

**VALENTINES HIGH SCHOOL**  
**EDUCATIONAL VISITS POLICY**  
**MAY 2018**

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To be reviewed next by May 2019.

# EDUCATIONAL VISITS

Educational visits from the school premises can add positively to the experience pupils gain from their schooling. Careful planning is necessary and visits may only take place if they have been formally approved. Stringent demands are made of staff organising visits. This reflects the concern in government, the CSA and the school that **pupil safety is paramount** and every effort must be made to ensure it.

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## ABBREVIATIONS USED

<b>AALA</b>	Adventure Activities Licensing Authority
<b>ABTA</b>	Association of British Travel Agents
<b>ATOL</b>	Air Travel Organisers Licence
<b>BT</b>	Beginner Teacher
<b>CSA</b>	Children's Services Authority (replaces "LEA")
<b>EAL</b>	English as an Additional Language
<b>EVC</b>	Educational Visits Co-ordinator
<b>EVERT</b>	Educational Visits Emergency Response Team (CSA – based)
<b>EVP</b>	Educational Visits Proposal (form)
<b>EVSEC</b>	Educational Visits School Emergency Contact (school – based)
<b>HASPEV</b>	"Health and Safety of Pupils on Educational Visits" (publication)
<b>KS</b>	Key Stage
<b>LBR</b>	London Borough of Redbridge
<b>LSA</b>	Learning Support Assistant
<b>ORA</b>	Overseas, residential or adventurous
<b>NQT</b>	Newly qualified teacher
<b>NGB</b>	National Governing Body
<b>SAGTA</b>	Schools And Group Travel Association
<b>SEN</b>	Special Educational Needs

## 1. LEGAL BASIS

Educational visits are covered by national **Health and Safety legislation**. The CSA is responsible for the health, safety and welfare of its employees and pupils while at work and in the pursual of work-organised activities (*Health and Safety at Work Act, 1974*). This includes off-site activities such as educational visits. Under *The Management of Health and Safety at Work Regulations, 1999*, the CSA is required to ensure that **risk assessments** of activities are made and **control measures** put in place. Employees are required to carry out activities according to risk management controls, to inform the employer of any serious risks and to take reasonable care of their own and others' health and safety. Teachers and other staff in charge of pupils also have a common law duty to act as any reasonably prudent parent would in the same circumstances. Specific regulations cover transport (see Section 10).

Valentines' Educational Visits Policy follows the government good practice guide set out in *HASPEV (Health and Safety of Pupils on Educational Visits – DCSF, 1998)* and supplementary guidance (*Parts 1, 2 and 3, DCSF, 2002*). It operates within the CSA's policy (*Requirements for Educational Visits – London Borough of Redbridge*), which it must satisfy.

Educational Visits may only take place if they have been checked by the Educational Visits Co-ordinator (EVC) and approved by the Headteacher. Certain types of visit (eg adventurous, residential, overseas, visits organised by external providers) must also receive approval from the CSA.

## 2. AIMS OF THIS POLICY

This Educational Visits Policy has been produced to

- enable pupils' educational experience to be broadened
- enable educational visits to take place safely
- aid staff in the organisation of off-site educational visits
- ensure educational visits are organised thoroughly

## 3. TYPES OF EDUCATIONAL VISIT

### T1 – T6 trips

An educational visit is an off-site trip with specific educational objectives organised by school staff for Valentines pupils. Many possible types of visit can take place from school. They include day trips, residential trips, fieldwork (eg Biology, Geography), theatre trips, visits overseas (eg French, Spanish, ski-ing trips) and trips involving adventurous activities.

Some trips are organised exclusively by Valentines staff, others by external providers. Whatever their nature, educational visits are carried out for the benefit of pupils; staff organising them put in a lot of very hard work to ensure that they happen.

Educational Visits from Valentines are classified into 11 different types

T1	UK day trip, wholly in school hours (eg local trips)
T2	UK day trip, partly or wholly out of school hours
T3	Residential trip in UK
T4	Overseas day trip
T5	Overseas trip, residential
T6	Other – complex risk assessment, not falling into above or below categories

Five additional categories (T1A, T2A, T3A, T4A, T5A) are variants of T1 – T5 above, where there are Adventurous activities / activities in Open Country.

Over 100 educational visits take place from Valentines High School each year.

*NB. This policy does not cover regular timetabled visits by PE classes to Redbridge Sports Centre, off-site sports matches and Work Experience visits. These are covered by separate regulations.*

## 4. ADVENTUROUS ACTIVITIES

These are activities which may involve adventure, may be more personally demanding and may take place in normally outdoors environments which are not completely predictable. Some are licensable activities and can only be led by an appropriately qualified leader (eg NGB – National Governing Body – or equivalent). Any visit involving adventurous activities, and any member of staff leading such an activity (as opposed to just accompanying a trained instructor), require CSA approval.

Adventurous activities include outdoor pursuits and “open country” activities.

### (a) Outdoor Pursuits

**Trekking:** eg hill walking, fell running, orienteering, pony trekking, off-road cycling, camping.

**Climbing:** eg rock climbing, abseiling, mountaineering, ice climbing, gorge walking, ghyll scrambling, rope courses.

**Underground:** eg caving, potholing, mine exploration.

**Water sports:** eg canoeing, kayaking, rafting, sailing, sailboarding, windsurfing, swimming (unless in UK public pools), aqualunging, snorkelling.

**Snow sports:** eg ski-ing, snowboarding.

**Other:** eg motor sports, boating, horse riding, shooting, archery, air activities (excluding commercial flights), extreme sports, any of the above occurring indoors.

### (b) Open Country activities

Any activities in open country are classified as adventurous. “Open country” is defined as a rural area higher than 300m above sea level, or more than 1km from a tarmac road, or in the vicinity of a **significant hazard** eg cliffs, a river, the sea.

### When is an activity “adventurous”?

For Valentines pupils, outdoor pursuit activities are provided by the CSA’s and Fairlop Lake (see below) with fully qualified and trained instructors employed by the CSA. Ski trips may take place with an appropriate approved external provider (eg “Interski”) and an appropriately trained and approved Visit Leader. All UK “outdoor pursuit” type trips must take place at an AALA – licensed centre or with a fully trained and CSA – approved Visit Leader.

For Visit Leaders organising their own open country activities, altitude and distance from a road provide clear criteria but the significance of particular hazards might only be assessed by thorough risk assessment. Geography or Biology field trips which are water-margin (eg walking close to a river or the sea), in low countryside close to tarmac roads might be subject to no significant risks and thus might not be adventurous activities. However, a particular reach of the river, the presence of steep, unstable cliffs or the nature of the activity intended could make the visit “adventurous”.

### Non – adventurous activities

These can include the following

- Urban trips, local traffic surveys

- Countryside / park walking on low ground, less than 1km from a tarmac road. .

- Fieldwork in areas with no technical hazards

- Farm visits

- Swimming in UK public pools.

### Fairlop Lake, Lee Valley White Water Centre and stubbers Adventure Centre

Sailing instruction is provided at Fairlop Lake and Lee Valley by qualified instructors under strict conditions. Fairlop, Lee Valley White Water Centre and Stubbers are licensed providers of adventurous activities under the Adventure Activities Licensing Authority (AALA).

All visits must be approved by the CSA.

## 5. RISK ASSESSMENT

Risk assessment is a careful examination of what **could cause harm to people**, together with an identification of the **control measures necessary** in order to reduce the risks to a level which, in the professional judgement of the person carrying out the assessment, is deemed to be acceptable ie low risk.

When a visit proposal has been accepted, the Visit Leader must complete the appropriate Risk Assessment form given by the EVC. This form must be returned by the deadline given and organisation of the trip cannot go ahead until this has been checked by the EVC and approved by the Headteacher. The risk assessment must

include a “**Plan B**” (possible changes to activities necessitated on the trip itself) and an Emergency Action Strategy.

Visit Leaders must be vigilant in identifying factors which could affect the degree of risk involved in the visit, such as the particular nature of some environments, the state of the tides, the time of year and risk of inclement weather, the presence of pupils with particular needs, conditions or behaviour. It is highly desirable for a pre – trip visit to the area and its risks to be made by the Visit Leader, including to areas that have been visited by trips in previous years as conditions can change.

Parents and pupils must be given information about the visit, including planned (and alternative) activities. According to the type and duration of the visit, details of emergency procedures and contact numbers may also be given and details of parental emergency contact numbers obtained.

## **Types of risk assessment and management**

These are of three types.

### **(a) Generic**

This is guidance which remains constant eg in school policies, CSA guidelines. Risk assessment forms given to Visit Leaders to complete come with some generic risk assessment / controls set out eg a large party must be divided into smaller groups, each supervised by a member of staff. Specified generic controls must be applied by staff.

### **(b) Event – Specific**

This considers any significant hazards or risks relating to a visit which are not covered by existing generic risk assessment. It should take into account the venue, activities, group, particular pupils, transport, operation of “Plan B” etc. These risks must be identified and assessed by the Visit Leader, removed where possible and associated controls put into place to reduce remaining risks.

### **(c) Ongoing**

These are reassessments of risk which need to be carried out while the visit is actually taking place. They are crucially important to any trip. **Risks must be monitored** throughout the visit and, where appropriate, activities should be modified, cut or changed as a response to changed conditions encountered on the visit. This is the responsibility of all involved in the visit, not just the Group Leader, as it is the responsibility of all staff to take appropriate action to ensure the safety of pupils at all times. This type of risk assessment should be recorded / reviewed when the visit evaluation is carried out.

**Risk Assessment Forms** which Visit Leaders are required to complete include sections on the following

- organisational details
- travel risks
- site and activity risks
- staff support / leadership risks
- other event – specific risks
- contingency plan (Plan B – eg alteration of activities)
- emergency action plan
- declaration.

For more complex trips with more possible risks (eg adventurous, residential, overseas), there are additional sections. All sections of the forms directly referring to risks have both generic and event – specific risk assessment. The Visit Leader must identify types of hazard, people who might be harmed, the level of risk and the control measures to be put in place.

Specific risks concerning particular pupils are completed on the Pupil Details Form.

## **Group Safety at Water Margins**

Certain environments can contain a greater degree of intrinsic risk than others and can be subject to changing conditions which alter the level of danger. Such environments include water margins, eg along a river or on a coastal beach (as distinct from activities actually in the water where statutory regulation would apply). Issues related to water margins are addressed in the DCSF publication “Group Safety at Water Margins” which must be studied carefully by any Visit Leader organising a trip which approaches or takes place near the water’s edge.

The school’s Risk Assessment Form must be completed such that it shows these particular risks have been adequately identified and addressed. Where the trip is to visit or work on a coastal beach, the Tidal Safety Form must also be completed, identifying the times of High and Low Tides. Coastal trips must not visit a beach on a

rising (“flood”) tide where High Tide is closer than Low Tide – Visit Leaders must give thought to this when choosing the date of such a trip.

## 6. STAFFING

### Visit Leader

Every educational visit is organised and led by a **Visit Leader**. This should be a member of staff judged by the Headteacher to be competent to lead the trip. S/he should not normally be an NQT, nor a BT. The Group Leader must appoint a **Deputy Leader** to assist in the organisation or deputise for him / her where staff numbers make this possible.

### Choice of supervisory staff

These must be adults and most would normally be teachers (including newly qualified teachers, NQTs) employed at the school. Other adults who may be present as supervisors include long-term (ie half a term and more) supply teachers based at the school, Learning Support Assistants (LSAs) and Beginner Teachers (BTs).

Staff invited to be visit supervisors should be those most closely associated with the work being done by the pupils or the pupils doing it and should be prioritised as follows

- **Departmental trips:** staff teaching the pupils in the subject whose department is organising the trip eg an RE trip gathering information for RE GCSE coursework should normally be accompanied by teacher(s) teaching those pupils GCSE RE.
- **“Year” trips:** the Head of Year and Form Tutors.
- **Special interest trips:** staff who have been involved with that special interest.

Other staff could include

- support staff (where available) where particular pupils would benefit from support
- other members of the department (departmental trips)
- a male / female member of staff where a mixed group requires both genders to be present as supervisors
- a member of staff with particular expertise relating to the visit activities
- an appropriately qualified driver (school minibus).

Members of staff are normally keen to participate in trips. Trips do, however, place staff in situations different from their normal working conditions and if a member of staff does not wish to accompany a particular trip that wish should be respected.

In general, apart from Beginner Teachers (working alongside teachers and learning the teacher’s craft), all adults accompanying pupils **must have a specific supervisory role** with pupils. An exception to this might be a trip, out of school hours, specifically arranged as a leisure trip eg an evening theatre visit where the number of staff present might exceed the number required. In such a case,

- all staff must be aware of exactly who is supervising and who is not and when these times are
- the number of staff must not exceed the number of pupils
- staff behaviour must be appropriate at all times
- pupils must not subsidise the costs of staff (see also Section 11)

It is not normally appropriate for staff to take their own children on Valentines trips. Any member of staff wishing to do this must see the EVC and the Headteacher.

### Number of staff

A sufficient number of supervisory staff must be present on all trips. Current CSA and government requirements are not specific about what the staff : pupil ratios on educational visits should be. Instead, schools are required to make their own professional judgements in deciding what the ratios should be. Valentines staff : pupil ratios are based on the age of pupils and the type of trip - whether it is a day trip, a residential stay or a visit overseas. They are minimum ratios and may be adjusted to include more staff if risk assessment suggests this would be a useful additional safeguard.

Below the sixth form, **day trips** with 30 pupils or more have an overall minimum ratio of 1 staff : 20 pupils - with smaller groups the ratio may vary from 1:1 to 1:15. **Residential trips** have a higher minimum staff : pupil ratio – from 1:1 to 1:10 below 20 pupils, and 1:15 above. **Overseas trips** have a higher still minimum staff : pupil ratio – 1:1 to 1:10 below 20 pupils, and 1:10 above. On sixth form visits, ratios are lower. (*See also Section 10, School Minibus*)

External providers may provide additional staff. Though they may have important responsibilities, these staff **do not count** as part of the school’s staff : pupil ratio.

The number of staff taken should be guided by the staff – pupil ratio, possibly modified by the nature of the trip. It may be appropriate to take additional staff but never an excessive number.

All staff accompanying visits must be fully competent to carry out their duties. Adults who are not employed by the school must be DBS – checked. The final decision over which staff will accompany educational visits will always be made by the Headteacher.

## 7. SUPERVISING PUPILS

Supervision of pupils is crucial on trips and is the responsibility of the adults accompanying the trip. However, this is not to say that pupils must be watched all the time. Four types of supervision may take place on educational visits. These are **Close**, **Remote**, **Down Time** and **Night Time** supervision.

**Close (direct) supervision** is where pupils are within sight and contact of the supervising adult. This is the normal type of off-site supervision eg where pupils are outside in a group or moving between places.

- If the party is moving as one continuous group, one member of staff must lead from the front, one member of staff must be at the back and other members of staff must be arranged more or less equally between the front and the back.
- If the party is divided into groups, each member of staff must be responsible for one group and must have a list of names of pupils in the group.
- In all cases of potential dangers in the route followed eg road crossing, change of slope or path, entry into or exit from a building, the member of staff must stop the group and give guidance to pupils before continuing.

**Remote supervision** is where for some of the time pupils may not be accompanied by supervising adult. This can only take place under the following controls

- **Known environment** - Pupils are working on a pre-planned activity in a known environment where the potential risks have been assessed.
- **Group work** - Pupils are working in groups, not as individuals.
- **Rendezvous points** – Places and times have been arranged where groups of pupils will report back at set times and sign in with a supervising adult.
- **Emergency availability /contact** - A supervising adult is always close by at the prearranged rendezvous point. Pupils know where s/he is and can reach her/him quickly and at any time.
- **Monitoring** - Supervising adults monitor the groups by visiting them at regular intervals.

Remote supervision should be organised progressively ie the supervising adult should accompany the group, then shadow it, then leave it but make regular checks and finally leave it but make occasional checks, unless closer supervision is deemed to be more appropriate.

**Down Time supervision** is supervision such as lunchtimes (or evenings on residentials), where pupils are given a break from the educational activity. This will be seen by pupils as recreational time. It can only take place under the following controls

- **Specific times** - It is restricted to specific times which pupils know, with clearly defined starting and ending times.
- **Closely defined areas** - It is restricted to closely defined areas where the level of risk to pupils has been assessed as low.
- **“Close” down time supervision** - During lunch breaks in an area unfamiliar to pupils, it should be regarded as close supervision though supervising adults might choose to sit together, rather than with groups of pupils, but in sight of them.
- **“Remote” down time supervision** - In the evening, on residentials, it may be regarded as remote supervision with checks by supervising adults with at least one supervising adult present close by at a rendezvous point.

Prolonged periods of Down Time should be avoided. Where possible, appropriate activities should be made available for these times.

**Night time supervision** occurs on residential visits. It should be carried out as follows.

- **Bed time:** At a prearranged time, all pupils should be checked and ticked on a list as being present in the accommodation. Pupils should then go to their rooms/dormitories. Supervising adults should check, as far as it is possible to do so, that the accommodation is secure.
- **Lights out:** After an interval, supervising adults of the same sex as the pupils should check each room/dormitory, check that all are present who should be, switch off the lights and close the door.
- **Corridor patrol:** For a certain time after lights out, staff should patrol the corridors to ensure there is no noise from rooms / dormitories and no moving between sleeping areas.

- **Sleep time:** Staff can then go to bed themselves. All pupils should know where the different staff rooms are and that in the event of any problem developing during the night, a member of staff should be summoned. Staff should be prepared for this.

## 8. PUPIL BEHAVIOUR

It is very important that the Visit Leader make it clear to pupils that **high standards of behaviour** are expected of them. Their attention should be drawn to general and specific risks of the trip and the possible consequences of their behaving in an inappropriate manner. It should be stressed that off-site dangers greatly exceed those encountered in school. Pupils must be quite clear that they must

- regard themselves as **ambassadors** for Valentines High School and give a good impression wherever they go
- **dress** in an appropriate manner and equip themselves as told to
- behave appropriately on the **transport** organised
- be sensitive to **members of the public** and, if abroad, to local codes and customs
- always follow the **instructions** given by supervisory staff
- **look out** for anything which could hurt or threaten themselves or any member of the group and let the Visit Leader or other supervisory staff know immediately
- not behave in a **silly** or **thoughtless** manner
- not take **unnecessary risks**
- not **run away** from the group, stop to leave it or deviate from the path
- never **overtake** the supervisory teacher leading the group.

They must be made aware of the possible consequences to themselves and others of inappropriate behaviour, including

- **damage** to public and local residents' property
- **injury or death** to themselves or someone else
- **nullification** of insurance owing to breaking of the visit's rules
- immediate **punishment** by the Visit Leader, such as isolation from other pupils, removal of privileges, and further punishment on return to school
- possible immediate **return** of the pupil to school /parents telephoned and asked to collect the him/her
- **banning** from future trips, with educational objectives being met in alternative ways.

Key Stage 3 pupils, and pupils going on overseas, residential or adventurous trips, should complete and sign a Behaviour Agreement Form for their trip.

## 9. COMMUNICATING WITH PARENTS

In addition to receiving details of the benefits of a particular visit, parents and those with parental responsibility should be made fully aware of the likely risks and their management so that consent or refusal can be given on a fully informed basis.

### Letter

Information to parents would normally go by letter and should include full details of the activities to be undertaken, venues, supervision arrangements, how they can prepare and equip their child for the visit (including appropriate clothing and footwear) and any other relevant information. **The letter must not contain a "permission slip"** – instead, parents must complete and sign the appropriate parental **Consent Form** before their children can be allowed to go on the visit. **This can only be the official school Consent Form – a signed letter from the parent or telephone call to the school do not count as consent given.**

### Consent Form

On the Consent Form, parents must provide details of their child's **health** which may be relevant to the visit – even if they believe these details to be in the school's possession already. They must **sign their agreement** to their child going on the trip and for emergency medical treatment to be arranged should it prove to be necessary (T1 Consent Form).

Where the trip is wholly or partly out of school hours, residential, overseas or adventurous, they must also give the name and telephone number of the **family doctor** and provide **emergency contact numbers** for themselves (T2 – 5A Consent Form).

## 10. USING TRANSPORT

### Coaches and buses

Where coaches or buses are to be hired, no assumption can be made that everything can just be left to the coach company. Coach companies may not always provide their best vehicles for school parties. The Visit Leader must ensure that

- the coach company is a reputable one – a check should be made with the CSA
- the coach is roadworthy – any problem which becomes evident should be brought to the attention of the driver immediately
- the coach driver has due regard for the safety of the pupils and staff being carried – if there is any doubt, the coach driver should be asked to stop and the coach company telephoned for a replacement driver
- working seat belts are fitted, with one for each pupil – a “three pupils on seats for two” arrangement cannot be allowed

Pupils must be made aware of appropriate behaviour on coaches and buses. In particular

- No pupil must *enter* the coach or bus until at least one member of staff is on board
- Never rush on to the vehicle, never rush off, never leave before at least one member of staff, stay clear of door, be aware other vehicles may be moving nearby
- Bags and equipment must not be placed or left in aisles or cause obstructions
- No kneeling or standing on seats at any time
- A seatbelt must be worn at all times. No standing up or moving around the vehicle when it is moving
- Never lean out of windows, never throw things out of windows, never shout or gesticulate at drivers or passengers in other vehicles
- No eating or drinking on the vehicle, no removal of cans or bottles from bags
- Do not make loud noises or behave in such a way as to distract the driver
- A pupil should inform a member of staff if he/she or another pupil feels *sick*.

### **Public transport**

If public transport is to be used, the following must be satisfied

- Parents must be informed of the fact that the trip includes use of public transport.
- Pupils and staff must, as far as possible, stay together as a single party. If this is not possible, pupils must be divided into supervised groups.
- On short journeys (eg tube trips), pupils must remain in their group under close supervision by the teacher. On longer journeys (eg cross-channel ferries) staff must make it clear to pupils the degree of “roaming” they are allowed.
- Pupils should be made aware of what to do in an emergency and where emergency procedures are displayed.
- Pupils must be counted on to the transport and counted off it.

For public transport within Greater London, travel may be available free from “**Transport for London**” for cultural destinations, within specified hours and with sufficient notice. The conditions for such free travel may alter but at present are as follows

- only during off – peak hours (tube, 9.30 am – 4.30 pm). Not in holidays, unless Summer School
- application, by form, to be made separately for each trip
- apply for trip a minimum of 14 days before trip due to go
- maximum size of group per ticket = 20, with 2 – 4 adults.

See EVC/ web site <http://www.tfl.gov.uk/schoolparty/> tel 7918 3954 / fax 7918 2990.

### **School Minibuses**

This can transport up to 15-17 persons, in addition to the driver. If the journey distance or time is long (more than 50 miles/2 hour’s duration) the party must include 2 staff (i.e. driver + 1). The driver must be an LBR - authorised driver and have passed the LBR Minibus Test.

#### **Before using the Minibus**

- Reserve it well in advance (Diary in School Office)
- Check tyres and exterior, first aid kit, fire-fighting equipment, seat belts
- Check you have a working mobile phone, know the steps to take in case of an accident , check RAC card and phone number are in glove compartment
- Record *mileage*, collect keys from School Office.

#### **When using the minibus, ensure**

- you are fit to drive, drive carefully and take any appropriate rest stops
- all pupils are wearing seat belts, are well-behaved and do not distract you or other drivers
- the key is never left in the vehicle while the driver is outside
- pupils are not left in the vehicle unsupervised
- when parked and left, the minibus is locked and immobilised

#### **In the event of breakdown**

- ensure pupils are kept in a safe environment with close supervision
- telephone the RAC and the School.

#### **After using the minibus**

- record the mileage
- leave petrol in the tank for future users (see Finance Officer for expenses)
- ensure the minibus is left clean and free from mud, litter, rubbish etc.
- any damage is reported to the Site Manager as soon as possible
- any first aid equipment used is replaced
- the key is returned and the vehicle logged back in

### **Use of Private Cars**

Teachers wishing to use their own private cars on educational visits can only use them if

- the vehicle is in good condition and is licensed and insured
- the current insurance covers carrying pupils and states “Use by the Policyholder in connection with the business of the Policyholder” – a copy should be given to the EVC
- seat belts are fitted and each passenger and the driver uses one at all times
- written parental approval for being a passenger in the car has been obtained
- LBR Form EV6 has been completed and submitted to the EVC
- all reasonable steps are taken to ensure the safety of passengers.

If these points are not satisfied, the vehicle cannot be used.

Parents, or other adults, should not normally transport pupils (other than, if appropriate for the visit, their own children). If, however, this has been agreed with the Headteacher, parents of the pupils to be transported in this way must be told this and must sign their consent to this happening. Any parent doing the transporting must be made aware of his/her legal responsibilities and must also complete LBR Form EV6.

### **Other safeguards**

Whatever form of transport is used, Visit Leaders and other supervisory staff must be vigilant for the safety of pupils at the following points

**interchanges**, where the party changes from one type of transport to another, gets on or leaves the transport,

**intersections**, where there is a choice of directions

**crossing points**, eg where the party crosses roads or bridges.

Very close supervision must be exercised at these points.

## 11. BUDGET AND CHARGING

Though teachers no longer routinely collect money for school trips, carefully budgeting trips is a very important role falling to the Visit Leader. A statement of the proposed costs and income and how income will be obtained must be made on the blue EVP Proposal Form. Income must balance expenditure and any shortfall must be made up from departmental funds. No profit may be made – if a surplus remains after all necessary payments have been made, it must be paid back to those who have rendered it. When calculating the costs of trips, Visit Leaders should remember that VAT is normally reclaimed from trip expenditure, thus reducing the initial estimate of costs. This is not a straightforward calculation and Visit Leaders should consult the Clerical Assistant (Mrs Osborne) for assistance on this.

Parental contributions for visits must be in line with the school's Charging Policy. For budgeting purposes, there are three types of trip

- **Required** for a public examination (eg leading to the production of assessed GCSE coursework agreed with an Examining Board). No parental contribution - paid for by the School.
- **Advised**, being strongly linked to studies or activities in the school where attendance is desirable but not essential, taking place wholly or mainly within school hours. Funding may be by parental contribution but parents may only be invited to contribute financially and this must be made clear in the letter going to them.
- **Optional**, eg ski trips, which are not part of a school or examination syllabus. Parents may be charged for these.

Pupils who wish to be part of visits in the second category but whose parents do not make a voluntary contribution must not be prevented from taking part because of non-payment. It is permissible to raise the requested parental contribution above the minimum necessary, in order to subsidise these pupils. It is not, however, permissible to subsidise in this way pupils whose parents do not wish to contribute to optional trips.

As far as staff are concerned, in general the rule should be applied that staff who are supervising trips directly as part of their duties should not be charged to attend the trip. Thus, no charge should be made to staff supervising compulsory or advisory school trips.

Optional trips where only the required number of staff supervisors are present should, in general, also not charge staff. In such cases, staff costs can be absorbed into the overall charge for the trip as long as the charge remains at a reasonable level. Alternatively, or additionally, the school may choose to subsidise staff costs. If the optional trip is residential or particularly expensive the same guidance applies but where the number of staff exceeds that required by the school's staff: pupil ratios a charge may be made. If a supernumary/non – supervisory member of staff is allowed to attend the trip, s/he should be charged the full rate.

After the visit has taken place, a Financial Statement must be submitted to and retained by the EVC as a record. Details of income and expenditure must be shown, together with details of any subsidies. The statement requires the Visit Leader to consider the true cost of the trip to pupils and the school and includes additional costs incurred such as the hire of a minibus to replace a minibus used away from the school for a week and the equivalent cost of covering staff absent from their normal lessons. Such additional costs would not normally be charged to the trip.

## 12. INSURANCE

We have an Off –Site Activities Travel & Personal Injury Insurance through Lucas Fettes and Partners, copy of policy attached.

### 13. FIRST AID

All visits must have First Aid kits. The degree of First Aid experience of supervisory staff must be based on preparatory risk assessment of the visit.

#### Low risk visits

All such visits must have at least one member of staff who has a good working knowledge of First Aid. The CSA has confirmed that most adults would have a good working knowledge of First Aid in an urban environment by virtue of general life skills alone. There is thus no need for a member of the supervisory staff to be a Qualified First Aider on a routine urban day visit.

All visits must carry a First Aid kit. In an emergency situation, where trained medical staff are not in attendance, any of the supervisory staff can administer First Aid from the standard First Aid kit carried. This does not include the administering of specific medication for which written permission and guidance must have been provided by the parents for the visit.

#### Higher risk visits

High Risk visits will not be approved and cannot take place. However, some approved visits may be deemed to have higher potential risks than routine visits. These include residential, overseas and adventurous visits (including visits in Open Country). Careful risk assessment must be used to decide whether a Qualified First Aider is needed on these visits or not.

A school - organised visit in Open Country where significant hazards exist in the vicinity may require a Qualified First Aider to be present.

A non-adventurous overseas languages visit based in an urban hotel in an EU country where a modern national health service and emergency medical service exist and where European health cards and medical insurance have been arranged for the party might not need a Qualified First Aider present. Similarly, an adventurous visit from an external provider might not need school staff to be Qualified First Aiders if the staff provided by the organiser had such qualifications.

In higher risk visits where there is emergency medical attention or provision of qualified staff, it is necessary to check the availability of such services / staff over all times of the visit.

In some cases, where it is seen as not essential to have a school Qualified First Aider present, it may be good practice so to do.

### 14. EMERGENCY PROCEDURES

To minimise the likelihood of an emergency happening, the Visit Leader should have prepared as follows

- carried out an exploratory visit where possible
- consulted with technical advisors / teachers with previous relevant experience
- carried out detailed Risk Assessment
- devised an effective Plan B (Contingency Plan), carried out Emergency Planning (on RA Form) and be carrying Emergency Procedures and EV7 sheets
- briefed staff on specific pupil conditions and behaviours
- familiarised staff and pupils with emergency exits and evacuation procedures in the case of transport or buildings
- verbally informed pupils and staff of risks and controls and given all staff a copy of the completed Risk Assessment Form (and Tidal Safety Form, where appropriate)
- be carrying out ongoing risk assessment to enable response to changes

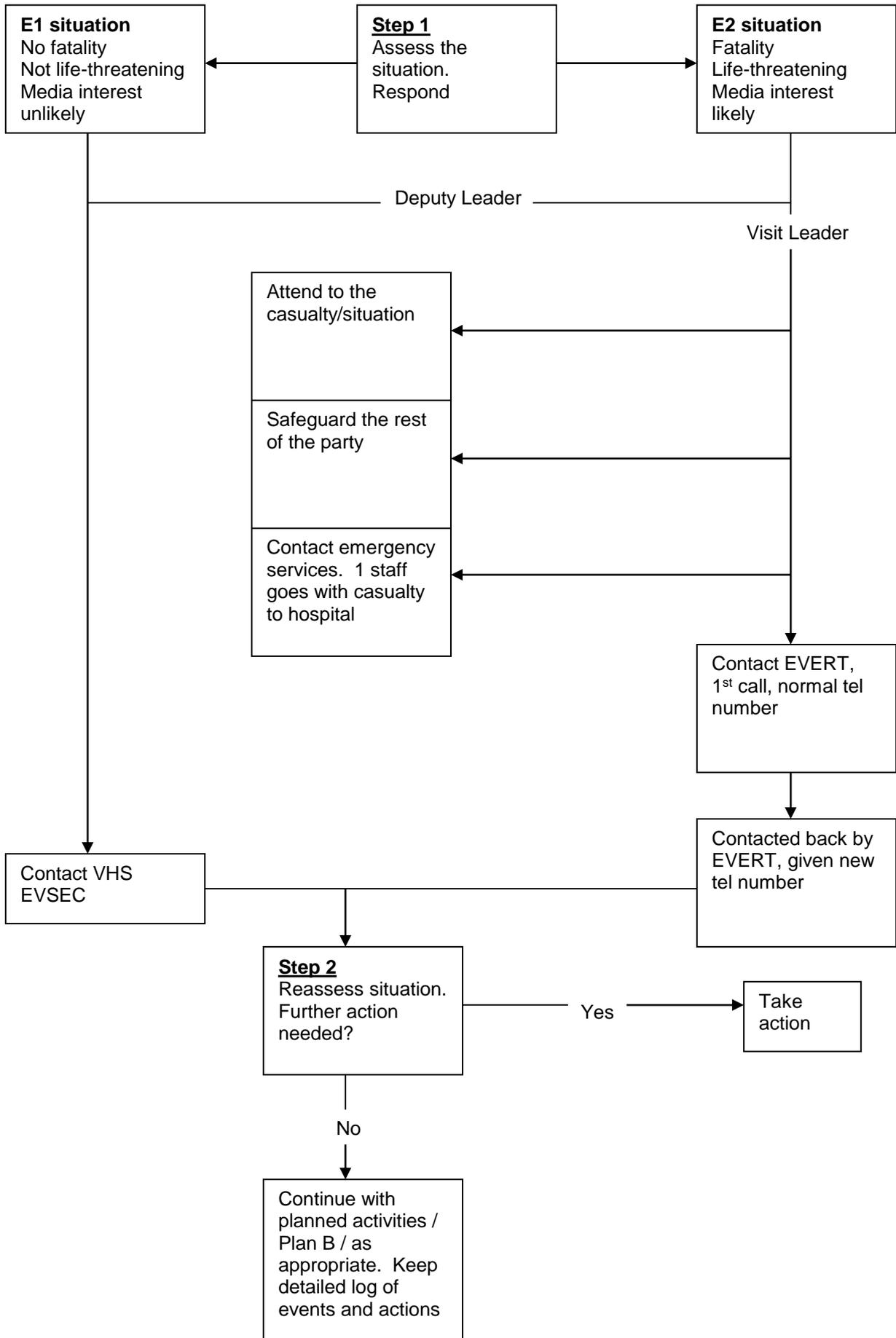
In spite all of this, emergencies may happen. DCFS advice on emergencies is as follows

*“Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. **Teachers should not hesitate to act in an emergency** and to take life-saving action in an extreme situation.”*

*(HASPEV, para 240 – bold, italics added)*

Details of how to respond in an emergency are set out below. The Emergency Procedures Sheets (including EV7) are attached as an appendix to this policy.

**ON – TRIP EMERGENCY PROCEDURES**



In an emergency the Visit Leader should

- take charge, make decisions – if not possible eg through incapacity, delegate to (1) Deputy Leader, (2) other supervisory staff, (3) adult volunteer
- attend (or delegate staff) to any injured party - basic first aid may be administered
- ensure the safety of the rest of the party, ensure calm
- carry out EV7 / On – Trip Emergency Procedures instructions
- if needed, contact emergency services
- decide who else needs to be telephoned and get this done
- follow your Emergency Action Strategy, adapting where necessary.

### **Step 1: Assessment and Response / Direct Response**

The Visit Leader would normally be responsible for assessing the situation and for deciding the response. An exception to this would be evacuation (see below)

#### **Casualty**

One member of staff (normally the Visit Leader) attend to him / her and assess degree of injury. Administer **First Aid** where appropriate. Determine whether any medical condition is result of a **known medical condition**– if so, should be medication/permission to apply. Speak to friends of pupil / telephone parents/ telephone family doctor if needed - administer medication, as per guidance supplied by parents, if appropriate. Remove casualty/persons attending from **further immediate danger**. May be helpful to have **friend** of the casualty present to comfort (not treat) him/her. If injury believed to be **serious**, casualty should not be moved but should be kept warm and **emergency services** called.

#### **Others**

Move away other members of the party, give them something to do, beware of restlessness with long waits. Calm them down, if this is needed. Instruct all members of the party that no phone calls are to be made (yet) and the **Media** are not to be contacted.

#### **Immediate or potential danger - evacuation**

If crash or fire, explosion in a building or mode of transport - all members of party must follow prescribed **evacuation** procedures / use emergency exits without waiting for further instructions, meet at assembly points. If transport breakdown in dangerous position (eg coach pulled onto hard shoulder of motorway), move party to place of safety where this can be done without increasing the risks.

#### **Decisions**

To be taken by Visit Leader. Review and discuss with Deputy Leader and other staff as soon as possible. Decide whether this is an E1 or E2 situation.

#### **E1 situation**

Contact VHS and discuss the situation with the **EVSEC**. Decisions will be taken about what further action should be taken.

#### **E2 situation**

**EVERT** (Educational Visits Emergency Response Team) should be telephoned (see EV7 for number). You should be ready to give the following details

- Your name (Visit Leader), name of school, year group involved
- Your telephone number and back – up telephone numbers
- Your exact location
- The nature of the incident
- The number in the group

You will be phoned back within 30 minutes with advice and a new phone number to use in contacts with EVERT (keeping the initially used emergency number clear).

The Deputy Leader should contact VHS and speak to the EVSEC (likely to be MOS/LCO or DGR according to time of day/day of week phoned) on one of the following numbers – 0208 518 9527, 020 8518 9511; 020 8518 9531; 020 8554 3608; 07956 151641 Give the EVSEC the following information

- casualty name(s)
- detail of injury / ies / medical state and how injury sustained
- date, time, place, nature of incident
- names of any witnesses / pupils, staff present
- action already taken / to be taken
- whether EVERT has been contacted

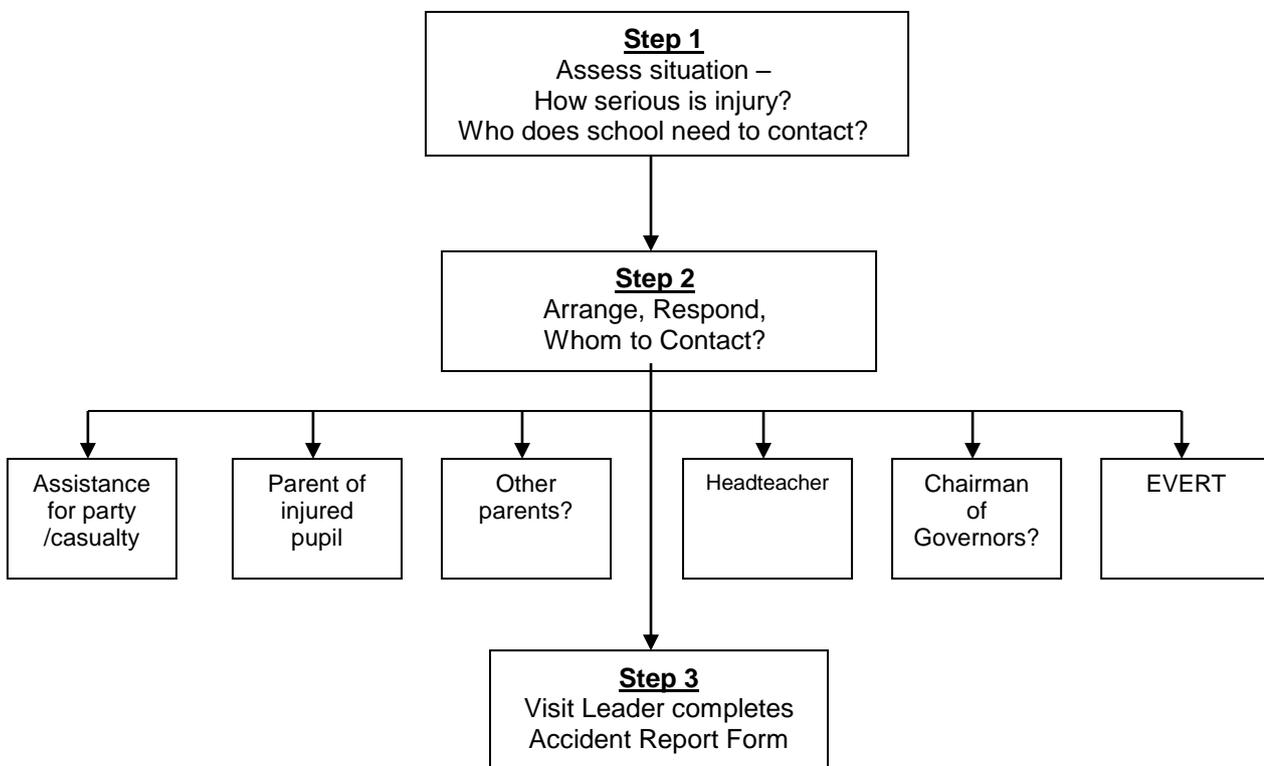
The Visit Leader should decide **who else** needs to be contacted – eg travel company / tour operator / hotel / insurance / police / British Embassy (if abroad) and who should do this – supervisory staff or school? Ensure immediate and regular ensuing **counts** of pupils carried out. Decide what the **rest of the party** is to do. Decide who is to accompany any casualty to hospital and who will be in charge of the rest of the party.

**Step 2: Reassessment of the situation**

The visit Leader, in consultation with the rest of the staff, must reassess the situation to decide what should now happen to the trip and, if still present, the casualty. Ongoing risk assessment must be carried out to decide whether it can safely carry on. Are there still sufficient staff to supervise the planned activities? Is it appropriate to still carry out the activities? Does there need to be a change to the planned activities – is Plan B, as devised in risk assessment, appropriate? What, if any, special arrangements need to be made for the casualty? Must the trip be abandoned and the group return to school? The final decision will be made by the Visit Leader.

A log of times, events and actions must be made and submitted to the EVC and Headteacher on return to school. An Accident Report Form must also be completed.

**SCHOOL- BASED EMERGENCY RESPONSE**



**Step 1: Assessment and Response**

The telephone call should be taken by one of the two EVSECs (whether or not it is received in school time. This member of staff should ascertain the seriousness of the event and the immediate probable consequences and actions needed. In particular,

- determining whether the Visit Leader is fully in control of the situation – does further assistance need to be arranged?
- obtaining details of the casualty and injury
- determining whether EVERT has been contacted
- deciding what further action is necessary / who will need to be contacted.

**Step 2: Arranging assistance and contacting people**

Any assistance needed by the Visit Leader should be organised. The School should contact all those whom it is necessary or advisable to contact. These might include

- the parent/s of the casualty / ies
- parents of other pupils on the Visit
- the Headteacher (or a Deputy Head)
- the Chairman of the School Governors (or deputy, if not contactable)

- EVERT, in the case of serious injury / event, if not already contacted by Visit Leader and to confirm that EVERT will deal with possible media interest
- any other persons or bodies who may need to be informed eg travel company / tour operator / hotel / insurance / police etc, particularly where this can be done to reduce the burden of the Visit Leader.

### **Step 3: Accident Report Form and Evaluation**

As soon as possible after the incident, the Visit Leader must complete and return to the School Office an Accident Report Form giving full information about the incident. Copies of the log of events and actions should be given to the Headteacher and the EVC. A full evaluation should be completed for the EVC who will report back to the Headteacher on any possible implications for school visit procedures. A report may also be required by the CSA.

## **15. ORGANISING AND GETTING APPROVAL FOR AN EDUCATIONAL VISIT**

The organisation of an educational visit is carried out by the **Visit Leader**. Before making the Stage 1 application, the Visit Leader should consider carefully the following

1. Does the proposed trip have clear and appropriate educational objectives?
2. Is the proposed charge (if any) to pupils reasonable and fair?
3. Is the trip likely to result in a significant loss of lessons in school / a large amount of staff cover?
4. Is this the best date available? Does it clash with any other activity? Could it be held at a more convenient time of year? If a coastal visit, when is High Tide?

### **Stage 1: APPLICATION - Blue EVP Form**

The blue Educational Visit Proposal (EVP) Form must be completed and submitted to the EVC as far in advance of the proposed trip as possible. The minimum period is twelve weeks for overseas, residential or adventurous (ie "ORA") trips and four weeks for routine, non – ORA, trips. A copy of this form should be kept by the Visit Leader. The Visit Leader should discuss the proposed date with the EVC before completing the form. The form will be checked by the EVC, date and cover implications liaised with deputy head teacher RKE, Laraine Templeman and Gayna Bedwell. The final decision about giving approval will be made by the Headteacher.

### **Stage 2: APPROVAL – Pink Approval Form & Pack**

The EVC will normally let the Visit Leader know by email within one week of the receipt of the form whether the trip has been given outline approval. If this does not happen (eg through cancellation or rescheduling of an LGM or other factors delaying a decision), the Visit Leader should contact the EVC straight away. Following notification by the EVC, the Visit Leader will be given a pack confirming outline approval and that organisation can go ahead. The pack will contain

- **confirmation** that outline approval has been given
- a **Risk Assessment** form
- a **Pupil Details** form
- **Emergency Procedures** sheets
- a green post – visit **Evaluation** form
- a yellow **Financial Statement** form

Additionally, according to the nature of the trip, any of the following may be given

- the date and time of a meeting with the EVC to make an **online application** to the LEA (where appropriate)
- DCSF "**Group Safety at Water Margins**" booklet
- **Tidal Safety** Form
- **Pupil Behaviour Agreement** form
- any required **CSA forms** (eg EV4 External Provider; EV6 Use of Staff Vehicle)

The Visit Leader should

- study this VHS Educational Visits Policy and the CSA's Educational Visits Policy
- make an online application to the CSA, where appropriate
- carefully assess the risks in the proposed trip, complete and return the risk assessment form by the given deadline (2 copies EVC; 1 copy retained).
- return copies of the Pupil List by the given deadline

**THE IMPORTANCE OF THE RISK ASSESSMENT FORM CANNOT BE OVER-EMPHASIZED** – it is crucially important and represents the legal basis on which the trip will, or will not, be allowed to go. Risk assessment must be carried out very carefully. A copy of the RA form (and, where appropriate, Tidal Safety Form) should be kept by the Visit Leader (with copies for staff) and the original should go to the EVC. The form will be checked by the EVC and Headteacher. Where appropriate, online application to the CSA will take place. The EVC will let the Visit Leader know if there are any problems with the risk assessment – if there are, organisation of the trip must stop until they have been satisfactorily addressed.

### **Detailed organisation**

Following this outline approval, the organisation can go ahead and may include

- arranging insurance if necessary
- booking the minibus if it is to be used
- writing a letter to parents, likely to include date, times, invited parental contribution, likely activities, dress (school uniform to be worn on all trips in school time unless where clothes are likely to get dirty e.g. field trips), behaviour / comment on insurance conditions, any special requirements, cheques made out to "Valentines High School".

### **Nearer to the date of the visit, the Visit Leader should**

- get any photocopying done in good time
- receive Consent Forms and details of contributions from the School Office
- make any payments which are required before the visit - cheques are not available from the school on demand, at least one day's notice is required
- see the Kitchen Supervisor and give details of pupil numbers out on trip - let pupils on free school meals know they can get a free packed lunch if ordered in advance
- consult the Head of Year regarding any behaviour issues in the year group
- go through behaviour expectations
- complete Behaviour Agreements with KS 3 Pupils (older, as decided) and those on Overseas, Residential or Adventurous trips
- complete Pupil Checklist with pupils
- tell pupils where and when to meet, whether to go to Form Registration or not

### **Stage 3: FINALISING**

By the required date (normally the day before the trip), the Visit Leader should complete the Pupil Details Sheet, with emergency telephone numbers and particular pupil risks and control measures as appropriate, and give 1 copy of this to the EVC. Copies should also go to the *School Office*, Student Office and be displayed on the Staffroom notice board. One copy should be retained (total = 5 copies).

In finalising arrangements, the Visit Leader should

- set work for classes requiring cover, ensure other staff have also done this
- arrange duty swaps / see Duty Co-ordinator
- ensure that the school and staff mobile phones are charged and collected
- check all arrangements, numbers, Consent Forms, transport company
- collect First Aid kit(s) from School Office, check contents
- if using the minibus, check before use
- check that an up-to-date pupil list is on the Staffroom notice board
- check that all supervisory staff are verbally informed of all known and anticipated risks and that they have copies of the completed Risk Assessment Form (and, where appropriate, Tidal Safety Form), Emergency Procedures and, where possible, this policy
- let pupils use toilets
- assemble for departure / get onto coach / minibus
- count pupils.

### **Stage 4: THE TRIP**

The trip should now be conducted according to the guidance in this policy and the risk management control measures set out in the Risk Assessment Form. Ongoing Risk Assessment must be carried out. Things taken out on the visit by the Visit Leader include the school mobile phone (and personal mobile phones, where available), first aid kits, the Risk Assessment Form, EV7 and this Policy.

### **Stage 5: EVALUATION**

After the trip has returned, the green **Evaluation** and yellow **Financial Statement** forms must be completed and **returned to the EVC**. This should be done as quickly as possible and normally within 1 week of the trip's return. One copy of the accounts form should go to the School Office. The Visit Leader should keep a copy of both.

## **16. ORGANISING RESIDENTIAL VISITS**

Residential Visits can make greater demands of supervisory staff than Day Trips. Down Time and Night Time supervision will be required as well as any other sort. There will be times that pupils regard as their own recreational time and staff must plan to what extent this will be managed and supervised. Staff must also satisfy themselves as to the security of the pupils' accommodation. Staff accompanying residential visits, while ensuring times for their own rest and recuperation, must regard themselves as being **“on duty” 24 hours a day – any staff who are not prepared to accept this responsibility cannot be permitted to accompany the trip as supervisors.**

In organising a Residential Visit, a Visit Leader must carry out all the steps detailed in Section 15 above and must pay attention to the following:

**A briefing meeting**

- is advisable to give parents information and allow questions to be asked - needs to be booked ahead.

**Check, but, should already have been done,**

- insurance, including small print (should already have been done)
- care orders - whether any pupil is the subject of one or is a ward of court - permission to go / further advice from Social Services or the court.

**Check SECURITY of the accommodation, including**

- the party being together in one area / not sharing with other groups or other adults
- having pupils, where possible, not lodged on the ground floor
- having staff sleeping accommodation immediately adjacent to pupils
- either 24-hour staffing of the reception area or securable external doors / windows

**Check SAFETY of the accommodation, including**

- separate male and female / bathroom facilities for pupils and staff
- appropriate, safe heating, ventilation, lighting and electrical connections and points
- emergency procedures in place / pupils and staff made fully aware of these
- evacuation notices, working fire exits (including when external doors and windows are locked) and a fully audible fire alarm
- a fire drill organised for members of the group soon after arrival
- secure balconies and windows
- a plan of the layout of and the location of key personnel – pupils must be made aware of these
- an assurance from the manager of the accommodation that all staff, including temporary workers, have been vetted as suitable for work with children

**Check FACILITIES of the accommodation, including**

- provision to satisfy particular dietary needs eg non-porcine, vegetarian
- provision for any pupil who might fall sick
- drying facilities
- recreational facilities
- adequate storage space for clothes, luggage etc and for safe - keeping of valuables
- for those who may want it, an area which may be set apart for prayer

**Monitor your contingency plans, check**

- “Plan B” activities and Emergency Planning and Procedures are still practicable / re - plan if not
- you have procedures in case of delays, particularly in travel
- contingency fund is adequate
- you keep close to you emergency contact numbers (parents, staff, family doctors, school, LG staff) and the school's or your own mobile phone
- all staff mobile phones are charged up and have sufficient credit

## **17. ORGANISING OVERSEAS VISITS**

A Visit Leader organising a visit abroad must carry out all of the procedures outlined in Section 15 (and, where it is residential, Section 16) above.

In addition, the following must be done.

**Technical advice**

Get advice by liaising closely with other staff who have organised such visits before eg Mr R. Laws.

### **Tour operator**

Before seeking approval for a visit, check with CSA that the tour operator is rated as reputable. The company is likely to be a member of a recognised travel organisation eg Schools and Group Travel Association (SAGTA) or Association of British Travel Agents (ABTA). Checks should be done that visits involving air travel are covered by an Air Travel Organisers Licence (ATOL). **All tour operators must hold a LOtc badge (Learning outside the classroom).**

### **Emergency procedures**

Check that **emergency and evacuation procedures** are in place for all activities on the visit, each stage of transport (eg coach / ferry / coach) and at the accommodation (which must have fire exits and lifts with inner doors and must meet local regulations).

### **Passports / visas / vaccination**

- Decide – a collective passport or individual passports?
- Check - pupil (and staff) passports valid for the entire period of the visit and a short period thereafter (in case of unexpected delays).
- Photocopy - all passports / carry in sealable waterproof case.
- Check - no pupil's (or staff's) national or immigration status is in doubt – if so, contact Home Office Immigration and Nationality Directorate (tel 0870 606 7766).
- Check - any visa or vaccination requirements?

### **Exchanges and Home Stays**

Special arrangements must be made for “exchanges”, or home stays where pupils are accommodated with families. These include

- vetting the host families carefully – check if and how this is done by the providing agency, if one is used
- ensuring the host family has **full details** about the pupil
- **matching** (and monitoring the matching) of host families and pupils
- having full contact and other details of all host families and pupils
- ensuring pupils have full details of travel and meeting arrangements
- ensuring pupils have ready access to a member of staff

Careful research must be carried out to ensure there is a demand for and acceptance of this type of accommodation by both the families of our own pupils and the host families. Vetting is very important. Guidance on procedures and safeguards in vetting in exchanges and home stays is published by the UK police.

### **Other things to consider**

#### **EARLY STAGE ...**

- discuss proposed visit with pupils, ask to consult parents - get rough estimate of potential numbers
- identify and confirm staff for trip
- submit completed blue EVP Form as far ahead of proposed dates as possible
- check whether the tour company provides insurance – if not, take out with LBR
- Complete Risk Assessment, submit, make LEA application, get approval
- make provisional travel / accommodation booking

#### **LATER ...**

##### **Letter and Consent**

Draft letter, provide information for parents, supply Consent Form. Information given should include dates, times, costs (including clarity about what is and what is not included), purpose, activities, travel arrangements, passport reminder, DHSS leaflet reference and form.

##### **Costs**

Calculate carefully - liaise closely with Tour Operator / previous Visit Leaders.

##### **Medical**

- Make arrangements about **European health cards** from DHSS. Either issue forms to pupils and arrange to collect the completed forms and take them to the DHSS office, or ask parents and accompanying adults to deal with the matter themselves. The set of completed European health cards forms should be taken abroad with the party, with a duplicate set.
- Check all party covered by DHSS arrangements for medical treatment – some pupils / adults eg children of self-employed and non-employed parents, may not be covered. Will be necessary to make sure party covered in all respects (normally done through Borough insurance scheme / tour operator – check).

## List of pupils and staff

When list of participants drawn up, ensure copies given to travel company / companies, hotel.

### LATER STILL ...

- Draft second letter to parents - thanks for deposit; date by which balance should be paid; confirmation of times, arrival, departure points; date, time of Briefing Meeting; idea of how much pocket money advised / what currency; Emergency Contact information; a request that parents arrange to collect their children promptly from school after the visit.
- Arrange telephone numbers contact tree

### BEFORE DEPARTURE ...

#### Warn pupils

General *behaviour*; *customs* regulations; carrying passports/identity cards; rabies (do not touch dogs, cats); traffic rules - cross roads with extreme caution; be careful on leaving coach - traffic may be on a different side of road from UK; any changes of local time

#### Take

Insurance documents; European health cards; collective passport, photocopies, all other documentation; First Aid kit(s); emergency telephone numbers (parents, Leadership Group, travel company /ies), contact tree; lists of pupils and adults in party; contingency fund of money; mobile phone (s) / charger (s)

#### Leave

Leave at school with EVC, EVSECs, Headteacher: lists of pupils and supervisory adults; contact addresses and emergency telephone numbers (e.g. mobile), contact tree.

### EMERGENCIES / DELAYS

- In any emergency or significant delay arising, the Visit Leader (or, better delegated to Deputy Leader) should contact School (school hours) or one of the members of the Leadership Group (out of school hours) as soon as is practicable.
- In the case of a medical emergency, local medical assistance should be summoned and a member of the supervisory staff competent in the local language should stay with the injured party. A parent and the family doctor at home should be contacted immediately or as close to that as is possible.

## 18. ROLES AND RESPONSIBILITIES

The major roles concerning educational visits are described below. In Valentines, the Visit Leader has the major responsibility for organising and leading the visit, the EVC for checking the application and the Headteacher (and, for some trips, the CSA) for approving it.

**The Visit Leader** has overall responsibility for the organising of the visit and taking all steps to ensure its safety and success. This includes

- overall planning of the trip including completion and submission of the appropriate forms
- taking all required and reasonable measures to protect the health and safety of pupils staff and other adults participating in the visit
- carrying out risk assessment, identifying and implementing control measures
- providing lists of pupils going
- effective liaison with parents including the provision of information, receiving signed Consent Forms (and maintaining an accurate record) and emergency telephone contact numbers, and the organisation of a Briefing Meeting where appropriate
- the selection and leadership of supervisory staff and a Deputy Leader, giving them all necessary information including pupil lists, emergency information and a copy of the Risk Assessment Form
- informing all supervisory staff verbally of possible risks (including, at coasts, times of Low and High Tide)
- ensuring all supervisory staff / participating adults study this EV Policy
- ensuring pupil information (including on medical conditions, behaviour, SEN, EAL) is obtained, known, carried, distributed to those who may need it
- ensuring pupils are aware of what is required of them, complete, where appropriate, pupil checklists and behaviour agreements
- being sensitive to child protection issues
- leadership of the visit itself, including ensuring good control, behaviour and safety of pupils and staff; risk management strategies followed; contingency plans put into operation effectively should they become necessary
- the budget, and the completion and return of the Financial Statement
- ensuring any accident report forms which may be needed are completed
- evaluating the trip and completing and returning the Evaluation form

- advising the EVC on any relevant parts of the Educational Visits Policy which may need updating

### **The Deputy Leader**

- is a supervisory member of staff with all such attendant responsibilities
- may be given specific responsibilities, as delegated by the Visit Leader
- may deputise for the Visit Leader in certain circumstances

### **Supervisory Staff** are responsible for

- supervising pupils and doing their best to ensure their health and safety
- following and implementing instructions given by the Visit Leader
- advising the Visit Leader or Deputy Leader regarding issues which could affect the health and safety of the group or individual members of it
- considering stopping the visit or the activity, notifying the Visit Leader of this, if they feel the risk to the health or safety of the pupils in their charge is unacceptable (ref HASPEV, para 26)

### **Adult Volunteers**

- share responsibility for the health and safety of pupils
- should follow instructions given by the Visit Leader, Deputy Leader or Supervisory Staff
- should advise the Visit Leader, Deputy Leader or Supervisory Staff regarding issues which could affect the health and safety of the group or members of it
- should not generally have sole responsibility for supervision of pupils unless it is of their own child or has been previously set out and approved in the Risk Assessment.

### **Technical Advisers**

- can assist Visit Leaders by supplying advice or information on aspects of particular types of visits
- can be school-based and may often have no formal position regarding trips in general but can provide assistance based on their own experience of organising particular types of trip eg Mr. R. Laws.
- may have a formally appointed position and offer more authoritative advice eg Head of Centre, Outdoor–adventurous activities

### **Health and Safety Officer** – Mr S. White – is responsible for ensuring

- that the risk assessment and management procedures regarding educational visits are satisfactory
- that an Accident Report Form is filled in and submitted following any accident on an educational visit

### **Participating pupils** are responsible for

- obeying instructions given to them by the Visit Leader, Deputy Leader, Supervisory Staff and Adult Volunteers
- behaving sensibly and responsibly
- being aware of the information given to them and applying it appropriately
- carrying out planned activities willingly
- bringing to the attention of a Supervisory Staff member or Adult Volunteer any issue which they feel could affect the health and safety of the group or members of it

### **Parents** of Participating Pupils should

- receive sufficient information from the Visit Leader to enable them to make an informed decision on whether their child should go on the visit or not
- be given the opportunity to ask questions about the visit
- provide all requested information concerning their child and emergency contacts
- sign their agreement on the Consent Form and return it to the Visit Leader

### **Education Visits School Emergency Contact (EVSEC)**

Two members of staff are EVSECs who will carry out their role in a School – Based Emergency Response should any emergency situation arise. Mrs Osborne/Ms Collier have EVSEC responsibilities during office hours, Mr R Laws has them out of office hours.

### **School Administration Department**

The School Administration Department, based mainly in the School Office and Student Office, should

- maintain a stock of Consent forms and Educational Visit Proposal forms
- maintain a record of trips going out and pupils on them, from information supplied by visit leaders and the EVC
- carry out various administrative tasks (eg collection of money) which may be appropriately delegated
- advise Visit Leaders on the completion of the Financial Statement

**The Educational Visits Co-ordinator (EVC)** – Mrs M Osborne - has overall responsibility for devising the procedures and practice of educational visits and the monitoring, reviewing and co-ordination of them. This includes

- preparation, monitoring, review and revision of the Educational Visits Policy
- ensuring the school's procedures dovetail with the CSA's Educational Visits Policy
- monitoring, reviewing and revising procedures and policy in the light of DCSF and CSA advice and experience / evaluation
- designing and reviewing the various forms required by the Policy
- checking the satisfactory completion of the relevant forms by Visit Leaders and reporting back to the Headteacher
- liaising with the Headteacher on the selection of staff for the proposed visit
- assessing the competence of Visit Leaders
- ensuring an evaluation and financial statement are produced after each educational visit
- maintaining an accurate set of records of visits, including records of any accidents and "near misses"
- functioning as an EVSEC out of school office hours
- liaising with the School Office
- liaising with the Governing Body, as appropriate.
- Liaising with the CSA to ensure educational visits meet their requirements.

**The Headteacher** has responsibility for deciding whether or not proposed educational visits should take place. This includes

- liaising with the EVC over applications for visits, staffing and policy
- checking and approving / rejecting EVP and Risk Assessment forms and online CSA visit applications
- checking and approving the selection of supervisory staff and participating adults
- ensuring effective contingency / emergency strategies have been prepared
- ensuring a record of accidents and "near misses" is maintained
- ensuring that any training needed for staff is supplied
- advising the governing body on residential visits, visits abroad and any other visits which might involve increased or unusual risks
- advising the EVC on revisions which may need to be made to the Policy

#### **The CSA**

- has overall responsibility for the health and safety of its employees and those in the charge of employees
- carries out some generic risk assessments and provides a framework of guidance and statutory controls within which educational visits can take place
- advises schools on off-site activities
- receives applications from schools for certain types of educational visit and can approve or reject them
- provides a licensed centre, Fairlop Lake, where borough pupils can engage in adventurous activities supervised by NGB – qualified instructors.

#### **The School Governing Body**

- ensures the school has in place a policy and procedures to protect the health and safety of pupils on educational visits
- reviews this policy at regular intervals
- may liaise with the Headteacher about visits taking place from the school
- may consider requests concerning residential visits, visits abroad and any other visits which might involve increased or unusual risks.

## REFERENCES

1. "Requirements for Educational Visits", London Borough of Redbridge, 2006.
2. "Health and Safety of Pupils on Educational Visits: A Good Practice Guide" (HASPEV), DCSF, 1998.
3. "Standards for LEAs in Overseeing Educational Visits – Part 1 of a 3- Part Supplement to Health and Safety of Pupils on Educational Visits", DCSF, 2002
4. Standards for Adventure – Part 2 of a 3- Part Supplement to Health and Safety of Pupils on Educational Visits", DCSF, 2002
5. A Handbook for Group Leaders – Part 3 of a 3- Part Supplement to Health and Safety of pupils on Educational Visits", DCSF, 2002
7. Web sites  
<http://www.teachernet.gov.uk/visits>  
<http://www.redbridgevisits.org.uk>  
<http://www.tfl.gov.uk/schoolparty/>  
[www.ybw.com](http://www.ybw.com)  
[www.bbc.co.uk/weather/coast/tides](http://www.bbc.co.uk/weather/coast/tides)  
[www.easytide.ukho.gov.uk](http://www.easytide.ukho.gov.uk)

## EDUCATIONAL VISIT PROPOSAL

This Proposal Form for an Educational Visit must be fully completed by the Visit Leader and submitted to the EVC

- at least **4 school weeks** before the proposed visit date in the case of normal (non – ORA) visits, or
- at least **12 weeks** before if the visit is overseas, residential or involves an adventurous activity (ORA visits).

Please read all parts of pages 1, 2 & 3. Please retain pages 3 & 4 and make and keep a copy of pages 1 & 2. Please study the School's Educational Visits (EV) Policy. A copy of the CSA's EV Policy can be borrowed from the School Office.

<b>1. DATES / TIMES OF VISIT</b>					
(a) <b>DEPARTURE</b> (i) DATE trip leaves: M / T / W / Th / F <i>(Please circle day of week)</i>  (ii) TIME trip leaves: _____		(b) <b>RETURN</b> (i) DATE trip returns: M / T / W / Th / F <i>(Please circle day of week)</i>  (ii) TIME trip arrives back: _____			
<b>2. PUPILS</b>					
(a) <b>Year Group (s)</b>		(b) <b>Gender</b> (tick <b>one</b> box only)		<b>I Total (expected) no.</b>	
		Mixed	Female only		Male only
<b>3. STAFF NAMES</b>					
(a) Visit Leader		(b) Deputy Leader		I Other supervisory staff	
				Adult volunteers (non – staff)	
<b>4. DESTINATION</b>					
(a) Name & address of place to be visited:					
(b) <b>Coastal visit:</b> If visiting the coast, state times of High Tide and Low Tide:  <i>(if more than 1 day, attach information)</i>			<b>High Tides</b>	<b>Low Tides</b>	
<b>5. TRIP TYPE</b> Please study carefully and <b>circle one only</b> of T1 – T6					
LOCATION	ADVENTUROUS?	DAY TRIP		(LBR application) RESIDENTIAL	NON-STANDARD
		Wholly in school hours	Wholly or partly out of school hours		
<b>UK</b>	No ... Normal, non-adventurous	<b>T1</b> <i>(eg local trip)</i>	<b>T2</b> <i>(eg theatre trip)</i>	<b>T3</b>	<b>T6</b> Unusual proposal with complex risk assessment. Approval less likely / if given, special conditions and long period of notice may be required by Headteacher / Governors / LBR.
	Yes, Adventurous, in Open Country <i>(LBR application)</i>	<b>T1A</b>	<b>T2A</b> <i>(eg some field trips)</i>	<b>T3A</b>	
<b>OVERSEAS (O)</b> <i>(LBR application)</i>	No ... Normal, non-adventurous	<b>X</b>	<b>T4</b> <i>(eg 6<sup>th</sup> French day trip)</i>	<b>T5</b> <i>(eg French, Spanish trips)</i>	
	Yes, Adventurous / In Open Country	<b>X</b>	<b>T4A</b>	<b>T5A</b> <i>(eg ski-ing trip)</i>	
<ul style="list-style-type: none"> <li>• <b>Overseas, Residential &amp; Adventurous</b> (ORA) trip proposals must additionally be submitted online and approved by the CSA.</li> <li>• <b>Adventurous</b> trips must have a CSA – approved Visit Leader and a qualified First Aider in attendance.</li> <li>• <b>“Open Country”</b> is a rural area over 300m high, or 1km or more from a made vehicular road, or near to a significant hazard eg as can be encountered at cliffs, the sea, a river.</li> </ul>					

**6. EDUCATIONAL OBJECTIVES / STATUS OF VISIT**

(a) State **educational objectives** of trip:

(b) **Status of trip** – Tick **one box** only ...

Compulsory		Advisory		Optional	
Pupils required to go, eg for coursework activities		Close curriculum link but not compulsory		Optional "extra"	

**7. TRAVEL** Tick box / boxes of **all** types of transport to be used

(a) Hired Coach / Bus	(a)	(f) Taxi	(f)
(b) Public Transport (Bus)	(b)	(g) Staff car ( <i>also complete form EV6</i> )	(g)
(c) Public Transport (Tube / train)	(c)	(h) Sea / river ferry, ship	(h)
(d) School Minibus	(d)	(i) Aeroplane	(i)
(e) Other minibus ( <i>specify.....</i> )	(e)	(j) Other ( <i>specify.....</i> )	(j)

**8. EXTERNAL PROVIDER (if to be used)**

*NB An external provider is a non-schoolbased organisation which provides some instruction, guiding or staffing for pupils. A company (eg coach company) just supplying transport is **NOT** included in this definition.*

Name of Tour Operator / External Provider, if to be used	Name of hotel / accommodation if to be used, if known
--	---

**9. BUDGET AND CHARGING** Please answer all of (a) – (h) below

(a) **VAT reclaim:** Have you seen MOS about cost - saving from VAT - reclaim? Yes: No:

(b) Estimated Expenditure		(c) Estimated Income	
(i) Travel costs	(i) £	(i) Parental contribution per pupil	(i) £
(ii) Accommodation costs	(ii) £	(ii) x no. (state ) of pupils =	(ii) £
(iii) Any staff costs?	(iii) £	(iii) Staff payment per teacher?	(iii) £
(iv) Other costs ( <i>specify</i> )	(iv) £	(iv) Other sources of income ( <i>specify</i> )	(iv) £
<b>= Total estimated Expenditure</b>	= £	<b>= Total estimated Income</b>	= £

(d) <b>Paid for by</b> ( <i>circle</i> as appropriate):	<b>just by pupils</b>	<b>pupils + staff</b>	<b>department</b>
	<b>other school fund</b>	<b>more than 1 source</b>	<b>other</b> ( <i>specify</i> )

(e) <b>Booking:</b> Has any provisional booking / financial commitment been made?	(i) Yes / No <i>(Delete as appropriate)</i>	(ii) To ...( <i>specify</i> )
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(f) <b>Additional expenditure</b>  Are there any known additional costs which will result from the trip? (eg hire of a minibus)	(i) Reason for extra expenditure	(ii) Likely cost £	(iii) Who pays?
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(g) <b>Deficit</b>  How will any shortfall in income be paid for?	(h) <b>Surplus</b>  Specify destination of any profits (NB profits may NOT be kept)
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### 10. STAFFING DETAILS

(a) <b>Experience</b> – Please list prior experience as Visit Leader (in last 3 years) with approx dates:	(i) Trip led (in last 3 years)	(ii) Approximate date (year, term)
---	--------------------------------	------------------------------------

(b) <b>First Aid</b> – List any staff with a current First Aid qualification / First Aid experience	
(i) Member of staff	(ii) Qualification, with date

(c) <b>Cover / lessons</b> – No. of periods of teaching lost				
(i) Registrations	(ii) No. 6 <sup>th</sup> . lessons (incl. Private Study)	(iii) Years 7 – 11 lessons		
	Year 12	Year 13	Years 7, 8, 9, 10	Year 11
				Total Yrs 7 - 11

(d) <b>Duties</b> – No. of Duties needing to be swapped				
Before School	Break	Lunchtime	After School	Total

### **DECLARATION BY GROUP LEADER**

I certify the above details are correct as far as known at the time of completing this form and that all information relevant to my application has been included. I will take no further action until informed of trip approval by the EVC.  
*(Please check form before signing).*

Signature (Group Leader) \_\_\_\_\_ Date \_\_\_\_\_

**PLEASE CHECK THIS FORM IS FULLY COMPLETED (OR GET CHECKED) BEFORE SUBMITTING TO EVC**

<b>Proposal checked by EVC</b>  Signature _____  Date _____	<b>PROPOSAL GIVEN <i>OUTLINE</i> APPROVAL BY HEADTEACHER</b>
	Signature _____  Date _____

## Getting your trip approved

### **SUBMIT THE BLUE FORM TO THE EVC IN GOOD TIME.**

Study the School Calendar to check the convenience of the proposed date(s). See EVC if unsure. If a coastal trip, determine the times of the tides. Submit the form in good time – never give less than 4 school weeks' notice. Date the form according to when it is submitted, not by when it is written. Check your form before submitting to ensure it is correct, that nothing has been omitted and that it will not be returned for completion.



### **WAIT TO HEAR RESULT. TAKE NO FURTHER ACTION, YET.**

Your completed application should be discussed at the next Leadership Group Meeting (held each Wednesday). You should hear whether approval has been given within 7 – 10 days. **If you do not hear within this time, see the EVC.** Your application may take longer if the LGM has been rescheduled, if your proposal is a completely new venture or a complex one, if questions about it arise at the LGM, or if you have not completed all the information asked for on the blue EVP form. If your EVP form is incomplete or has errors, it will be returned to you and the application not considered until it is correct. **You must not take any further action concerning your trip until the EVC has let you know it has been approved.**



### **RECEIVE APPROVAL.**

### **CARRY OUT TRIP PLANNING. COMPLETE AND RETURN FORMS.**

You should receive an email in 7 – 10 days telling you whether you have received outline approval. If you have, you can go ahead with your planning, booking etc. Shortly after the email, you will receive a pink – fronted Approval Pack confirming the outline approval and providing various forms for you to complete by various deadlines. Final approval of your trip will follow the satisfactory completion of these forms.



### **TAKE YOUR TRIP**

Take the trip safely but please remember things do not finish with the return of the trip.



### **EVALUATE. FINALISE ACCOUNTS.**

After your trip, it is essential you complete the green Evaluation Form. Any problems, incidents etc which occurred on the trip must be detailed, together with action taken and any recommendations which could assist staff or further improve health and safety in the future. Though teachers no longer routinely collect money, you must show you are aware of the income and costs associated with your trip. The yellow Financial Statement must be completed and returned, with the Evaluation Form, within one week of your trip's return.

## EV APPROVAL PACK FORM

**Approval notice:** Thank you for submitting a blue EVP form. **Your proposal has been given outline approval.** What this means is that no major problems can at present be seen regarding this trip and steps to organise it can be taken. Please note, however, that it will only be allowed to go if all the actions detailed below are carried out satisfactorily, your risk assessment is approved, LBR (where appropriate) approves your visit and no unforeseen problems arise.

To (VL):	Date of proposed trip:	Destination:	EV ref no:
<b>What to do now</b>			
<b>London Borough of Redbridge requirements</b>			
	<b>Online application (all except T1 &amp; T2 trips)</b> Please come to the EVC's office at the specified time and date to make the online application to LBR. If this time is inconvenient, please contact the EVC to arrange an alternative.		<b>COME TO EVC'S OFFICE AT Application completed by: PERIOD: DATE:</b>
	<b>External Provider / Tour Operator Form (LBR EV4)</b> If your trip is being run by a non-schoolbased organisation which provides some instruction, guiding or staffing for pupils, you need to get this form completed and returned to the EVC.		<b>FAX / SEND TO COMPANY TO COMPLETE – RETURN TO EVC</b>
	<b>Using your own car (Form LBR EV6)</b> If you wish to use your own vehicle to transport pupils, you must complete and return this form and get written parental permission. Your insurance should be "... in connection with the business of the policyholder". If not, the vehicle's use is unlikely to be allowed but please contact your insurer. (VHS EV Policy, page 9)		<b>CHECK YOUR INSURANCE POLICY. COMPLETE AND RETURN EV6 FORM TO EVC</b>
	<b>Emergency Procedures (yellow sheets)</b> These sheets must be taken with you on your trip. They consist of the school's procedures and the requirements of the CSA.		<b>TAKE THEM ON YOUR TRIP.</b>
<b>Valentines High School requirements</b>			
	<b>Risk Assessment (RA) Form / other forms</b> Please complete the RA form (and any other forms which may be attached, or related information asked for) and return to the EVC. NB The section on "Pupil Risks" has been moved to the "Pupil Details" Form.		<b>COMPLETE AND RETURN TO EVC BY ...</b>
	<b>"Group Safety at Water Margins" / Tidal Safety Form</b> If your trip is beside the edge of a water area (eg on a coastal beach or along a river) this booklet will be supplied. You must read the guidance and apply any risk control measures advised. NB beach work, if to be done, must be carried out on a falling tide or close to Low Tide with no risk of any members of your party getting cut off. For coastal work, the Tidal Safety Form must be completed and returned (with the RA Form).		<b>READ AND APPLY – WRITE INTO RISK ASSESSMENT. COMPLETE AND RETURN TO EVC WITH RISK ASSESSMENT FORM BY ...</b>
	<b>Letter to parents</b> Please give copies of your proposed letter to parents to the EVC and Headteacher – you must not send the letter out until this has been done and the Headteacher has approved the letter.		<b>DRAFT LETTER – COPIES TO EVC &amp; HEADTEACHER</b>
	<b>Pupil Behaviour Agreement</b> If your trip takes KS3 pupils or is an overseas, residential or adventurous trip, please use the form supplied as a master (double-sided) and distribute to pupils to complete. NB This, when complete, is returned to you, not the EVC.		<b>GIVE TO PUPILS &amp; COLLECT BACK.</b>
	<b>Pupil Details Form</b> Please complete your list of pupils going (with emergency telephone numbers if required) and detail particular pupil conditions which could pose risks, with controls. Copies given to (1) <b>EVC</b> , (2) <b>School Office</b> , (3) <b>Student Office</b> , (4) <b>Staffroom</b> , 1 kept by (5) <b>you</b> , taken on trip.		<b>COMPLETE &amp; DISTRIBUTE 5x by ...</b>
	<b>Evaluation &amp; Financial Statement (green and yellow forms)</b> It is extremely important to evaluate the trip. All trips must be carefully budgeted and a financial statement made. These forms are done <b>AFTER</b> your trip so <b>PLEASE DO NOT FORGET THEM!</b>		<b>COMPLETE BOTH &amp; RETURN BY ...</b>

Thank you,  
Educational Visits Co-ordinator

Date.....

TO: ..... (Visit Leader)

**TIDAL SAFETY FORM**

Dear .....,

With reference to your trip

Ref. No.	Visit Leader	Date(s)	Destination

It is understood that coastal work may take place on your trip.

To ensure the maximum safety of students and staff, it is essential to determine the predicted state of the tides on the date(s) you will be doing coastal work and to provide evidence that you, as Visit Leader, are aware of these conditions.

You must determine the predicted times of High and Low Tide on the days you are likely to be working at the coast. You must make students and staff aware of these times and whether they are working with a rising (“flood”) or falling (“ebb”) tide. You must ensure that no member of your party is placed in any danger from the state of the tides and must be particularly vigilant of rising water and barriers which could cut people off.

When operating on a beach, you should do so on a falling tide or close to Low Tide. **You should not be on the beach closer to High Tide than to Low Tide.**

Please read the information overleaf about tides and how to find out times of low and high tide.

“If you are working near the sea or an estuary, check tidal conditions with the coastguard, so you know when high tide is, how high it will reach, and whether there are any strong local currents. Could your work area be cut off or submerged by a sudden wave or quick rise in the tide level? The tide may advance more quickly than your group can retreat. Also beware steeply shelving shingle beaches, where one step could take someone out of their depth ... Be prepared to move to Plan B before or even during the activity.”

*Group Safety at Water Margins, DCSF, Section 2.*

Please complete the table below and return this sheet to the EVC, retaining a copy for yourself. Ensure that accompanying staff are verbally told of the times and given a copy of this sheet.

Place where coastal work to be done (or very close):						
Date(s)	Times		Height in metres	Times		Height in metres
	Low Tide	High Tide		Low Tide	High Tide	
(1)						
(2)						
(3)						

*Attach continuation sheet if necessary*

Please return to EVC by

Thank you,

.....

..... EVC

## Tides

Tides are generated by gravitational influences of the Earth-Moon-Sun system whose astronomical relationships and orbital details are known extremely accurately and, by using these, together with tidal constants derived from tidal analysis, tides can be predicted for any time ahead. Predictions asked for within 1 – 2 years are likely to be very accurate.

Spring (“spring” = “leap up”) tides occur when the gravitational forces of the Sun and Moon reinforce each other, resulting in a higher than normal tidal range (ie HT is higher, LT is lower). In the UK, the greatest spring tides occur soon after the new and full moon closest to the equinoxes ie closest to 21<sup>st</sup>. March and 23<sup>rd</sup>. September. **These are times that are best avoided on school trips to coastal areas.**

Neap tides occur when the gravitational forces of the Sun and Moon act at right angles to each other, resulting in a lower than normal tidal range (ie HT is lower, LT is higher).

The second highest tidal range in the world is in the Bristol Channel.

### Getting the times of High and Low Tide

The times and heights of low and high tides are calculated by the UK Hydrographic Office (UKHO) and compiled into the Admiralty Tide Tables. This information can be obtained in various ways.

- Most ports, harbours and havens around the UK publish tide tables for the year ahead in booklet form and these are normally available through local booksellers etc.
- Sailing or nautical almanacs reproduce a year’s tidal predictions and can be purchased, or often consulted in a public library.
- Information can be obtained online from UKHO at [www.easytide.ukho.gov.uk](http://www.easytide.ukho.gov.uk)  
To obtain long-term information, you will have to register with this site. UKHO makes charges for some of its services.
- For information concerning the next few days, information can be obtained online from various sites eg  
[www.ybw.com](http://www.ybw.com)  
[www.bbc.co.uk/weather/coast/tides](http://www.bbc.co.uk/weather/coast/tides)  
[www.easytide.ukho.gov.uk](http://www.easytide.ukho.gov.uk)

<b>EVALUATION OF AN EDUCATIONAL VISIT</b>		<b>Please complete &amp; return to EVC by ...</b>	
Visit Leader	Date(s) Of Visit	EV Ref. No.	
Visit To:		Tour Operator / Transport Provider (where used)	

<b>SECTION A: ALL TRIPS</b>	
<b>(1) JOURNEYS</b>	
<b>Problem?</b>	<b>Comment</b>
Any problems with	
<ul style="list-style-type: none"> <li>the coach / minibus / transport mode?</li> </ul>	
<ul style="list-style-type: none"> <li>the driver / travel company?</li> </ul>	
<ul style="list-style-type: none"> <li>your journey not stated above?</li> </ul>	

<b>(2) ACTIVITIES AT YOUR DESTINATION</b>	
<b>Problem?</b>	<b>Comment</b>
Any problems with	
<ul style="list-style-type: none"> <li>any of your activities?</li> </ul>	
<ul style="list-style-type: none"> <li>the terrain?</li> </ul>	
<ul style="list-style-type: none"> <li>the weather?</li> </ul>	
<ul style="list-style-type: none"> <li>toilet or other facilities?</li> </ul>	
<ul style="list-style-type: none"> <li>equipment / first aid kit / mobile phones?</li> </ul>	

<b>(3) PUPILS AND OTHERS</b>	
<b>Problem?</b>	<b>Comment</b>
Any problems concerning	
<ul style="list-style-type: none"> <li>pupils?</li> </ul>	
<ul style="list-style-type: none"> <li>other persons encountered?</li> </ul>	
<ul style="list-style-type: none"> <li>any "close calls" / "near misses"? - separate report may be required</li> </ul>	
<ul style="list-style-type: none"> <li>emergencies - separate report</li> </ul>	<b>YES / NO</b>
<i>Any issue concerning supervisory staff / adult volunteers – please report verbally to EVC</i>	

**SECTION B: RESIDENTIAL VISITS (if applicable)**

Feature of Visit	Rate 1-10 (10 = excellent)	Comment
1. Centre's pre-visit organisation		
2. Travel arrangements		
3. Content of programme provided		
4. Instruction		
5. Equipment		
6. Suitability of environment / area		
7. Accommodation		
8. Food		
9. Evening activities		
10. Courier / representative		
11. Anything else?		

**SECTION C: RECOMMENDATIONS (All trips)**

Please set out any recommendations you have  
(Attach sheet if necessary)

<b>Signature</b> (Visit Leader)	Date:	<i>Received by EVC</i>
------------------------------------	-------	----------------------------

<b>FINANCIAL STATEMENT FOR AN EDUCATIONAL VISIT</b>		Please complete & return to EVC by ...
Visit Leader	Date(s) Of Visit	EV Ref. No.
Visit To:	Tour Operator / Transport Provider (where used)	

<b>SECTION A: ESTIMATES</b> – Please study the information below showing your estimated expenditure and income as stated on the blue EVP form.			
<b>BUDGET AND CHARGING ESTIMATES AS SET OUT ON BLUE EV PROPOSAL FORM</b>			
(a) <b>VAT reclaim:</b> Have you seen MOS about cost - saving from VAT - reclaim? Yes:		No:	
<b>(b) Estimated Expenditure</b>		<b>(c) Estimated Income</b>	
(i) Travel costs	(i) £	(i) Parental contribution per pupil	(i) £
(ii) Accommodation costs	(ii) £	(ii) x no. (state ) of pupils =	(ii) £
(iii) Any staff costs?	(iii) £	(iii) Staff payment per teacher?	(iii) £
(iv) Other costs ( <i>specify</i> )	(iv) £	(iv) Other sources of income ( <i>specify</i> )	(iv) £
<b>= Total estimated Expenditure</b>	<b>= £</b>	<b>= Total estimated Income</b>	<b>= £</b>
(d) <b>Paid for by</b> ( <i>circle</i> as appropriate):	<b>just by pupils</b>	<b>pupils + staff</b>	<b>department</b>
	<b>other school fund</b>	<b>more than 1 source</b>	<b>other</b> ( <i>specify</i> )
(e) <b>Booking:</b> Has any provisional booking / financial commitment been made?		(i) Yes / No <i>(Delete as appropriate)</i>	(ii) To ...( <i>specify</i> )
(f) <b>Additional expenditure</b>  Are there any known additional costs which will result from the trip? (eg hire of a minibus)	(i) Reason for extra expenditure	(ii) Likely cost £	(iii) Who pays?
(g) <b>Deficit</b>  How will any shortfall in income be paid for?	(h) <b>Surplus</b>  Specify destination of any profits (NB profits may NOT be kept)		

<b>SECTION B: ACTUAL EXPENDITURE</b>					
Item expenditure was on	(v) Expenditure £ per pupil	(w) No. pupils	(x) Expenditure £ per staff	(y) No. staff	(z) Total cost £ (v) x (w), + (x) x (y) = (z)
(1) Travel expenditure					
(2) Accommodation expenditure					
(3) Entrance fees, event charges etc.					
(4) Other expenditure (please give details) <i>Details:</i>					
<b>TOTAL EXPENDITURE</b>					

<b>SECTION C: ACTUAL INCOME</b>					
<b>(1) Income from charges levied</b>					
Item of income	(v) Charge £ to each pupil	(w) No. pupils	(x) Charge £ to each staff	(y) No. staff	(z) Total income £ from charging (v) x (w), + (x) x (y) = (z)
Charges made to participants on visit					

<b>(2) Income from other sources</b>					
Item of income	(v) £ per pupil	(w) No. pupils	(x) £ per staff	(y) No. staff	(z) Total income £ from this source (v) x (w), + (x) x (y) = (z)
Subsidy from Department					
Subsidy from School (state Fund) <b>Fund:</b>					
Subsidy from other source (state source) <b>Source:</b>					

<b>(3) Income from return of VAT</b>					
Item of income	(v) £ per pupil	(w) No. pupils	(x) £ per staff	(y) No. staff	(z) Total income £ from this source (v) x (w), + (x) x (y) = (z)
<b>VAT refund</b> (alternatively, please state if estimation of refund already used to reduce charges made for visit)					

<b>SECTION D: BALANCE OF INCOME AND EXPENDITURE</b>			
Total Income from all sources £	Total expenditure £	Surplus £?	Deficit?
		Yes / No	Yes / No
		To be paid to:	To be made up from:

**SECTION E: OTHER INFORMATION****(1) Staff subsidies from charges made**

Has the cost charged to pupils included a charge to subsidise staff?  
If so, give details ...

**Yes / No**

Item	£ per staff	No. staff	£ Total needed
Staff costs needing to be paid for (give details) <b>Details:</b>			
Item	£ per pupil	No. pupils	£ Total received
Pupil contributions made to subsidise staff costs			

**(2) Cover Equivalent Cost**

Item	No. of teaching periods covered	Unit cost per period	Total equivalent cost £
Equivalent cost of covering staff on visit		X £35.00	

**(3) Other costs incurred as a result of the Visit**

Item	Reason for extra expenditure	Actual cost £	Paid by?
Additional expenditure incurred (eg minibus hire on trip or at school)			

**Signature:**

(Visit Leader)

Date:

## RISK ASSESSMENT FORM (T1)

To be used with trips which are: day trips; in UK; wholly taking place in school hours; non – adventurous.

<b>1. ORGANISATIONAL DETAILS</b>									
<b>Date:</b>	<b>No. days:</b>	<b>Venue:</b>	<b>Visit Leader:</b>	<b>Initials of other staff:</b>	<b>Staff numbers</b>		<b>Pupil numbers (likely)</b>		
					Male:	Female	Male:	Female:	Total no. pupils:
<b>Travel company name:</b>		<b>Travel Company address:</b>			<b>Travel company phone number(s):</b>				
<b>Changes made</b> (venue, activities, staffing, pupil nos. etc) since completing Blue EVP form:									
<b>Activities:</b> Please list activities to be carried out / attach a list / attach information given to parents									

<b>2. TRAVEL (a) – GENERIC RISK ASSESSMENT</b> <i>(do not tick – read and implement)</i>					
Type of hazard / Who might be harmed	Risk type/ Risk rating	Walking	Coach	Train / Tube / Bus / Public transport	Minibus / Private car
Moving vehicles /pupils, staff	Collision, impact / Tolerable	Stop at roads, guide across. No more than 2 abreast on pavements	Reputable coach company. Working seatbelts on for all. No standing, kneeling in motion. No eating, drinking on coach. Supervised entry, exit.	Count on platform / pavement Enter / exit together, teacher last, check nos. after entry / exit. Teacher(s) together with pupils.	Minibus, private car In good condition, driver fit to drive. Working seatbelts on for all. No distractions - pupils quiet, well - behaved or driver stops. Key with driver at all times. Supervised entry, exit
Separation / pupils	Multiple / Trivial	Pupils in staff – led groups; no pupils in areas separated from staff. Know no. in group, count regularly. Close supervision.			
Theft of vehicle	Vehicle loss / Triv.				Vehicle locked when not in use

<b>2. TRAVEL (b) – EVENT – SPECIFIC RISK ASSESSMENT</b> <i>(detail additional identified hazards and control measures in your travel)</i>		
Type of hazard/ who might be harmed	Risk type/ Risk rating	Additional control measures with your type(s) of transport (particularly any not mentioned above eg ferries), particular places (black spots).
(1)		

**3. SITE AND ACTIVITY RISKS (a) – GENERIC RISK ASSESSMENT** *(do not tick – read and implement)*

Type of hazard / Who might be harmed	Risk type/ Risk rating	Statutory control measures	Type of hazard / Who might be harmed	Risk type/ Risk rating	Statutory control measures
Getting lost / Pupils	Multiple / Trivial	Pupils in staff–led separate groups. Know names / no. in group, count regularly.  Pupils never overtake leader when moving. Rendezvous points / times known.	Environment, bad weather / Pupils	Injury / Tolerable	First Aid kit carried. Appropriate clothing worn. Good behaviour maintained by staff. Route avoids specific dangers. Visit Leader verbally informs staff of risks before trip.

**3. SITE AND ACTIVITY RISKS (b) – EVENT – SPECIFIC RISK ASSESSMENT** *(detail additional hazards and control measures in your activities / site)*

Type of hazard/ who might be harmed	Risk type/ Risk rating	Additional control measures with your activities / particular sites and route.

**4. STAFF SUPPORT / LEADERSHIP (a) – GENERIC RISK ASSESSMENT** *(do not tick – read and implement)*

Type of hazard / Who might be harmed	Risk type/ Risk rating	Statutory control measures	Type of hazard / Who might be harmed	Risk type/ Risk rating	Statutory control measures
Staff capability / Staff, Pupils	Multiple / Trivial	Staff checked as fit to accompany trip by Headteacher, EVC, Visit Leader.  Staff have copy of completed risk assessment form  Staff briefed fully, given verbal & written guidance.  Clear chain of command.  All staff carry out Ongoing Risk Assessment.	Staff capability / Staff, Pupils	Multiple / Trivial	Visit Leader carries out exploratory trip / pilot study, or has done trip before , or obtains technical advice. All staff have allocated group. Mobile phones / first aid kits carried. “Lead” and “Tail” teachers if ever in a single group. Workable Plan B exists

**4. STAFF SUPPORT / LEADERSHIP (b) – EVENT - SPECIFIC RISK ASSESSMENT** *(detail any additional control measures employed)*

Type of hazard / Who might be harmed	Risk type/ Risk rating	Additional control measures
(2)		

<b>5. OTHER EVENT - SPECIFIC RISKS</b> <i>(detail any risks / additional control measures not yet mentioned which you feel are desirable)</i>		
Type of hazard / Who might be harmed	Risk type/ Risk rating	Additional control measures

<b>6. "PLAN B" (CONTINGENCY) - EVENT - SPECIFIC RISK ASSESSMENT</b> <i>(detail any strategic changes to your trip which could be implemented on the day)</i>	
Possible changed circumstance(s)	Details of changes which could be implemented (eg through staff illness, heavy rainfall or other inclement weather, obstruction in route)
(3)	

## 7. ADVANCE EMERGENCY PLANNING – FOR ONGOING RISK ASSESSMENT

Concern	Action	Which staff member?
(a) <b>Casualty</b>	(i) Who will attend to the casualty (if one)?	
	(ii) Who will go with the casualty to hospital (if goes)?	
	<b>(iii) PHONE NUMBER of this member of staff ...</b>	Tel. No.
(b) <b>Rest of group</b>	(i) Who will move the rest of the party out of danger?	
	(ii) Who will be in charge of group after casualty leaves (if does)?	
	<b>(iii) PHONE NUMBER of this, ie (b)(ii), member of staff ...</b>	Tel. No.
(c) <b>Phoning</b>	(i) Who will phone the parents of the casualty?	
	(ii) Who will phone the emergency services?	
	(iii) Who will phone the EVSEC / School?	
	(iv) Who will phone EVERT, if necessary (see yellow EV7)?	

**Please note: You must take with you the yellow  
“Emergency Procedures” sheets, including the EV7 form.**

8. DECLARATION BY VISIT LEADER <i>(Please tick against each statement. Explain any “No”)</i>	YES	NO
1. I have personally completed this Risk Assessment Form (and, where appropriate, Tidal Safety Form) and certify it (them) to be correct. <b>I will implement the control strategies</b> stated above on my visit.		
2. I will <b>brief pupils</b> going on the trip on risks and risk control strategies. I will <b>verbally inform</b> each staff member of the detail of risks and controls, before the trip, and will give them a copy of the RA (& TS) forms		
3. I have read and understand <b>this academic year’s VHS Educational Visits Policy</b> . I understand I have legal responsibility for the health and safety of the pupils and staff on my visit.		
4. No pupil will take part in this Visit unless the appropriate parental <b>Consent Form</b> has been satisfactorily completed, signed and returned to me. No pupil has been excluded from this trip through <b>disability</b> .		
5. I have appointed a <b>Deputy Leader</b> (where more than 1 member of staff on the trip) and have briefed him / her on the role.		
6. I will give <b>each member of staff</b> an allocated group, a list of pupils, a list of medical conditions, a first aid kit, and any parentally – approved pupil medication as appropriate.		
7. An appropriate number of <b>charged, working and switched-on</b> mobile phones and first aid kits will be carried by supervisory staff. I will <b>carry coins</b> for public phone box use in case mobiles do not work.		
8. I will display <b>lists of pupils</b> going out in the Staffroom / School Offices and will inform the <b>Kitchen Supervisor</b> of numbers out at least 1 week before the visit.		
9. I will remind pupils on <b>free lunches</b> to order at least 1 day before the trip and will remind staff to <b>set work and swap duties</b> .		
10. I will complete an <b>Evaluation</b> (green form) and <b>Financial Statement</b> (yellow form) within <b>1 week</b> of the visit’s return. NB I will not forget to do this. (MOS will offer help with the Financial Statement).		
<b>EXPLANATION of any “NO” answers ...</b>		
<b>SIGNED (VISIT LEADER):</b>	<b>DATE:</b>	
<b>PLEASE MAKE COPIES OF THIS FORM (&amp; TIDAL SAFETY FORM, WHERE APPROPRIATE) FOR YOURSELF AND TRIP STAFF. PLEASE TAKE THEM, AND THE YELLOW “EMERGENCY PROCEDURES” FORMS, ON THE TRIP WITH YOU.</b>		

CHECKED (EVC)		APPROVED (Headteacher)	
<b>Signature:</b>	<b>Date:</b>	<b>Signature:</b>	<b>Date:</b>

## RISK ASSESSMENT FORM (T5A) – Also complete LBR EV2, EV4, (EV3)

To be used with trips which are: residential; overseas; include adventurous activities.

<b>1. ORGANISATIONAL DETAILS</b>									
Date:	No. days:	Venue:	Visit Leader:	Initials of other staff:	Staff numbers		Pupil numbers (likely)		
					Male:	Female	Male:	Female:	Total no. pupils:
<b>Travel companies' names:</b>  (1) <i>eg Coach</i>  (2) <i>eg Ferry</i>  (3)		<b>Travel companies' addresses:</b>  (1) <i>eg Coach</i>  (2) <i>eg Ferry</i>  (3)			<b>Travel companies' phone no(s):</b>  (1) <i>eg Coach</i>  (2) <i>eg Ferry</i>  (3)				
<b>External Provider / Tour Operator name:</b>		<b>External Provider / Tour Operator address:</b>			<b>External Provider / Tour Operator phone no(s):</b>		<b>ATOL / ABTA Bonding no.</b>		
<b>Accommodation name</b>		<b>Accommodation address</b>			<b>Accommodation phone number(s)</b>				
<b>Changes made</b> (venue, activities, staffing, pupil nos. etc) since completing Blue EVP form:									
<b>Activities:</b> Please list activities to be carried out / attach a list / attach information given to parents									
<b>Only complete the following if Visit Leader is to LEAD the adventurous activity / activities</b>									
VL personal proficiency qualification, with date:		VL Teaching / coaching award(s), with date(s):		VL personal experience in the adventurous activity / activities		VL teaching / leading experience in the adventurous activity / activities		Date of most recent experience in the adventurous activity / activities	
<b>Adventurous Activities:</b> Please list adventurous activities to be carried out / attach information given to parents									
<b>Adventurous Environments:</b> Please describe environments in which adventurous activities to be carried out									
<b>Other (non – adventurous) Activities:</b> Please list non – adventurous activities to be carried out / attach information given to parents									
(1) T5A									

<b>2. TRAVEL (a) – GENERIC RISK ASSESSMENT</b> <i>(do not tick – read and implement)</i>					
Type of hazard / Who might be harmed	Risk type/ Risk rating	Walking	Coach	Train / Tube / Bus / Public transport	Minibus / Private car
Moving vehicles /pupils, staff	Collision, impact / Tolerable	Stop at roads, guide across. No more than 2 abreast on pavements	Reputable coach company. Working seatbelts on for all. No standing, kneeling in motion. No eating, drinking on coach. Supervised entry, exit.	Count on platform / pavement Enter / exit together, teacher last, check nos. after entry / exit. Teacher(s) together with pupils.	Minibus, private car In good condition, driver fit to drive. Working seatbelts on for all. No distractions - pupils quiet, well - behaved or driver stops. Key with driver at all times. Supervised entry, exit
Separation / pupils	Multiple / Trivial	Pupils in staff – led groups; no pupils in areas separated from staff. Know number. in group, count regularly. Close supervision.			
Theft of vehicle	Vehicle loss / Triv.				Vehicle locked when not in use

<b>2. TRAVEL (b) – EVENT – SPECIFIC RISK ASSESSMENT</b> <i>(detail additional identified hazards and control measures in your travel)</i>		
Type of hazard/ who might be harmed	Risk type/ Risk rating	Additional control measures with your type(s) of transport (particularly any not mentioned above eg ferries), particular places (black spots).

<b>3. OVERSEAS RISKS (a) – GENERIC RISK ASSESSMENT</b> <i>(do not tick – read and implement)</i>					
Type of hazard / Who might be harmed	Risk type/ Risk rating	Statutory control measures	Type of hazard / Who might be harmed	Risk type/ Risk rating	Statutory control measures
Language probs / Pupils, Staff	Multiple / Tolerable	Staff on trip include proficient linguists	Medical emergency / Pupils, Staff	Delayed treatment / Tolerable	Specially arranged insurance to cover risks. European health cards held by staff.
Documentation / Pupils, Staff	Separation, sent home	Staff checks that all in party have passports. Passports photocopied, photocopies kept in waterproof envelope.	Impaired contact / Pupils, Staff, Parents, School	Worry, unco-ordinated action	Mobile phones carried by staff Emergency phone numbers held for all (Trip & School). Emergency Contact Tree set up.

<b>3. OVERSEAS RISKS (b) – EVENT – SPECIFIC RISK ASSESSMENT</b> <i>(detail additional hazards and control measures in your activities / site)</i>		
Type of hazard/ who might be harmed	Risk type/ Risk rating	Additional control measures with your activities / particular sites and route.
(2)		

<b>4. ACCOMMODATION RISKS (a) – GENERIC RISK ASSESSMENT</b> <i>(do not tick – read and implement)</i>						
Type of hazard / Who might be harmed	Risk type/ Risk rating	Statutory control measures		Type of hazard / Who might be harmed	Risk type/ Risk rating	Statutory control measures
Unsafe electrical points / Pupils & Staff	Shock, injury / Trivial	Staff check no exposed wires, dangling sockets.		Insecure accommodation, presence of others.	Personal Safety, assault.	Secured external doors / or 24-hour staffing. Securable windows. Bedrooms above Ground Floor if possible. Group bedrooms not mixed in with other groups'. Staff rooms adjacent to pupil rooms. Separate male / female bathrooms. If allowed out, defined times, sign in and out with staff. Remote supervision – one staff member always on duty. Management assurance of vetting of their staff.
Fire	Burns, smoke inhalation, crushing	Plan of pupil rooms held by staff / Manager. Pupils & Staff briefed on emergency procedures and exits. Fire drill held at an early stage.				

<b>4. ACCOMMODATION RISKS (b) – EVENT – SPECIFIC RISK ASSESSMENT</b> <i>(detail additional hazards and control measures in your activities / site)</i>		
Type of hazard/ who might be harmed	Risk type/ Risk rating	Additional control measures with your activities / particular sites and route.

<b>5. NON – ADVENTUROUS SITE AND ACTIVITY RISKS (a) – GENERIC RISK ASSESSMENT</b> <i>(do not tick – read and implement)</i>						
Type of hazard / Who might be harmed	Risk type/ Risk rating	Statutory control measures		Type of hazard / Who might be harmed	Risk type/ Risk rating	Statutory control measures
Getting lost / Pupils  (3)	Multiple / Trivial	Pupils in staff–led separate groups. Know names / no. in group, count regularly.  Pupils never overtake leader when moving. Rendezvous points / times known.		Environment, bad weather / Pupils	Injury / Tolerable	First Aid kit carried. Appropriate clothing worn. Good behaviour maintained by staff. Route avoids specific dangers. Visit Leader verbally informs staff of risks before trip. T5A

<b>5. NON – ADVENTUROUS SITE AND ACTIVITY RISKS (b) – EVENT – SPECIFIC RISK ASSESSMENT</b> <i>(detail additional hazards/ control measures)</i>		
Type of hazard/ who might be harmed	Risk type/ Risk rating	Additional control measures with your activities / particular sites and route.

<b>6. ADVENTUROUS ENVIRONMENT AND ACTIVITY RISKS</b> <i>(attach separate sheets if appropriate)</i>			
Type of hazard/ who might be harmed	Risk type/ Risk rating	Existing control measures	Additional control measures

<b>Water-margin activities (excluding coastal, see below), if done</b>			
(4)			

<b>Coastal activities, where done</b>			
		<b>NB Tidal Safety Form must be completed</b>	

**7. STAFF SUPPORT / LEADERSHIP (a) – GENERIC RISK ASSESSMENT** *(do not tick – read and implement)*

Type of hazard / Who might be harmed	Risk type/ Risk rating	Statutory control measures	Type of hazard / Who might be harmed	Risk type/ Risk rating	Statutory control measures
Staff capability / Staff, Pupils	Multiple / Trivial	<p>Staff checked as fit to accompany trip by Headteacher, EVC, Visit Leader.</p> <p>Staff have copy of completed risk assessment form</p> <p>Staff briefed fully, given verbal &amp; written guidance.</p> <p>Clear chain of command.</p> <p>All staff carry out Ongoing Risk Assessment.</p>	Staff capability / Staff, Pupils	Multiple / Trivial	<p>Visit Leader carries out exploratory trip / pilot study, or has done trip before , or obtains technical advice.</p> <p>All staff have allocated group.</p> <p>Mobile phones / first aid kits carried.</p> <p>“Lead” and “Tail” teachers if ever in a single group.</p> <p>Workable Plan B exists</p>

**7. STAFF SUPPORT / LEADERSHIP (b) – EVENT - SPECIFIC RISK ASSESSMENT** *(detail any additional control measures employed)*

Type of hazard / Who might be harmed	Risk type/ Risk rating	Additional control measures
(5)		

		T5A
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**8. OTHER EVENT - SPECIFIC RISKS** *(detail any risks / additional control measures not yet mentioned which you feel are desirable)*

Type of hazard / Who might be harmed	Risk type/ Risk rating	Additional control measures

**9. "PLAN B" (CONTINGENCY) - EVENT - SPECIFIC RISK ASSESSMENT** *(detail any strategic changes to your trip which could be implemented on the day)*

Possible changed circumstance(s)	Details of changes which could be implemented (eg through staff illness, heavy rainfall or other inclement weather, obstruction in route).
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(6)	T5A
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<b>10. ADVANCE EMERGENCY PLANNING – FOR ONGOING RISK ASSESSMENT</b>		
<b>Concern</b>	<b>Action</b>	<b>Which staff member?</b>
(a) <b>Casualty</b>	(i) Who will attend to the casualty (if one)?	
	(ii) Who will go with the casualty to hospital (if goes)?	
	<b>(iii) PHONE NUMBER of this member of staff ...</b>	Tel. No.
(b) <b>Rest of group</b>	(i) Who will move the rest of the party out of danger?	
	(ii) Who will be in charge of group after casualty leaves (if does)?	
	<b>(iii) PHONE NUMBER of this, ie (b)(ii), member of staff ...</b>	Tel. No.
(c) <b>Phoning</b>	(i) Who will phone the parents of the casualty?	
	(ii) Who will phone the emergency services?	
	(iii) Who will phone the EVSEC / School?	
	(iv) Who will phone EVERT, if necessary (see yellow EV7)?	
<p><b><i>Please note: You must take with you the yellow “Emergency Procedures” sheets, including the EV7 form.</i></b></p>		

<b>11. DECLARATION BY VISIT LEADER</b> <i>(Please tick against each statement. Explain any “No”)</i>	<b>YES</b>	<b>NO</b>
1. I have personally completed this Risk Assessment Form (and, where appropriate, Tidal Safety Form) and certify it (them) to be correct. <b>I will implement the control strategies</b> stated above on my visit.		
2. I will <b>brief pupils</b> going on the trip on risks and risk control strategies. I will <b>verbally inform</b> each staff member of the detail of risks and controls, before the trip, and will give them a copy of the RA (& TS) forms		
3. I have read and understand <b>this academic year’s VHS Educational Visits Policy</b> . I understand I have legal responsibility for the health and safety of the pupils and staff on my visit.		
4. No pupil will take part in this Visit unless the appropriate parental <b>Consent Form</b> has been satisfactorily completed, signed and returned to me. No pupil has been excluded from this trip through <b>disability</b> .		
5. I have appointed a <b>Deputy Leader</b> (where more than 1 member of staff on the trip) and have briefed him / her on the role.		
6. I will give <b>each member of staff</b> an allocated group, a list of pupils, a list of medical conditions, a first aid kit, and any parentally – approved pupil medication as appropriate.		
7. An appropriate number of <b>charged, working and switched-on</b> mobile phones and first aid kits will be carried by supervisory staff. I will <b>carry coins</b> for public phone box use in case mobiles do not work.		
8. I will display <b>lists of pupils</b> going out in the Staffroom / School Offices and will inform the <b>Kitchen Supervisor</b> of numbers out at least 1 week before the visit.		
9. I will remind pupils on <b>free lunches</b> to order at least 1 day before the trip and will remind staff to <b>set work</b> and <b>swap duties</b> .		
10. I will complete an <b>Evaluation</b> (green form) and <b>Financial Statement</b> (yellow form) within <b>1 week</b> of the visit’s return. (MOS will offer help with the Financial Statement).		

EXPLANATION of any "NO" answers ...	
SIGNED (VISIT LEADER):	DATE:
PLEASE MAKE COPIES OF THIS FORM (& TIDAL SAFETY FORM, WHERE APPROPRIATE) FOR YOURSELF AND TRIP STAFF. PLEASE TAKE THEM, AND THE YELLOW "EMERGENCY PROCEDURES" FORMS, ON THE TRIP WITH YOU.	

CHECKED (EVC)		APPROVED (Headteacher)	
Signature:	Date:	Signature:	Date:

## On & Off Site Activity Solutions



Personal Accident & Travel  
Policy Schedule

Please note that you must advise your insurance advisor of any changes to the risk and items to be covered.

Policy Number: 100005152GPA Agency Number: 2800658  
 Agent: Lucas Fettes and Partners  
 Policyholder: Valentines High School  
348-360 Cranbrook Road, Ilford, Essex.  
 Postcode: IG2 6HX  
 Premium: £2,007.09  
 Insurance Premium Tax: £240.85  
 Total Payable: £2,247.94  
 Period of Insurance: 20<sup>th</sup> July 2017 To 19<sup>th</sup> July 2018  
 Renewal Date: 20<sup>th</sup> July 2018  
 Business Description: High School

Insured Persons:	On-Site Activities
Category A	Any pupil enrolled with the Policyholder
Category B	Any member of the teaching and support staff employed by the Policyholder
Category C	Any adult who is acting in a supervisory capacity as a volunteer, assistant or helper with the Policyholder

Category:	On-Site Activities Operative Time
Category A & B	Whilst undertaking school duties within the Policyholder's designated school boundaries and including travel directly to and from the Insured Person's home address and the Policyholder's address
Category C	Whilst undertaking the supervision of pupils enrolled with the Policyholder, when they are walking, or travelling by other means, in an organised group, directly to and from their home addresses and the Policyholder's address

Aviva Insurance Limited  
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 Registered Office: Pitheavlis, Perth PH2 0NH.  
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 the Prudential Regulation Authority.

