



THE ELMS

JUNIOR SCHOOL TO TRENT COLLEGE
GIRLS & BOYS 3-11 YEARS

The Elms Policy for the Health and Safety of Pupils on Educational Visits

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Introduction

This policy seeks to set out the processes employed at The Elms for ensuring the health and safety of pupils whilst on educational trips and visits.

SECTION 1- RESPONSIBILITIES FOR VISITS

Legal framework

Under the Health and Safety etc Act 1974, the Trent College Governing Body is ultimately responsible for the health, safety and welfare of their employees and pupils, including participants in “off site” activities. The Management Health and Safety at work Regulations 1992 and subsequent enactments, require employers to assess the risks of activities, introduce measures to control those risks and to tell their employees about these measures. Under this legislation employees must take reasonable care of their own and others’ Health and Safety, co-operate with their employers over safety matters, carry out activities in accordance with training and instructions and inform the employer of any serious risks. Teachers and other staff in charge of children have a common law duty to act as any reasonably prudent parent would in the same circumstances.

This document is written with reference to DfES publication HASPEV and HASPEV2 “Standards for Adventure“ Organisation and Management supplement and is included with this policy.

Approval for visits

Although Health and Safety responsibility remains that of the employer, decisions about trips and visits are delegated to the Head, who in turn delegates this responsibility to the School’s Educational Visits Co-ordinator (hereafter known as EVC).

What is therefore required is a system whereby all staff know what approval is required for what kind of trip.

Staff should ask themselves the following four questions:

- Does the trip include a residential stay?
- Does the trip include any adventure activity provided by an outside agency?
- Is the trip abroad?
- Is there a charge to parents for the trip?

If the answer to any of these questions is “yes” then Health and Safety Policy Committee approval may need to be sought. You will need to contact the Schools EVC for further guidance.

The DfES recommends that risk assessments and parental consents be in place for all sporting fixtures and training sessions. However, it is acceptable that this risk assessment be generic and likewise, obtaining parental consent for every local trip and visit that is conducted within the school day is over involved, therefore, provided that there is a clear curricular link

and that the trip or visit does not include one or more of the four categories of activity above, parental consent would not ordinarily be sought, as enduring consent was obtained from parents at the beginning of any academic year.

The structure for gaining approval is:-

- Stage 1** Application for Permission to be submitted by Trip Leader.
- Stage 2** Health & Safety Policy Committee consider outline proposal and grant approval or not.
- Stage 3** If you have been informed that your trip has been approved and details of your trip are inserted in the School Calendar then please complete and return the following to the EVC prior to the trip's departure:
 - Generic and site specific risk assessments**
 - Parental & Participating staff consent forms, completed and signed**
 - Completed school trip planning check list**
- Stage 5** Please ensure you have a copy of the Emergency Procedures from the EVC.
- Stage 6** Complete **Trip Report form** and return it to the to the EVC

For trips not requiring Health and Safety Policy Committee approval the form **Application for Curricular Trip FORM1a** must be completed and passed to the Head of The Elms for permission to take students out of curriculum time. The Head will make a decision regarding whether the trip can take place will sign the form to grant his approval. Once signed, a copy of the form should be submitted to the EVC, at which point the details from the school's generic Parental Contact and Medical Details form for each pupil can be obtained from the Main School Office. A similar list submitted to the Medical centre will result in a medical protocol for students that have any current medical issues not covered on the generic form. Trip leaders should provide lists of student names as far in advance as possible, and photocopies of the generic forms and medical protocols will be placed in their pigeon hole prior to the trip departing. The above procedures starting from **Stage 3** then still apply.

Governing Body

The Health & Safety Policy Committee (appointed by the Board of Governors), shall be satisfied that the visit has educational objectives appropriate to the age and abilities of the children taking part and that the Teacher/Group Leader's plans comply with regulations and guidelines (as appended), help to ensure that pre-visits can take place for the purposes of assessing risk and provide an Outdoor Education Adviser (EVC) from whom technical advice may be sought on visits generally, and on adventure activities, expeditions and overseas visits specifically.

Head of The Elms

For local trips and visits that usually take place within the school day and are not usually subject to approval. For less routine visits, the Head of The Elms will need to obtain advice from the EVC or Outdoor Education Adviser. The Head of The Elms shall ensure that Staff/Group Leaders are aware and understand written guidance and emergency procedures. The Head of The Elms/EVC shall ensure and have approved a contingency plan or plan "B" for any given visit. The Head of The Elms or Trip Leader shall promptly inform parents or those with parental responsibility following any incident, accident or injury whilst on an educational visit.

Group Leaders

Group Leaders are approved by the Head of The Elms and EVC. The Group Leader has responsibility for the planning of the trip or visit including risk assessment and contingency planning. They have overall responsibility for the appropriate supervision and conduct of the visit, including the health, safety and welfare of the group. In particular they should be aware of and be prepared for the medical needs of children in the group.

Other Adults assisting in school visits

Other Adults assisting in school visits should supervise their groups of pupils in accordance with instructions given to them by the Head of The Elms or Group Leader. They should dress appropriately, act responsibly and advise the Group Leader of any problems, hazards etc.

Responsibilities of pupils

Pupils should not take unnecessary risks. They should comply with instructions given by school staff and helpers, and dress and behave sensibly and responsibly. Any pupil who may be considered by the Head of The Elms or Group Leader to pose a potential threat to the safety of themselves or the party may be prevented from joining the activity or visit.

Additional Children

The Elms will not take additional children (i.e. friends of pupils) on educational trips and visits. Children of staff may accompany educational trips/visits provided that either the Group Leader's Spouse/Partner/or an additional adult also accompanies the trip/visit solely for the purpose of supervising the Staff members child whilst that member of staff is engaged in supervising the group.

SECTION 2 – PLANNING VISITS

Planning

All aspects of the proposed activity should be carefully planned, recorded and submitted for approval and should be endorsed or declined so that a clear audit trail exists of the planning process.

Below follows a useful check list for Teachers/Group Leaders.

School Trip Checklist

- What is the purpose of the trip or visit? (aims and objectives). Is it linked to the curriculum?
- Where are you going and for how long?
- Do you need the Health & Safety Policy Committees' consent? Have you got it?
- How big a group do you want to take? Who do you want to take?
- Do you know all the pupils you will be taking out of school? Who has special needs? Who suffers from travel sickness?
- Do you have DfES, school and other guidance on school trips? Do you need further advice?
- Who are the Leader and Deputy Leader of the trip? Are they competent people?
- Do you need to make a preliminary visit? Have you been before? Do you know anyone else who has been to the same place?
- What activity/activities will be involved? Make a list.
- Have you done a risk assessment for all the activities? What are the significant hazards and risks? Have you planned to avoid them? Can you avoid them? Do you need professional advice?
- What are the travel arrangements? Have you done a risk assessment for them? Have you planned food and rest stops?
- What supervision levels (staff:pupil ratio) do you need and why? Have you recorded all details of your decision with regards to this?
- Have you got parental consent for each child? Have you given parents or those with parental responsibility all the essential information? What, if anything, do you need to know from the parents?
- Is your communication network in place (now and for the duration of the trip)? Who will keep copies of all the details? Where will they be kept?
- Do you have adequate insurance to cover the trip?
- Are the financial arrangements in order? Do you need advice?
- What is the First Aid provision? Is the First Aid kit in good working order? Who will look after the First Aid kit? Is there a First Aid trained adult on the trip?

- Do any of the pupils require medication? Who will look after it? Who will administer it? Take advice.
- What are the emergency procedures if anything should go wrong? Does everyone know them? Have they been understood and practiced?
- Is the programme for the trip now agreed by all relevant parties?
- How will you evaluate the trip? What is the follow-up work?

Risk assessment

There is a danger of believing that absolute safety can be guaranteed. Whilst risk assessment and risk management can increase the safety margin on educational trips and visits, there is no sense in which a risk assessment can be regarded as complete.

Risk assessment is an ongoing process and the undertaking and communicating of that assessment is the responsibility of the Group Leader. Strategies are in place whereby the result of risk assessments can be disseminated to the Staff Team and appropriate action taken. (Staff meetings, memos, risk book, form 4, etc.)

For every educational visit, an initial risk assessment will have been made, the results recorded and incorporated in the relevant substantive proposal. This risk assessment is intended to establish the criteria for safe practice. Ongoing risk assessment will use a pro-forma which leads the Assessor to consider risk identification and a risk management strategy.

- All potential hazards and the risks arising from those hazards are identified. Prior knowledge of the intended location is an essential part of the planning process.
- Relate the hazard/risk to the participant/group and to the prevailing objective conditions (e.g. weather).
- Determining the risk, i.e.: the likelihood of a hazard causing harm.
- Managing the activity so that the risk is controlled.

Complete elimination of risk is not possible and perhaps not desirable. Therefore, complete guarantees of safety cannot be given, but assurances can be made that all reasonable care and sensible preparatory arrangements have been taken.

The DfES considers there to be three levels of risk assessment;

- Generic activity risk assessments – which are likely to apply to the activity wherever and whenever it takes place (*recorded*).
- Visit/site specific risk assessments – which will differ from place to place and group to group (*recorded*).
- Ongoing risk assessments – that take account of, for example, illness of staff or pupils, changes of weather, availability of preferred activity (*communicated*).

Responsibility for risk assessing

Staff shall submit written risk assessments other than pre-existing generic risk assessments for their proposed educational visit, together with their application for approval. Ongoing risk assessments shall be the responsibility of the Group Leader. Whilst there is no legal requirement to have this dynamic risk assessment recorded, Group Leaders will communicate these risk assessments to both accompanying staff and to the pupils.

Exploratory visit

Educational visits requiring a residential stay should always, where practicable, be subject to an exploratory visit for the purpose of assessing risk and suitability. Group Leaders are encouraged to make an exploratory visit to any location that is not familiar to them.

Other considerations

The Group Leader should include in their planning the following considerations: the equipment the group will need to take on the visit, the facilities provided at the venue, the staff's qualifications and/or training needs, transport arrangements, communication arrangements, the level of supervision, briefing the pupils, emergency arrangements and contingency arrangements, including those for sending a pupil home early.

First aid

It is the pre-existing policy of The Elms that all trips and visits are accompanied by a member of staff that has a good working knowledge of First Aid. It is sensible that on adventurous activities, visits abroad, or residential visits at least one of the group's leaders holds a current First Aid Certificate.

First Aid kits are carried in all of the School's vehicles and would accompany any group venturing away from vehicle support.

Any use of First Aid equipment is reported via Form 4 trip evaluation.

SECTION 3 – SUPERVISION

Ratios

Ratios of staff to pupils will not exceed 1:15. For certain activities (i.e. multi pitch rock climbing) these ratios would need to be much closer (see matrix).

ACTIVITY	Ratios
Day or Residential Trips from Trent College	1:15
Sports Fixtures from Trent College	1:15
Day trips from The Elms	1:10
Residential visits from the Elms	
➤ Reception	1:4
➤ Yr 1- Yr 2	1:6
➤ Yr 3	1:8
➤ Yr 4 – Yr 6	1:10
Hazardous Activities (Y4-Y6)	
Hill Walking and Mountaineering	1:10
Placid Water Paddle Sport	1:10
Moving Water Paddle Sport	1:8
Sailing	1:6
Mountain Biking	1:10
Gorge Scrambling	1:6
Camping (low level)	1:10
Camping (remote)	1:8
Rock Climbing (single pitch)	1:8
(multi pitch)	1:3
Abseiling	1:8

Should the Group Leader deem that there is a risk that a disruptive child could jeopardise the objectives of the educational visit, or pose a risk to the safety and wellbeing of any member of the group, they should immediately curtail the visit or activity session and inform the Bursar's office, requesting any support that may be required.

Gender Issues

For all trips involving an overnight stay there must be at least one member of Staff of the same gender as participating students.

Vetting suitability

The Head of The Elms will assess the Staff's competence to lead, manage, and control pupils on educational visits. The Head of The Elms/Educational Visits Co-ordinator will check on competence in specific activities. (See Adventure Activities Categories) When engaging or using any third party where such third party employees may have unsupervised access to Trent College & The Elms Pupils, the requirement for CRB checks on such third party staff must be in accordance with sub-paragraph 1.10 of the Trent College & The Elms Child Protection Policy.

Adequate Supervision

Safe practice is an attitude of mind. It is a blend of confidence, competence and adaptability in the handling of potential dangers without causing unnecessary risks of physical or psychological harm. It follows therefore, that there are two principle strands in ensuring safe practice in and out of classroom activity programme.

Firstly, that Teaching Staff are trained and are competent in both the technical and the social and leadership skills required.

Secondly, that a framework is in place within which Teaching Staff's competences can be identified and that organisational practice and procedures are in place so that the Teachers can exercise sound judgement to meet the needs of their activity's participants whilst fulfilling their responsibilities to the School.

Supervisors' responsibilities

1. Preparation and Planning
 - a) Prior knowledge of the educational visit or activity. Staff/Group Leaders should be familiar with the venue and have clear the educational objectives.
 - b) Knowledge of the group, including possession of list of all those involved in the visit – age, numbers, ability, health issues, contact details, experience, fitness, etc.
 - c) Knowledge of weather forecast, where applicable.
 - d) Knowledge of locality – in order to establish “rendezvous” points and communicate to the group what to do in the event that they become separated from the group.
 - e) Plan equipment requirements of the group and ensure that everything is available.
 - f) If accommodation is used, it is solely for the use of the group and gender appropriate. Supervising staff should, wherever possible have accommodation

immediately adjacent to that of the pupils and on the same level. Staff and pupils must know the emergency procedures/escape routes in the event of fire.

2. Communication

- a) Ensure that the group is properly briefed. Participants understanding of briefings and instructions should be checked frequently.
- b) Ensure that potential dangers are explained before they are encountered.
- c) Ensure that the School is kept informed of any departure from the programme.

3. Instruction and Teaching

- a) Ensure the safety of the group. This is the priority.
- b) Be prepared to adjust the session content as appropriate to the needs of the participants.
- c) Ensure that the group is adequately prepared.
- d) Be aware of needs (e.g. warmth, morale, toilet, etc.)
- e) Use imagination to look for ways of introducing fun. Safety precautions must not be relaxed.
- f) Be enthusiastic, dynamic and flexible in your approach. Lead by example and by being involved with participants in each activity.

Competences in leading an adventure activity

The Head of The Elms/EVC shall be satisfied that the Group Leader or appointed provider is suitably competent to provide that activity.

Adventure activities provided by the school shall be conducted in accordance with the School's standard operating procedures.

Head counts

Although The Elms employs high levels of supervision on educational visits, head counts will still be done by the Group Leader before leaving any venue.

Free Time

For pupils at The Elms, there should **NEVER** be any occasion where children are left unsupervised.

SECTION 4 – PREPARING PUPILS

General

The Elms has an established tradition of seeking to create safe people rather than relying on safe practices alone. This is done by involving children and pupils in planning and organising trips and visits. The theory being that well prepared children will make more informed decisions and therefore, be less at risk. Through this, pupils will absorb the principals of being “risk aware” rather than “risk averse”. This is an educational issue as well as a safety issue. The Elms believes in the principle that risk awareness is an essential life skill.

Participation

It is the responsibility of the Teacher planning the educational visit that it is pitched at the right level, so that it is within the capability of all the pupils in that group, with consideration given to any child’s special educational need. Whilst every effort is made to encourage pupils to take on challenges and responsibilities, it is not the policy of The Elms to coerce children or pupils into activities of which they have a genuine fear.

Equal opportunities

In our school, we seek to ensure that the School curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes.

Information to pupils

Pupils will be properly prepared for educational visits. They will know what standards of behaviour are acceptable; they will be briefed on emergency actions, rendezvous procedures, supervisory groupings and their responsibilities regarding clothing and equipment. Pupils will be aware that there are procedures in place for removing them from the educational visit should their behaviour warrant it.

SECTION 5 – COMMUNICATING WITH PARENTS

Parental consent

The consent of parents(s)/guardians to their child's participation in any residential visit additionally charged for or any adventure activity is essential. Most commonly parents will be asked for their consent by letter, in which case the following should be considered for inclusion:

- Dates of the visit
- Visit's objectives
- Times and location of departure and return
- Mode of travel (including the name of any travel company)
- The size of the group and if they are to be remotely supervised
- Details of the accommodation and supervisory arrangements
- Procedures for a pupil who becomes ill
- The names of the Group Leader and other supervisory staff and their contact details
- Details of the activities planned and how assessed risks will be managed
- A code of acceptable conduct –The Elms School Rules apply on all trips.
- A list of required clothing, money and equipment
- Details of insurance cover taken out and advice on what is not covered
- The cost of the visit including payment methods
- For exchange visits, sports tours details of the host family
- A copy of the standard parental consent form

In very rare cases, where a child is a Ward of Court, the Head of The Elms will need to seek permission from the Court for residential or adventurous activities.

Medical consent

Likewise, medical consent is sought. Consent forms should accompany educational visits and be carried by all Group Leaders; however, it is reasonable to expect UK hospitals to carry out necessary emergency treatment on a child, without parental consent.

With medical consent, forethought should be given to:

- Any allergies or special dietary requirements of the child
- Any medication that the child requires (if so, what is the dosage and frequency)
- Does the child self administer?
- Contact details for the duration of the visit

SECTION 6 – PLANNING TRANSPORT

The Elms makes use of the fleet of buses that Trent College owns and operates and as such, the transportation of pupils will be in accordance with the School's transport policy. In particular; since the driver cannot safely supervise children, there must be adequate supervision at all times when travelling. Pupils will wear seatbelts whenever transported by road, head counts are done when pupils are getting on or off transport and behaviour standards are met. There must be sufficient rest stops and drivers are not to be distracted.

The use of private cars for the transportation of pupils is strongly discouraged.

A First aid kit comprising the following is to be maintained in each of the schools mini buses:

Item	Quantity
Guidance Leaflet	1
Assorted wash-proof Plasters	40
Standard Dressings - EyePad	4
Standard Dressings - Medium	9
Standard Dressings - Large	3
Triangular Bandages	6
Alcohol Free Wipes	10
Safety Pins	12
Disposable gloves - Pairs	2

First Aid at Work

The Health and Safety (First Aid) Regulations 1981 and Approved Code of Practice 1997 advise that it is the duty of each employer to decide upon the level of kit required based on risk assessment i.e. low, medium or high risk and to ensure that adequate first aid provision is made for their employees at all times should they become injured or become ill at work.

SECTION 7 – INSURANCE

Trent College carries Public Liability and Employers Indemnity insurance, it does not routinely provide personal accident or other insurance for its pupils unless parents have specifically requested this and paid for it accordingly through the fees.

When communicating with parents (see section 5) a statement should be made of what cover the school provides. CCF activities have specialised cover via the CCFA Insurance Scheme. As do enrolled participants in the Duke of Edinburgh's Award Scheme whilst taking part in Award activities.

Comprehensive travel insurance needs to be in place for trips abroad. European medical cards are required for travel within EU Member States.

SECTION 8 – TYPES OF VISIT

The DfES recognises three categories of activity with increasing levels of potential or actual risk. It should be recognised that all activities have some level of risk and that every visit or departure from the school premises requires appropriate risk assessment and a system to deal with emergencies.

CATEGORY A ~ NORMAL RISK

These are activities that present no significant risk beyond those of everyday life. Some of these activities still expose participants to appreciable risk. For example, crossing a road or any activity near water will present risks to an inexperienced and unsupervised person. Some such activities are: -

- Visits to local places of religious worship, museums, open farms, zoos, sports centres, towns or villages.
- Attractions that are specifically designed for use by groups and where the owners are responsible for the procedures and safety of those attending and accountable to the Health and Safety Executive. Examples include: theme parks and adventure playgrounds.
- Swimming pool visits under the auspices of a qualified Instructor, Supervisor or Lifeguard.
- Taking groups as passengers on any public transport, including licensed passenger craft, ferries, aircraft, railways, buses or coaches.
- Inter-school sports matches and events.
- Field studies in environments presenting no technical hazards, including pond studies where the supervisor could affect a rescue from the bank or by wading.
- Activities such as walking in a parkland or non-remote country area with no technical hazards.

CATEGORY B ~ ADDITIONAL RISK

These are activities or visits to locations with a higher risk. Safe supervision will require the Group Leader to have some specific knowledge and abilities that need to be assessed. This will be by having additional qualifications and/or verifiable experience. Although not exhaustive, activities in this category are:-

- Walking or field studies in non-remote country where technical hazards exist. In particular where there are cliffs or quarries of any height, areas of steeply sloping ground or natural water features (rivers, ponds or lakes) that would present a significant hazard if a participant fell in. This would include for example; walking on the Roaches and areas of the White Peak with cliffs, such as Chrome Hill, and activities beside rivers such as the Trent or the Dove.
- Camping.
- Cycling either on road, or off-road on gentle tracks and trails that can be safely accomplished by participants with limited personal skill. This will include gently sloping tracks that do not twist through trees.
- Orienteering in areas that are open to the general public or have technical hazards such as steep banks, water features (ponds or rivers), dense woodland or are open to roads and vehicles.
- Canal studies and activities along canal banks and boating in a powered canal boat.

CATEGORY C ~ HIGH RISK

These are the highest risk activities. They include all those included within the *Adventure Activities Licensing Regulations 1996* plus some other activities. Although not exhaustive, activities in this category are:-

- Walking and trekking activities on any open moor (at any altitude) or land above 600 metres, where it is possible to become more than 30 minutes walking time from the nearest transport or refuge.
- Any activity on or in open water. This includes canoeing and kayaking, sailing, windsurfing, rafting, rowing, power boating and water skiing, sub-aqua, gorge walking and swimming in any open water including the sea, rivers, lakes or canals.
- Caving (except guided visits to public areas of show caves).
- Climbing, including gorge walking with technical descents or ascents.
- High Ropes Courses.
- Skiing, including supervising skiing sessions at ski resorts or at artificial ski slopes.
- Horse riding.
- Off road cycling on any open moor or land above 600metres, or where there are significant terrain hazards such as rocky ground, trees, steep slopes, drop offs or jumps where participant's safety is dependent on their personal skill and ability.

Activities that are not on the current approved activities list are either not considered appropriate or are activities for which the School does not have the technical expertise. Should The Elms wish staff to lead, instruct or supervise any other activity, it should check with the Outdoor Education Adviser. It may be necessary to engage an appropriate technical expert to assess the proposal.

Appointment of Commercial providers

Where commercial providers are used, the Group Leader should be satisfied that the provider is reputable and if relevant, holds a licence to provide its activities. In all cases, the provider should provide the Group Leader on request with recorded risk assessments for the activities provided.

SECTION 9 – VISITS ABROAD

It is The Elms' policy to undertake educational visits beyond the UK's territorial waters. When planning trips abroad, further consideration should be given to:

- Language and culture
- Money communications
- A briefing meeting for parents
- Vaccinations
- Insurance and if in Europe, EHIC medical cards
- Foreign legislation
- Visas and passports
- Nationality of participants
- Paper work and documentation
- Critical incident management and UK back up

SECTION 10 – EMERGENCY PROCEDURES

Accidents and near misses may be categorised as either Minor or Serious. In order that The Elms can update its risk management procedures, all near misses should be reported on via form 4.

For Minor emergencies, the Teacher/Group Leader will respond by attending to the injured, ensuring the safety of the rest of the group. On return to the School, they will complete an accident report form and request to replenish First Aid kit.

For Serious emergencies, the Teacher/Group Leader will respond by attending to the injured, ensuring the safety of the rest of the group, summoning help/evacuation by whatever means appropriate and by contacting the duty Senior Manager. On return to the School, they will complete an accident report form and request to replenish First Aid kit.

In the event of a fatality, the Teacher/Group Leader will respond by attending to the injured, ensuring the safety of the rest of the group. They will call the appropriate emergency services and the Police, giving details of location, nature of accident, number of individuals involved and the condition of the group. Obtain the contact details of any witnesses. Contact the duty Senior Manager. Prohibit the remaining activity participants from using mobile telephones (in order to maintain the confidentiality of the incident until the next of kin have been informed via the proper channels).

No member of the School's Staff other than the Head of The Elms or Duty Senior Manager, in the Head's absence, is authorised to speak to the press/media.

26 January 2010