangements with the management for emergency access if required.
- Ensure everyone knows the emergency procedures, fire escape routes and assembly points
- Fire escape routes have been checked to ensure that they are clear of obstruction
- Ensure there is an appropriate Personal Emergency Evacuation Plan (PEEP) for any adult or young person who may need one.

### **17.4 Group Supervision when Travelling**

The level of effective supervision necessary for the journey should be considered as part of the overall risk management plan. Lost person incidents are most likely to occur at rest stops, when changing transport or during transitions from one place to another.

Positioning of leaders, rally points, clear communication between subgroups and especially head counts before continuing, are important tools at such points.

## 18. Accidents and Emergency Procedures

### During an Educational Visit

All members of the Educational Visit should be aware of the action that they should take in the event of an emergency, particularly where there is a risk of death, personal injury, damage to property or involvement with the police.

In the event of an emergency all members of the group should:

- remain calm
- assess the nature and extent of the emergency and
- take immediate action to safeguard themselves and other members of the group.

The Visit Leader or Supervisor (in the event that the Visit Leader is unable to carry out this role) should:

- summon emergency assistance and / or medical assistance and / or inform the police, if appropriate
- seek assistance from a First Aider, if appropriate
- if there are casualties ensure that they are accompanied and that the remainder of the group is adequately supervised
- seek assistance from the Emergency Contact / EVC where appropriate
- follow the procedures below.

The Visit Leader should ensure that the incident is properly recorded and that the Head / EVC is contacted as soon as reasonably practicable.

The Visit Leader / Head will make arrangements to inform Parents of any accidents or injuries, dependent upon severity, and first aid treatment affecting their child as soon as practicable and if felt to be necessary.

Consider whether the accident should be reported to any external agencies, including the police or the HSE pursuant to the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (SI 2013/1471) (**RIDDOR**).

Under no circumstances should anyone make a statement to the press or any admission.

Where a claim might be brought following theft or other loss, the local police must be informed.

### Incidents involving the police

In the event of an incident occurring during an Educational Visits in which the Student(s) become involved with the police the Visit Leader should:

- inform the Emergency Contact immediately, or as soon as practicable and ask that the School's lawyers be notified so advice regarding the handling of the matter can be sought
- inform the parent(s) of the Student(s) involved immediately, or as soon as practicable unless prevented from doing so by local police for legal reasons
- if local police have asked that the Parents of the Student(s) involved are not made aware of their child's involvement with the police the Visit Leader should do all that is reasonably required to satisfy himself / herself that the reason given is for legitimate legal reasons

- if considered necessary, the School may make arrangements for legal representation for the Student to be funded at the Parents' expense
- instruct a senior member of staff of the Educational Visit to act as appropriate adult where necessary unless the Parents request otherwise.

### **School's Response**

The School allocates a Senior Member of Staff with particular responsibility for covering each trip (Emergency Contact). In the case of an emergency, that member of staff is responsible for coordinating the School's response.

In an emergency, the Visit Leader will contact the Emergency Contact. If the Visit Leader is unavailable to make this call, another member of Staff on the trip will make the call.

The Emergency Contact will thereafter be responsible for co-ordinating arrangements at School including:

- Contacting the SLT/Head as appropriate
- Despatching of additional staff support to the scene of the trip
- Contacting the Parents of Students on the School trip and making sure that a dedicated telephone line is made available for the Parents to call if appropriate
- Providing any additional logistics or support arrangements for the School group (including, for example, alternative transport arrangements).

## **19. Transport**

Students will be properly supervised at all times whilst on school-arranged transport.

The Visit Leader, as part of the planning and risk assessment of an Educational Visit shall consider the transport requirements, including contingency planning for cancellation, delay or breakdown of the transport arrangements, safety and supervision arrangements.

The Visit Leader will ensure that the mode of transport is appropriate for the Educational Visit and that there is adequate insurance in place. Where required, the School will also ensure that the mode of transport is accessible for all participants e.g. wheelchair users.

## **20. Evaluation**

All Residential Educational Visits should be evaluated, and this is seen as an integral part of the LOtR experience. Operoo instructs Visit Leaders to outline the purpose of the Visit against which an evaluation should be written.

Evaluations must be submitted within 28 days of the visit being completed using Operoo.

Visit Leaders are encouraged to include a Student evaluation.

The Evaluation should include incidents/problems that can inform staff who may be running the same Educational Visit in the future.

Visit Leaders are encouraged to take part in a debrief with the EVC within 7 days following an educational visit at which time an evaluation may be requested.