

# St Paul's Catholic Primary School

## Educational Visits Policy

**Mission:**

*Our pupils and all members of our school community encompass, celebrate and live our values by:  
**Journeying together, The St Paul's Way.***

**Our Vision:**

*An exceptional community where acceptance, compassion and diversity is valued. We will encourage and inspire our children to serve God for the good of all, to excel in their learning and be resilient and caring. Our community will recognise, celebrate and protect God's gift of the world through the provision of a creative, relevant and ambitious curriculum which enables our children to be confident and prepared for modern life.*

**Our Values:**

*Respect, Friendship, Perseverance, Honesty, Caring, Thankfulness and Confidence which are rooted in the Gospels of Jesus Christ and we support and encourage those values which form our modern British Society – Democracy, Rule of Law, Individual liberty, mutual respect and tolerance (value) of those of different faiths and beliefs.*

Signed (chair):  <i>C Lawler.</i>	Name:  Carol Lawler	Date:  15 <sup>th</sup> October 2024
Signed (Head):	Name:  Maxine Sewell	Date:  15 <sup>th</sup> October 2024
Ratified by: Governing Body on:		Next Review:  May 2027

Head Teacher: Mrs Maxine Sewell

Educational Visits Co-ordinator: Mrs Mary Griffin

Health & Safety Governor: Mrs Carol Lawler

# Equality Impact Assessment (EIA)

## Part 1: EIA Screening

<b>Policies, Procedures or Practices</b>		<b>Date</b>	10 <sup>th</sup> June 2024
EIA CARRIED OUT BY:	Carol Lawler	EIA APPROVED BY:	Maxine Sewell

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		YES
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		YES
Trans Gender		YES
Marriage and civil partnership		YES
Pregnancy and maternity		YES
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		YES
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		YES
Gender (male, female)		YES
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		YES

Any adverse impacts are explored in a Full Impact Assessment.

This policy is supplementary to the School's Health & Safety policy and applies to all educational staff, pupils and volunteers.

In addition to the schools Educational Visits Policy, St. Paul's Catholic Primary School expects staff and others to follow the standards of the [Outdoor Education Advisors Panel National](#) (OEAP). Any deviation from these standards will be covered by a detailed risk assessment.

This Policy should also be read in conjunction with the school's Charging and Remissions Policy

## 1 – INTRODUCTION

Educational visits are considered to be a valuable part of a pupil's education and the school is committed to provide a learning experience through varied, well planned, managed and conducted visits off the school site. Visits will

- Enrich the learning experience of all pupils
- Support the curriculum
- Expand teaching and learning strategies available to staff
- Enhance the social development of all pupils

## 2 – DEFINITION OF A VISIT

For the purpose of this policy, a visit may include an excursion off site for the day or half day, this may include outdoor pursuit activities, a residential stay for a night or more, time spent overseas or a longer expedition in the UK. This does not include visits to the church which are on site.

## 3 – DEFINITION OF ROLES WITHIN THE SCHOOL

An **Educational Visit Approval group** and **Visit Leadership team** have been set up to assist with the planning, notification, approval and leadership of activities and visits. Their roles and responsibilities are as follows:

- a) **EDUCATIONAL VISIT APPROVAL GROUP** – The Head Teacher and the EVC will consider proposed visits for approval and ensure that all necessary information about the visit is available and shared with the others in the group as appropriate. The group may consist of:
  - **The Head Teacher** – Will be aware of their responsibilities and the responsibilities of others when schools organise visits. See OEAP for further guidance
  - **Educational Visits Coordinator (EVC)** – It is good practice to appoint an EVC but where one is not nominated, by default, this role rests with the Head Teacher. The EVC needs to be competent, ideally have experience of leading school visits or being suitably qualified. See OEAP for further guidance
  - **Governor** –The Link Governor for H & S will be aware of their responsibilities and have an understanding of school visits and the role these play in schools. See OEAP for further guidance, the H & S link Governor is also responsible for monitoring all Risk Assessments for Educational Trips and visits.
  - **The FGB** – are responsible for giving approval for all Residential visits. The Learning and Leadership Committee will monitor all trips and visits.
  
- b) **VISIT LEADERSHIP TEAM** – This will comprise of all adults on a visit who share the responsibility for supervision. All should be well briefed by the Visit Leader to be clear about their roles and tasks allocated to them.
  - **Visit Leader** – Responsible for the visit and who will have overall responsibility for the safety and conduct of participants and the **Visit Leadership Team**, who will normally be the Class Teacher.
  - **Assistant Leader** – Provides support to the Visit Leader and is capable of taking over from the Visit Leader when necessary. This will normally be the class Teaching Assistant or a member of school staff.
  - **Activity Leader** – Responsible for the management, supervision and safe conduct of the group taking part in a specific activity within a visit.
  - **Helper** – An adult who has an agreed role during the visit but is none of the above e.g. an inexperienced member of staff, a parent etc.

**4 – COMPETENCE/INDUCTION/TRAINING** – Staff and volunteers participating in any educational visit are aware of the extent of their duty of care and are competent to carry out their defined roles and responsibilities. This is particularly important for both newly qualified and newly appointed staff and the school will ensure that an induction programme for educational visits is established. An assessment of the training requirements

for staff and volunteers will be carried out and appropriate training completed where required. This will include Visit Leader and EVC training.

**5 – PLANNING A VISIT** – The following steps will be followed for staff wishing to plan a visit

- **INITIAL PROPOSAL**

The visit leader will seek permission from the headteacher regarding the proposed trip. Where the proposed trip is a new venue or activity the visit leader will use the schools 'Initial Proposal and Hazard Rating Form', (**Appendix 1**) available on the Teacher Shared Drive under "Trips & Visit" to ascertain the viability of the trip.

Once the trip has been approved in principle, it will proceed to the formal planning stage.

The school currently has no provision for planning overseas visits.

- **INITIAL APPROVAL**

The headteacher, Educational Visits Co-ordinator (and on occasions a governor, usually the chair of Health & Safety Link Governor) will make sure the visit:

- a) conforms to the type of educational visit the school undertakes and
- b) is able to be organised effectively in order to minimise/control the risks associated with it

If the assessment indicates that the requirements have not been met or there is insufficient information on which to make a decision, then either additional information will be requested or the visit will not be approved.

If Approval is given, the **VISIT LEADER** will carry out a Risk Assessment. The risk assessment classification will be High, Medium or Low. This is based on the following:

**High Risk** - Visits overseas and/or involving adventurous activities

**Medium Risk** - Other residential visits.

**Low Risk** - Short duration visits in the local vicinity or regular visits. This would include visits to local shops, park etc.

- **CHECKLIST/ RISK ASSESSMENT –**

The appropriate visit checklist/risk assessment, either day or residential will be completed by the **VISIT LEADER**. (**See Appendix 3**) This will include, or have attached, all relevant information about the trip and may involve the **VISIT LEADER** undertaking a preliminary visit to the venue. Where an external provider and facilities are used, the school will take advantage of any national schemes that provide assurances of safety and quality of provision e.g. there should be no need to seek assurances from adventure activity providers who hold the Learning Outside the Classroom (LOtC) Quality badge (covers both quality and safety of all activities provided) See link <http://lotcqualitybadge.org.uk/>.

Where a provider does not hold such accreditation, the provider will be asked to provide their own risk assessments and any certificates of quality control.

Risk assessments will be proportionate to the risks involved and most low risk visits will need no specific risk assessment e.g. local places of worship, a library, forest schools or where the risks are routine and controlled by a service provider e.g. visits to the swimming pool. A general risk assessment has been completed to cover all such low risk visits which will be regularly checked to ensure the precautions remain suitable.

Throughout the visit, dynamic/ongoing risk assessing will take place if/when required.

Once completed, the Risk Assessment Form will be initially submitted to the EVC and then to the Head Teacher together with any supporting paperwork at least 2 weeks before the date of the visit. The **EDUCATIONAL VISIT APPROVALS GROUP** will then decide whether the trip should proceed to the next stage, whether additional information is required or if the trip is no longer felt to be appropriate. The Risk Assessment will be shared with all adults who will be accompanying the children on that trip.

- **PARENTAL INTEREST/CONSENT** – Written consent from parents is not required for pupils to take part in individual local area off-site activities organised by the school as most of these activities take

place during school hours and form part of a pupil's education. However, parents should be told where their child will be at all times and of any extra safety measures required. Parents are asked at the beginning of each school year to sign the annual 'local area visits' consent form a 'one off consent form'. This will cover the pupil's participation local trips and visits, usually within walking distance of the school.

Specific individual written consent is usually only requested for activities that need a higher level of risk management or those that take place outside of school hours e.g. visits abroad and some visits involving third party provision (for example an outdoor education centre) where the provider requires their own consent forms to be signed.

- **CONFIRMATION OF VENUES-** This is where the relevant provisions will be finalised. In particular the venue and transport will be booked and both the numbers of pupils to attend and adult supervisors confirmed.
- **LETTER TO PARENTS –** A letter will be sent to parents/guardians explaining in detail what the trip aims to achieve and what they will need to provide, e.g. pocket money, packed lunch, appropriate clothing etc. It will also indicate whether they will need to contribute towards the funding of the trip and the likely cost. (Please read in conjunction with Charging and Remissions Policy)
- **BRIEFING OF PUPILS -** Pupils must know what to expect and what is expected of them and this will include codes of behaviour conduct implemented by the school.
- **SAFEGUARDING –** It is the responsibility of all staff and adults to safeguard and promote the welfare of pupils during any school visit and any risks will be considered during the planning process. All adults attending the trip will be given a copy of the risk assessment and briefed before leaving by the Visit Leader.

Our competent Health & Safety person's – Delegated Services critical incident support sheet is included as Appendix 2 to this document. It will be laminated and taken on all visits/trips. Staff will be trained in its use.

**INCLUSION -** The principles of inclusion will be promoted and addressed ensuring:

- An entitlement to participate.
- Accessibility through adaptation or modification, including the provision of auxiliary aids and services.
- Integration through participation with peers.

**EMERGENCY PROCEDURES AND INCIDENT REPORTING -** Details relating to emergency provision will be finalised and will include 24/7 access cover at base. The emergency contact will have access to all details of the visit, including medical and next-of-kin information regarding staff and pupils. All accidents/incidents will be reported as in accordance with the schools H&S policy.

**CONTINGENCY PLANS—** There are contingency plans in place which have been discussed and thought through at the initial proposal stage to deal with changing circumstances during any visit. These must be noted on the risk assessment.

**COMPLETION OF NOTIFICATION FORM -** If the visit is to involve a residential stay then the **RESIDENTIAL EDUCATIONAL VISITS NOTIFICATION FORM** will be emailed to our Health & Safety Competent person (currently DS Services) **at least 6 weeks** before the date of the trip and to South Gloucestershire Corporate Health and Safety Unit **at least 4 weeks** in advance of the visit.

The Governing Body must approve the residential form before the trip can go ahead, therefore **it is the responsibility of the Head Teacher to bring this to the FGB at the proposal stage.**

**THE VISIT -** The visit takes place. Some visits may be subject to monitoring by the EVC

**DEBRIEF & EVALUATION -** Staff and pupils involved will be asked to comment on the visit highlighting where things worked out positively and identifying any concerns.

## **7 – INSURANCE**

Insurance cover will be checked for all school visits. Further advice can be obtained from the schools insurance provider

## **8 – APPROVAL, MONITORING AND REVIEW**

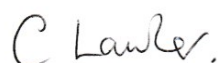
The policy will be reviewed every three years or in line with any statutory changes and updated to remain current and in line with good practice.

The Governing Body has delegated the monitoring and review of this policy to the H & S Link Governor and the Learning and Leadership Committee.

This policy was approved by the Leadership and Learning Committee at its meeting on the 11<sup>th</sup> June 2024

Review Date May 2027

Signed:



Chair of Learning and Leadership Committee

Headteacher



## Initial Proposal and Hazard Rating Form for Educational Trips

Name of Proposer	Year Groups/Class
1. Purpose of Visit and Educational Objectives	
2. Visit Location(s) & Proposed Dates and Times	
3. What Activities are involved:	
4. What Transport is needed	
5. If Overnight give details of accommodation	
6. Risk Rating (High, Medium, Low)	
7. Estimated Cost (including cost of transport/venues/activities/insurance/other)	
8. Plan B (What will happen if emergency arises)	
9. Approval (Give Reasons)	
YES	NO
Name of Head Teacher/EVC	Name of Trip Leader



## Appendix 2

### **Trips/off-site visits including sports events:**

#### **EMERGENCY NUMBERS and EMERGENCY PROCEDURES**

When preparing for off-site trips type in your establishment details at the bottom, then copy and laminate this sheet. **If going abroad add the local emergency services number and you may wish to translate extra copies of this document into the language of the country you are visiting.** Take it with you along with medical and emergency contact details for your Pupil/Children/Young People and staff/volunteers. Copies of this sheet should be made and put on display in all vehicles being used and held by visit leaders **and** deputy visit leaders who must travel in separate vehicles, if more than one, or at either end of a single vehicle. *(Tell the volunteers and children about the form in case it is you who are affected by an incident.)*

#### **If a critical incident occurs:**

- **First, ensure the safety and welfare** of all the members of your party, as far as you can in the circumstances.
- **Second, get Emergency attention. Call 999 (UK only) or 112 (EU).** Call and ask for help from Police, Fire, Ambulance, or Coastguard Services as required.
- **Third, RING the Executive Director, Delegated Services on the emergency only number:**

**+44 07979 - 425 - 989**

He will support you and liaise with your establishment to aid an appropriate response and support. Make sure you tell him your telephone number and location and if the emergency services are on their way.

#### **After calling him act as follows:**

- **Telephone and tell your Head teacher/Manager/EVC/Home Contact** (depending on time of day/day of week) all relevant details of the incident. They must activate your communication plan and will contact parent/carers as necessary.
- **Write down accurately all relevant facts**, times, witness details, and preserve any vital evidence. If you can; take photographs or video.
- **Make contact again with your establishment as** regularly as necessary, informing them of progress dealing with the incident and further information resulting from the incident. (Use e-mail, text etc. if you are certain the receiver is acting on these.)

**Please Note** - most members of your party will have mobile phones or similar devices. *Ensure they do not contact anyone by speaking directly to, texting, forwarding photographs or moving images, using social media, etc., until official calls have been made.* This will aid clarity, avoids blocking telephone lines and helps with the responses



**Appendix 3**

**St Paul’s Catholic Primary RISK ASSESSMENT**

**Event:**

**Date of Assessment:**

**TRIP DATE:**

**Assessed by:**

*Section 1*

What is the <b>Task/Activity</b> or <b>Environment</b> You Are Assessing?	What <b>Hazards</b> Are Present or May Be Generated?	Who is <b>affected</b> or <b>exposed</b> to hazards	What <b>Degree of Injury</b> Can Reasonably be Expected  <i>(Risk Rating Matrix Table 1)?</i>	What <b>Precautions</b> are Already in Place to Either Eliminate or Reduce The Risk of an Accident Happening  <b>(Existing Controls)?</b>	What <b>Likelihood/Probability</b> is there of an Accident occurring?  <i>(Risk Rating Matrix Table 1)?</i>	What is The <b>Risk Rating</b>  <i>(See Note Below &amp; Risk Rating Matrix Table 2)?</i>
General						



## Example Risk Assessment on

### Section 2 – ACTION PLAN

What is the <b>Hazard</b> You Need to Control ?	What <b>Additional Precautions</b> do You Need to Either Eliminate or Reduce the Risk to an acceptable level.	Who is <b>Responsible</b> For Implementing These Controls	<b>When</b> Are These Controls to be Implemented (Date)?	When <b>Were</b> These Controls Implemented (Date)?
Getting lost / stranger danger				
Getting lost / stranger danger				
Minor injury				
Injury or accidents				
Allergies				
Asthma / illness				
Minibus sickness				

RISK RATING MATRIX

(Notes To Aid Completion Of The Risk Assessment Format)

Table 1

Potential Severity of Harm	Meaning	Likelihood of Harm	Meaning
Fatal/Major Injury	Death, major injuries or ill health causing long-term disability/absence from work.	High (Frequent)	Occurs repeatedly / event only to be expected
Serious Injury	Injuries or ill health causing short-term disability/absence from work (over three days absence)	Medium (Possible)	Moderate chance/could occur sometimes
Minor Injury	Injuries or ill health causing no significant long-term effects and no significant absence from work	Low (Unlikely)	Not likely to occur.

Table 2

Risk Rating - Degree of Injury by Likelihood/Probability			
	High (Likely)	Medium (Possible)	Low (Improbable)
Fatal/Major Injury	Very High Risk	High Risk	Medium Risk
Serious Injury	High Risk	Medium Risk	Low Risk
Minor Injury	Medium Risk	Low Risk	No Significant Risk

Table 3

Action Required : Key To Ranking
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High or Very High Risk	STOP ACTIVITY!. Action MUST be taken as soon as possible to reduce the risks and before activity is allowed to continue.
Medium Risk	Implement all additional precautions that are not unreasonably costly or troublesome.
Low Risk	Implement any additional precautions that are not unreasonably costly or troublesome.
No Significant Risk	No further action required. The risk is no more than is to be encountered in normal every day life & is, therefore, regarded as being acceptable.

### **Important Information**

School Telephone Number: 01454 866790

Contact details for the Trip:

**Itinerary**

Time	Activity		

**St Paul's School****TRIP RISK ASSESSMENT PROFORMA/CHECKLIST****1 - DESCRIPTION OF SCHOOL TRIP**

Type of Trip:

Duration of Trip:

Pupils to Attend:

Name of Party Leader:

Name of Deputy/ies:

Other Competent Adults Attending:

Educational Aims of Trip

**2 - DETAILED ITINERARY**

A detailed itinerary needs to be attached to the risk assessment. This will need to include dates, times and details of what is to take place. This will include arrival, departure times, and means of transport and duration at a location or undertaking an activity.

**3 - PERSONS AFFECTED BY THE TRIP**

The persons affected by the activities will be the staff, pupils and volunteers participating in the trip. Attach details to risk assessment.

#### 4 - HAZARDS

The principal hazards associated with school trips are death, personal injury/illness and loss/damage of property. They are to be addressed by compliance with standards and through specific risk assessments.

#### 5 - CONTROL MEASURES

The control measures provided must be identified. The following forms a mix of checklist/explanation aimed at achieving this. If the control measures are acceptable the trip may proceed

##### 5.1 - Accommodation.

a) Give details of venue(s): Include name, address and type of venue(s)

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It is generally recommended that a pre visit inspection take place or that you make contact with someone who has stayed at the facility recently. A plan of the sleeping accommodation and emergency exits is useful, as is a brochure, so that parents and pupils get an appreciation of the type of facilities available.



b) Does the venue provide separate accommodation for:

- Staff and Pupils?  
**YES/NO**
- Boys & Girls?  
**YES/NO**
- School Party and other users?  
**YES/NO**

NB: If the answer to any of these questions is no, very careful consideration will need to be given as to whether to proceed or consider other accommodation. Some exceptions exist, e.g. it may be acceptable for staff to share a single sex bunk-room with pupils, whilst a camp site could require that the party share facilities with other users.

### 5.1 - Accommodation (cont.).

c) Does the venue have the following Security arrangements

- CCTV?  
**YES/NO**
- Secured access operated by employees of venue?  
**YES/NO**
- Securable rooms, e.g. door and window locks?  
**YES/NO**
- Secured accommodation for valuables and personal possessions?  
**YES/NO**
- Are shower/toilet facilities for single use?  
**YES/NO**
- Are shower/toilet facilities for communal use?  
**YES/NO**

d) Is there a history of security problems, e.g. theft, assault, at venue or in neighbourhood? **YES/NO**

e) Are evacuation arrangements in place for:

- Fire?  
**YES/NO**
- Bomb alerts?  
**YES/NO**

f) Are there arrangements in place for first aid?  
**YES/NO**

## 5.2 - Activities

Details are required on any activity which may be undertaken and full information needs to be provided to parents. Activities usually fall under two broad headings, formal and informal.

**Formal** – These activities usually involve visits to museums or activities classed as outdoor activities. There is usually very specific information available on the type of precautions required, e.g. see outdoor pursuits checklist.

**Informal** – These tend to be the social events associated with trips, they can involve simply walking along a beach, to shopping, to possibly swimming. If there is a possibility of these events taking place, then clear procedures need to be drawn up for them.

### 5.2.1 - Activities - Formal (Canoeing, Skiing etc.)

a) (UK) Is the centre registered with the Adventure Activities Licensing Authority?

**YES/NO**

If Yes give reference number and what licensed for:

\_\_\_\_\_

b) For any adventurous activity, whether in the UK or abroad, has the advice in the Education Service H&S Manual and 'Safe Practice in PE', produced by BAALPE, been followed? **YES/NO**

c) Has the qualifications checklist, a copy of which is contained in the Education Service Manual, been completed?

**YES/NO**

d) If no specific detail is contained in H&S Manual/Safe Practice in PE, has it been confirmed that the activity is to be organised/run in line with the practice approved by the governing body for the Activity? **YES/NO**

e) If there is no governing body for the activity, have full details on the activity been provided? **YES/NO**

(This must include details of what the activity will involve, where it is to be undertaken, qualifications of leaders and levels of supervision and what personal protective equipment is to be used. An example of an activity which has no governing body is raft building)

<b>5.2.2 - Activities - Informal (Shopping, Sightseeing etc.)</b>	
a) Have you identified the location where these activities will take place? <b>YES/NO</b>	
b) Have you identified if the area is known to have a problem with crime? <b>YES/NO</b>	
c) Have you identified whether there are any special weather conditions required for the activity? <b>YES/NO</b>	
d) If swimming from a beach have you checked that the beach is supervised by lifeguards and that swimming is only to take place in safe areas indicated? <b>YES/NO</b>	
e) If pupils are allowed to go off by themselves, e.g. shopping, have they been provided with	
<ul style="list-style-type: none"> <li>• Emergency contact details? <b>YES/NO</b></li> <li>• Location of member of staff? <b>YES/NO</b></li> <li>• Information on how to contact emergency services? <b>YES/NO</b></li> </ul>	
f) If pupils are abroad have they been briefed on local customs? <b>YES/NO</b>	

<b>5.3 – Disability</b>	
a) Has the venue been confirmed as able to provide activities for disabled. <b>YES/NO</b>	
b) Has the accommodation been confirmed as being accessible.	
<ul style="list-style-type: none"> <li>• Specifically does it have suitable disabled toilet and washing facilities? <b>YES/NO</b></li> <li>• Access to rooms via ramps, lift or stair lift? <b>YES/NO</b></li> <li>• Accessible dining facilities? <b>YES/NO</b></li> </ul>	
c) Are the emergency evacuation arrangements at the venue suitable to deal with the persons disability? <b>YES/NO</b>	

#### 5.4 - Insurance

a) Does the trip take place during normal school time and form part of the curriculum, e.g. swimming?

(If Yes the same insurance arrangements will apply as for a normal school day.)

b) Does the trip involve an overnight stay?

(If Yes, then School Journey type insurance is strongly recommended.)

c) Does the trip involve travel abroad?

(If Yes, then School Journey type insurance is strongly recommended.)

#### 5.5 - Parents/Guardians

Have parents/guardians been informed of the

a) educational aims of visit?

**YES/NO**

b) itinerary and both organised and ad hoc activities?

**YES/NO**

c) clothing etc. is required?

**YES/NO**

d) need to inform staff of any medical/dietary needs of their child?

**YES/NO**

e) insurance arrangements in place for the trip?

**YES/NO**

#### 5.6 - Personal Needs

Have pupils been notified

a) what clothing they will need?

**YES/NO**

b) what footwear is required?

**YES/NO**

c) if a packed lunch is required?

**YES/NO**

d) if they will need money?

**YES/NO**

e) the itinerary?

**YES/NO**

### **5.7 - Security**

There are many aspects of security and these will vary depending on the type and duration of trip. The following need to be considered

a) Have pupils been advised of what they can expect and how to summon assistance?

**YES/NO**

b) Has anyone who may have unobserved one to one contact with pupils, and is part of the party,

received police clearance?

**YES/NO**

c) Have staff been made aware of the need to check that the security arrangements indicated are in operation and whether pupils might be able to leave the building unobserved?

**YES/NO**

### **5.8 - Staffing & Supervision**

(Adequate supervision is viewed as the main control measure for any activity which is dynamic. This will reduce the likelihood of inappropriate behaviour and thus of injury or other mishap, e.g. loss of possessions)

a) What is the level of competent adults to pupils?

b) Does the trip comprise a mixed sex group?

**YES/NO**

c) If yes to b), are there competent adults of each sex present?

**YES/NO**

d) Are there any pupils with special or medical needs? <b>YES/NO</b>
e) If yes have all staff been informed of relevant details? <b>YES/NO</b>
f) Have all staff/volunteers going on trip had Police clearance? <b>YES/NO</b>

<b>5.9 - Transport</b>
There are many possible means of transport to a venue. The following is a guide to some of the different types.
<b>5.9.1 - Transport - Hired (This will usually be some form of motor vehicle)</b>
a) Is the company from which the vehicle is to be hired reputable, licensed and have in place the necessary insurance? <b>YES/NO</b>
b) Is the vehicle fitted with seatbelts? <b>YES/NO</b>
c) Is there one seat for each of the party? <b>YES/NO</b>  (NB the three for two rule is no longer in operation.)

<b>5.9.2 - Transport - Scheduled (This will usually be by bus, train, ferry or aeroplane.)</b>
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<p>a) Have the tickets been booked in advance? <b>YES/NO</b></p>
<p>b) Is the party to be sat together? <b>YES/NO</b></p>
<p>c) Does the party have all the necessary paperwork for travel abroad:</p> <ul style="list-style-type: none"> <li>• Passports &amp; Visa's if necessary <b>YES/NO</b></li> <li>• Form E111(available from post offices) Provides entitlement, in reciprocating countries, to free or reduced cost medical assistance. <b>YES/NO</b></li> </ul>

<b>5.9.3 - Transport - School Minibus</b>
<p>a) Is the service/log book of the vehicle up to date? <b>YES/NO</b></p>
<p>b) Does the driver of the vehicle hold the South Gloucestershire 'Certificate of Competence' to drive a minibus?</p> <p><b>YES/NO</b></p>
<p>c) Is the use and operation of the minibus in line with the Council Policy? <b>YES/NO</b></p>

<b>5.10 - Emergency Arrangements</b>
<p>a) <b>First Aid</b> - Is there</p> <ul style="list-style-type: none"> <li>• a qualified first aider in the party? <b>YES/NO</b></li> <li>• an appointed person in the party? <b>YES/NO</b></li> </ul> <p>NB: Minimum coverage is an appointed person. This individual is responsible for the first aid kit and will take charge in an emergency.</p>
<p>b) <b>Medical Needs</b> - have staff been</p> <ul style="list-style-type: none"> <li>• made aware of those in the party with medical needs? <b>YES/NO</b></li> <li>• provided, where appropriate, with a copy of the health care plan? <b>YES/NO</b></li> </ul>

<ul style="list-style-type: none"> <li>• informed where the medication is kept? <b>YES/NO</b></li> <li>• trained, where appropriate, to administer the medication? <b>YES/NO</b></li> <li>• advised, whether non prescription medication can be provided to individual pupils? <b>YES/NO</b></li> </ul>
<p>c) <b>Notification to Parents</b> - In the event of an accident or incident have arrangements been made for</p> <ul style="list-style-type: none"> <li>• Someone in the party to contact the parent(s)? <b>YES/NO</b></li> <li>• Someone in the party to contact a designated person who will then contact parents? <b>YES/NO</b></li> </ul>
<p>d) <b>Arrangements for sending someone home</b> - In the event of misbehavior or injury have arrangements been established for sending someone home? <b>YES – By Car in emergency</b></p>
<p>e) <b>Emergency Plan</b> - In the event of a major incident are there arrangements in place to provide support, e.g. counselling, for</p> <ul style="list-style-type: none"> <li>• Staff? <b>YES/NO</b></li> <li>• Pupils? <b>YES/NO</b></li> <li>• Parents? <b>YES/NO</b></li> </ul>
<p>f) <b>Interpretation Service</b> - For trips abroad has the school obtained details of the Councils current interpretation service provider and briefed staff and pupils on how to access the service?</p>

## 6 - Specific Considerations

**6.1 - Exchange Visits** - These trips have been highlighted as having the potential for Child abuse. Before a child is placed with a family a check on the suitability of the family must be undertaken. It is not always possible or practicable to undertake Police Checks. Even where this is possible steps must be taken to provide the pupils with support. This means there is someone they can talk too and a facility for the child to be relocated, if the exchange proves a problem, or to come home early.

**6.2 - Age of Consent** - Pupils and parents should be made aware of the differing ages of consent that apply in different countries. This information must therefore be obtained well in advance of the trip. The expectation is that pupils on school trips will conform to the legal position in force in this country rather than in the country visited.



**6.3 - Alcohol** - No alcohol is to offered or consumed by any pupils of any age whilst in the care of the school, except in he case of visits to foreign countries where appreciation of the culture of the country would include the pupils sampling local wines. In such cases the consent of the parent(s)/guardian(s) of the child must be obtained in writing.

**6.4 - Body/Ear Piercing and Tattooing** - Pupils and parents are to be informed that the school does not allow pupils who are under loco parentis to have ears/bodies pierced or permanent tattoos. This should be viewed as a serious disciplinary issue which will result in pupils being sent home early.