



NAS Education and Children’s Residential Services VISITS & TRIPS POLICY

Version	Date	Distribution
2.0	28 May 2019	NASAT Vanguard Project Group
2.1	23 June 2019	NASAT Vanguard Project Group
3.0	08 July 2019	NAS Education Team and Principals for review
4.0	11 July 2019	NAS Education Director and EQD/NASAT Board Chair for review
5.0 and 6.0	12 July 2019	NAS Education Team – final review pre-publication
7.0	16 June 2020	NAS Education Team

1. Introduction

Children can derive a great deal of educational benefit from taking part in visits with their school. In particular, they have the opportunity to undergo experiences not available in the classroom. Educational visits help to develop a child’s investigative skills and longer visits in particular encourage greater independence. This Policy is designed to help staff, governors and others to ensure that pupils/pupils stay safe and healthy on school visits.

All staff who are considering the organisation of a school visit, whatever its nature must read the following policy and act on its contents.

The organisation of educational visits has undergone considerable review in the light of avoidable tragic events and the legal ramifications for trip organisers and supervisors. Safeguarding considerations must take priority over all others. Moreover, pragmatism in an increasingly litigious society requires close attention to detail.

2. Policy Summary

One of the stated aims of schools in line with the National Curriculum / Curriculum for Excellence is to prepare pupils/pupils for the opportunities, experiences and responsibilities of adult life. To achieve this, pupils/pupils spend time out of school learning to use public facilities, to behave in a socially acceptable way, to enjoy themselves, to improve their independent living skills, work experience, transition visits and to encourage inclusion.

Pupils/pupils have opportunities to participate in a range of PE activities/life skills and leisure activities within the local community as well as activities linked to the curriculum and individual targets. These give our pupils/pupils extra opportunities to generalize skills they have learnt in school and develop their independence, resilience & confidence.

3. Categories

School trips and visits will be divided into four categories of risk:

- A. Frequent/responsive and low risk (A)
- B. Infrequent and low risk (B)
- C. Any high risk (C)
- D. Any offsite residential trip (D)

Frequent/responsive and low risk trips (A) account for aspects of a child's learning and development that require frequent/routine out of school/resident activities. These may include activities such as community access, a low risk response to a sudden change in a child's behaviour, part of the curriculum's routine delivery (e.g. swimming programme) or as a short-term reward.

Low risk infrequent activities (B) account for most planned trips & visits to venues such as museums, sporting events, and leisure activities that are not frequent or part of the curriculum's routine delivery. The principal's permission or their deputy must be obtained.

High-risk activities (C) include any domestic but high-risk activities; day trips require that governors be informed. The principal's approval is required.

Any off-site residential activities (D) that include all residential trips require Governors' awareness and consent, and the principal's approval.

The permission of parents/carers must also be obtained for all categories of school trips and visits, either as part of routine planning for Cat A activities or via discrete permission for Cat B to D trips.

Governors' approval or awareness is likely to come through the designated safeguarding governor being delegate responsibility on behalf of the local governing body (LGB). At least annually and typically in the summer term, all governors should have the opportunity to scrutinise a school's trips for their impact and any lessons learned.

Visits and trips are an essential part of the school's provision. The experiences gained by pupils benefit them for the rest of their lives. The school wants them to operate within a safe framework that has the confidence of staff, pupils and parents / carers.

4. Category A trips

School's curriculum planning should incorporate pupils' individual plans, risk assessments and support packages. Off-site activities that are integrated into the curriculum or residential service's provision must be risk assessed separately and in context of the children attending, any change in conditions and situational contexts. These trips must be thoroughly thought through and checked by the trip leader's line manager or professional supervisor.

5. Initial Request for Cat B-D trips

The visit or trip organiser must submit an initial request to the principal for permission to organise the trip, including an outline risk assessment that will enable the principal to make an informed decision. This request must include full details including rationale (linked to pupils' learning), destination, planning, itinerary and levels of supervision. The reply will include a decision on whether the trip is category B-D. In all cases, trip organisers and leaders must consult <https://www.gov.uk/government/publications/health-and-safety-on-educationalvisits/health-and-safety-on-educational-visits>.

All trips will require a written risk assessment pack. A risk assessment pack must contain contextual, activity and individual pupil risk assessments, including how those interact with one another. The assessments will be reviewed annually and every time the trip runs. Permission is required from Governors for Category C and D events, so plenty of time must be allowed in submitting the information to the designated governor.

For visits and trips designated as Category C and D trips, the supervision ratios must be suitable and reflect pupils' risk assessments, personal plans and staff's knowledge of the attending pupils.

On returning the visit, lead member of staff must complete an evaluation form and return to the Principal. This is for Health and Safety reasons and partly so that the school can build up a record of risk assessments which will make the risk assessment procedure both easier and more effective over time.

6. Considerations

Principals and designated staff (trip leaders, DSL) will ensure that:

- a. the group leader who has sole charge of the visit is competent to monitor the risks throughout
- b. there are adequate safeguarding procedures in place
- c. risk assessments have been completed and the appropriate safety measures are in place
- d. training needs have been assessed and the needs of the staff and pupils/pupils considered.
 - i. An appropriately qualified and trained group leader deputy has been appointed.
 - ii. The ratio of appropriate staff to pupils is in line with risk assessments.
 - iii. Adequate first aid provision is available.
 - iv. the specific special and medication needs of pupils are known and arrangements have been made to ensure all needs are met
 - v. volunteers and/or agencies supporting on or accompanying pupils during the trip have the required vetting checks and training to support pupils with ASC
- e. There is adequate and relevant insurance cover
- f. Parents/carers/responsible person should be provided with sufficient written information of the trip and asked to sign a consent form and indemnity form as appropriate, completing all necessary emergency information. Parental/Guardian/Responsible Person permission does not diminish the responsibility of the trip's organiser.
- g. Voluntary contributions may be sought but parents/carers should be aware these are not compulsory and the children of parents who do not contribute will not be discriminated against.
- h. A school contact has been nominated who has been given full details of the proposed visit, including travel out and return times.
- i. The group leader and supervisors have written details of:
 - i. Emergency procedures for educational visits including local hospitals and emergency services
 - ii. Names of all pupils and adults travelling in the group
 - iii. Personal pupil profiles containing contact details
 - iv. Guidance to support the SEND and medical needs of pupils/pupils
- j. The group leader will have access to a mobile phone in good working order.
- k. It will not be common practice for anyone to be left with sole responsibility for a group unless documented in a risk assessment and signed off by the school principal. However, in an emergency the group leader will weigh up risks and make decisions based on current circumstances and safest option.
Pupils/pupils will be advised of the aims and objectives of the visit/activity, with background information provided.
- l. Where appropriate, pupils/pupils will be advised in advance of the visit of appropriate actions, should they be approached by anyone from outside the group, or separated from the group. They should also be provided with emergency procedures and a list of any other relevant information. This information should be provided using an appropriate means of communication.
- m. If at any time there is a change to the planned schedule, new activities should be assessed, pupils/pupils provided with the appropriate information and the school contact informed.

- n. If appropriate each pupil/pupil will carry a discreet card with details of name, contact phone number, and any urgent medical factors e.g. epilepsy, diabetes (if any)
- o. First aid should form part of the risk assessment. Before undertaking any offsite activities, the Headmaster/Principal or the group leader should assess what level of first aid might be needed. On any kind of visit, the group leader should have a good working knowledge of first aid and ensure that an adequate firstaid box is taken.
- p. The principal is ultimately responsible for the school minibus; however, the driver is responsible for the vehicle during the visit. If alternative school transport is required, the group leader is responsible for ensuring that coaches and buses are hired from a reputable company. When booking transport, the group leader should ensure that seat belts are available for pupils.
- q. The use of public transport will need to be individually Risk Assessed with careful consideration given to the increased need for pupil/pupil supervision at all times.

7. Supervision

Professional bodies provide typical supervision ratios guidance for schools. It is unlikely that those typical ratios will be appropriate in most cases, given our children's needs. Trip leaders and approving officers must make sure that supervision ratios are appropriate to ensure that risk is reduced, in light of children's individual risk assessments.

School mobile phones (and chargers for residential or visits abroad including adapters where needed) may be provided to all staff on visits or trips.

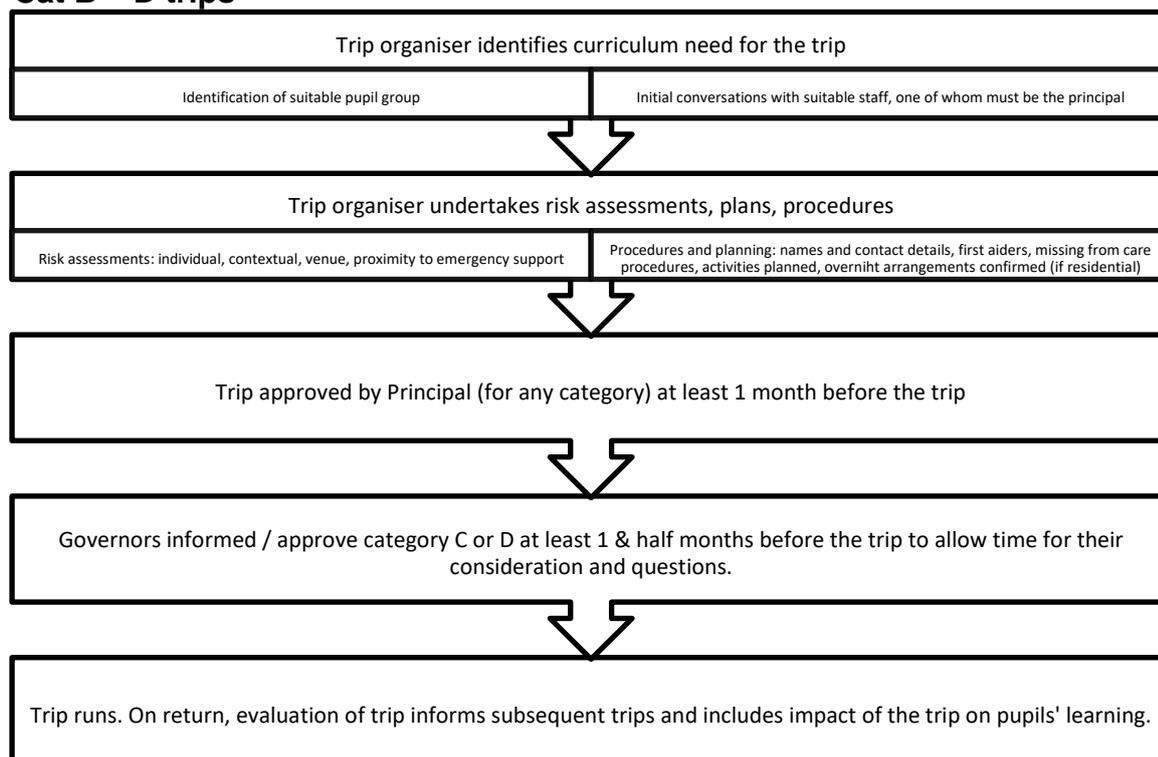
If a pupil is deemed to be missing on a trip or visit, the Missing Pupil policy must be followed.

8. Approval process

Some NAS and NASAT schools operate an electronic approval system called EVOLVE. It is the NAS Education Directorate's intention that all NAS and NASAT schools adopt the EVOLVE system where possible within the 2019/20 academic year. The EVOLVE system enables more streamlined Cat B-D trips approval and the incorporation of scrutiny external to the school's staff. Where EVOLVE is used, the approval process below for Cat B-D trips should be accounted for.

Cat A trips – approval will be sought prior to the trip's departure with the trip leader's line manager or supervisor. Checks must be made that the trip will run as safely as possible and that any contemporary relevant contextual information is taken into account.

Cat B – D trips



9. Emergencies on Educational Visits - Procedure

It will be the group leader's responsibility to ensure the following actions are taken:

1. Establish and assess the nature of incident, the extent of any injury and risk to others.
2. Ensure all other members of the party are accounted for and safe, adequately supervised, and arrangements made for an early return to school.
3. Appropriate emergency services are called.
4. If injuries have occurred, first aid should be administered where possible, by appropriately trained staff members. As soon as emergency first aid has been given, medical assistance must be sought.
5. No over the counter medicines should be administered.
6. A member of staff should accompany any pupil/pupil casualties to hospital, and contact the Principal or Head of School and establish what immediate action should be taken. The Principal or Head of School will inform the Director of Education. The Principal or Head of School will also, if necessary, inform the Head of PR and Media on 0207 903 3539 (office hours) or 07435 753385 (out of hours). In the event that Head of PR and Media cannot be reached, the Media Team should be contact on 020 7903 3593 (office hours) or 07787 124792 (out of hours).
7. All Media enquiries regarding the incident must be referred to the PR and Media Team.
8. If appropriate, one adult should remain at the site of the incident to liaise with emergency services until the incident is over and all children are accounted for.

9. As soon as possible, notes should be made of the incident and a record taken of the names and addresses of any witnesses, or any other person involved.
10. Where death or injury has occurred, families should be told in person as soon as possible. This should be done in conjunction with the police and Principal/Head of School/designated deputy.
11. Accident forms should be completed as soon as possible and relevant inspection bodies informed, such as registration authorities, Health and Safety Executive, and any requirements under the Reporting of Injuries, Diseases and Dangerous Occurrence Regulations 1995 (RIDDOR) in England.
12. Legal liability should not be discussed.
13. Support should be given to all staff/people we support during/after any incident. This will include debriefing and counselling as required.

10. Terrorist incidents

In the event of a terrorist incident, the trip leader must lead the trip through procedures being directed by the local emergency services. The trip leader must attempt to make immediate contact with the principal. If local telephony services are disrupted, contact must be attempted every 15 minutes. In some cases, linking to a local wifi network and sending an email may be more likely than making a call. During any communication, the trip leader must outline:

- Their location
- The condition of staff and children
- Their plan in response to the incident

The principal will coordinate communication with parents.

If a trip is impacted by an incident occurring elsewhere, for example delaying travel, then the trip leader must contact the school as soon as possible to coordinate alternative travel arrangements, regardless of the time at which the incident occurs.

11. Links to other policies

It is important that this policy and the procedures therein is considered alongside NAS and Government policies and guidance including (but not limited to):

- Safeguarding, including Keeping Children Safe in Education, DfE Trips and Visits Guidance (linked above), venues' safeguarding and safety procedures
- Health and Safety
- Risk Assessment
- Positive Behaviour Support

12. Review

The education directorate will review this policy annually, unless new guidance is made available or circumstances change.

