



ROKEBY
SCHOOL

Educational Visits Policy

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Distribution List:

- Board of Governors
- Senior Management Team
- Teaching Staff
- Administrative Staff
- Support Staff
- Parents (if requested)

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Introduction

During the Covid pandemic whilst government guidance and restrictions are in force this policy is to be read in conjunction with the school's Covid Policy and Risk Assessment and all relevant procedures laid out in these documents are to be adhered to and implemented for any off-site visits.

Pupils can derive a good deal of educational benefit from taking part in visits away from their School. In particular they have the opportunity to undergo experiences not available in the classroom. Visits help to develop a pupil's investigative skills and longer visits, in particular, encourage greater independence.

The School recognises that 'outdoor education' activities involve pupils in varying degrees of risk as well as physical challenges. Rokeby aims to develop increased skills and confidence in pupils, when faced with the physical challenges of living, travelling and learning outdoor activities. The School accepts that outdoor activities cannot be completely without risk but will be taking all reasonable precautions to protect staff and pupil health, safety and welfare.

The forms and guidance given in this section cover all off site educational activities. The full procedure and forms will not always be necessary but are provided for those occasions when major outdoor activities are proposed. It is not possible to provide guidance that covers in detail every eventuality and situation which may arise. Staff will therefore use the principles outlined in this guidance in assessing activities which may not previously have been undertaken.

Responsibilities for Visit

Legal framework

The Health and Safety at Work etc. Act 1974

Employers (Governors in Independent Schools) are responsible for the health, safety and welfare at work of their employees. Employers are also under a duty to ensure, so far as is reasonably practicable, the health and safety of anyone else on their premises or anyone who may be affected by their activities. This includes participants in off-site visits.

The Management of Health and Safety at Work Regulations 1992

These regulations require that employers introduce arrangements for planning, organising, controlling, monitoring and reviewing their management of health and safety. Assessments must be made of the risks to which employees, pupils and others are exposed in order that appropriate measures are taken to protect their health and safety.

The governing bodies or management teams, and staff of the respective premises need to work together to establish and implement effective health and safety policies. Employees will be provided with information on these measures and adequate health and safety training.

Common Law

There are long established and important common law requirements for those acting in “loco parentis” to exercise the same care as would a reasonable parent. In the case of pupils on educational visits, this role is carried-out by the accompanying teachers.

The Adventure Activities Licensing Regulations 1996

From 1.8.96 (subject to transitional provisions), persons in control of outdoor activity centres must hold a licence. These Regulations apply wherever the facilities are supplied in return for payment. However, there are exemptions, e.g. a licence is not required where the young person will be accompanied by the parent or legal guardian.

Liability

Liability is a complex subject. It must not be assumed that staff are protected by vicarious liability. However, if an employee goes off on a ‘frolic’ then he/she may become personally liable – for example, if the group leader departs from the agreed itinerary and allows pupils to go white water rafting and there is an accident. Leaving the group unsupervised to have a cigarette also falls into this category! Liability cannot be restricted by contract, thus parents may consent to a pupil playing rugby football and hence may expect bruises etc., but do not expect assault. All decisions must be backed up by risk assessment.

If a trip package is bought for a visit then the operator takes on certain liabilities (however, the staff still have a duty of care) but if the School puts a trip package together then they take on greater liability.

To take reasonable care to control risk, staff must:

- assess risk (with others)
- instigate procedures
- ensure procedures are followed
- use common sense and experience

The Headmaster & Governors

The Governing body will satisfy themselves that a risk assessment has been carried out, that appropriate safety measures are in place and that training needs have been devolved to the Headmaster and senior team. Responsibility for this is devolved to the Headmaster.

The Headmaster will:

- ensure that the visit has a specific and stated objective;
- ensure that the group leader shows how their plans comply with regulations and guidelines, including the school’s health and safety policy document and that the group leader reports back after the visit;
- ensure that they are informed about less routine visits well in advance;

- assess proposals for certain types of visit, which will include visits involving an overnight stay or travel outside the UK.

Governance and oversight.

The Governing Body will ratify and review this policy in agreement with the school.

Headmaster and Health and Safety Officer

The Headmaster will ensure that visits comply with regulations and guidelines provided by the school including the school's own health and safety policy and this policy. The Headmaster will refer any breaches of policy to the Health and Safety Officer (Bursar) for investigation and the matters will be reported back to the Health and Safety Committee, who in turn will report on such matters to the Governing Body.

The Headmaster will be clear about his role if taking part in any visit as a group member/supervisor. He will follow the instructions of the group leader who will have sole charge of the visit.

The Educational Visits Co-ordinator

The Educational Visits Co-ordinator (EVC) will ensure that:

- the group leader is competent to monitor the risks throughout the visit.
- adequate child protection procedures are in place;
- all necessary actions have been completed before the visit begins;
- the risk assessment has been completed and appropriate safety measures are in place;
- training needs have been assessed by a competent person and the needs of the staff and pupils have been considered;
- the group leader has experience in supervising the age groups going on the visit and will organise the group effectively;

- the group leader or another teacher is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place.
- group leaders are allowed sufficient time to organise visits properly;
- non-teacher supervisors on the visit are appropriate people to supervise children.
- ratio of supervisors to pupils is appropriate.
- parents have signed consent forms;
- arrangements have been made for the medical needs and special educational needs of all the pupils;
- adequate first-aid provision will be available;
- the mode of travel is appropriate;
- travel times out and back are known including pick-up and drop-off points;
- they have the address and phone number of the visit's venue and have a contact name;
- a school contact has been nominated (this may be the headmaster) and the group leader has details;
- the group leader, group supervisors and nominated school contact have a copy of the agreed emergency procedures;
- the group leader, group supervisors and nominated school contact have the names of all the adults and pupils travelling in the group, and the contact details of parents and the teachers' and other supervisors' next of kin;

The Group Leader

One teacher, the group leader, will have overall responsibility for the supervision and conduct of the visit and will have regard to the health and safety of the group. The group leader will have been approved by the headmaster. The group leader will:

- obtain the Headmaster's prior agreement before any off-site visit takes place;
- follow governing body regulations, guidelines and policies;
- ensure there is adequate and relevant insurance cover (see The Bursar for information).
- appoint a deputy;
- clearly define each group supervisor's role and ensure all tasks have been assigned;
- be able to control and lead pupils of the relevant age range;
- be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity will take place.
- be aware of safeguarding issues;
- ensure that adequate first-aid provision will be available;
- undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- ensure that a meeting is held with all pupils taking part in the trip which covers 'What if?' scenarios to include fire and lockdown procedures. This meeting should be minuted and included within the final Trips Pack;
- undertake and complete a comprehensive risk assessment. This should concentrate on potential risks *based on the competence of the pupils accompanying the trip*;
- review regularly undertaken visits/activities and advise the EVC where adjustments may be necessary; complete a Trips Review Form at the conclusion of each trip (via Firefly) to help aid future planning and for reporting H&S issues to the appropriate committee
- ensure that teachers and other supervisors are fully aware of what the proposed visit involves; this will entail holding a meeting with staff involved, considering risks and minuting the decisions made to be included within the final Trips Pack;
- have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;
- ensure the ratio of supervisors to pupils is appropriate for the needs of the group.
- consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality;
- ensure that group supervisors have details of the school contact;
- ensure that group supervisors and the school contact have a copy of the emergency procedures;
- ensure that the group's teachers and other supervisors have the details of pupils' special educational or medical needs which will be necessary for them to carry out their tasks effectively;
- observe the guidance set out for teachers and adult volunteers and pupils.
- there is a contingency plan for any delays including a late return home.

Teachers

Teachers on school-led visits act as employees of the governing body, whether the visit takes place within normal hours or outside those hours, by agreement with the headmaster and governors.

Teachers must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances.

They will:

- follow the instructions of the group leader and help with control and discipline;
- consider stopping the visit or the activity, and notify the group leader, if they think there is a risk to the health or safety of the pupils in their care.

Adult Volunteers

Non-teacher adults on the visit will be clear about their roles and responsibilities during the visit.

Non-teacher adults acting as supervisors must:

- do their best to ensure the health and safety of everyone in the group;
- not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment;
- follow the instructions of the group leader and teacher supervisors and help with control and discipline;
- speak to the group leader or teacher supervisors if concerned about the health or safety of pupils at any time during the visit.

Pupils

The group leader will make it clear to pupils that they must:

- not take unnecessary risks;
- follow the instructions of the leader and other supervisors including those at the venue of the visit;
- dress and behave sensibly and responsibly;
- if abroad be sensitive to local codes and customs;
- look out for anything that might hurt or threaten themselves or anyone in the group
- tell the group leader or supervisor about any situation they deem a threat to their safety.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils will be fulfilled in other ways wherever possible.

Parents

Parents will be able to make an informed decision on whether their child will go on the visit. The group leader will ensure that parents are given sufficient information in writing and are invited to any briefing sessions.

The group leader will also tell parents how they can help prepare their child for the visit by for example, reinforcing the visit's code of conduct. Parents will also be asked to agree the arrangements for sending a pupil home early and who will meet the cost.

Special arrangements may be necessary for parents for whom English is a second language.

Parents will need to:

- provide the group leader with emergency contact numbers;
- sign the consent form. For foreign trips, this must include a consent form specific to the trip that includes full details of accommodation abroad
- give the group leader information about their child's emotional, psychological and
- physical health which might be relevant to the visit.
- Ensure (where applicable) that sufficient medication is provided for the duration of

the trip. There is a specific form that parents must complete that includes all medication that needs to be taken along with dosages.

[DATA PROTECTION – GDPR \(Sharing Personal Data\)](#)

Any personal data shared with a third party requires consent from parents and also confirmation from the third party (travel company) that they have their own processes in place to keep information confidential (they abide by GDPR).

Please refer to the Appendix for the forms that need to be sent to parents and third party agent.

Planning Visits

[Planning](#)

Whether the visit is to a local park, museum or swimming pool, or includes a residential stay abroad, it is essential that formal planning takes place before setting off. This involves considering the dangers and difficulties which may arise and making plans to reduce them. In practice, the headmaster, who is responsible for giving final approval to trips and visits, will leave the detailed planning to the organiser of the visit or the group leader. The headmaster must be satisfied that the person planning the visit is competent to do so and has the necessary relevant experience.

[Risk of Terrorism](#)

We follow the advice of the government and police force as and when it is provided to us regarding terrorist threats. Staff should not overreact to these situations especially if has been ongoing for some time and looks set to continue.

We will continue to review our procedures for all school trips and update our risk assessment procedure to take account of potential terrorism.

It is unlikely to affect any group directly but there is a potential for our school parties to be caught in a situation where transport and communications are disrupted. We will assess each visit on a case-

by-case basis but particularly with respect to the age of the children involved and contact parent groups accordingly. We may cancel a planned trip if we feel a potential situation is too difficult to manage effectively, especially with very young boys.

We will also be adding additional adult supervision to day trips and use Clarion Call to send messages of safe arrival and departure from venues.

Parents may naturally feel concerned about their own particular son's participation in a trip. If they wish to withdraw him from the trip they are to let their son's form tutor know well in advance.

[Risk Assessment](#)

In practice, risk assessments are usually carried out by the group leader. An assessment will be completed well before the visit, and will be approved by the EVC & Headmaster.

A risk assessment for a visit need not be complex but it will be comprehensive. It does not generally require technical formulae or professional health and safety expertise. But specialised information for some visits may be necessary and the EVC will ensure that the person assessing the risks is competent to do so.

A formal assessment of the risks that might be met on a visit will have the aim of preventing the risks or

reducing them. Pupils must not be placed in situations which expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be contained then the visit must not take place.

The risk assessment will be based on the following considerations:

- what are the hazards?
- who might be affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the group leader put the safety measures in place?
- are there any previous visit information and feedback that can be used?
- what steps will be taken in an emergency?

The person carrying out the risk assessment will record it and give copies to all teachers/supervisors on the visit, with details of the measures they will take to avoid or reduce the risks. The EVC will also be given a copy so that approval, as necessary, can be given with a clear understanding that effective planning has taken place.

Frequent visits to local venues such as Richmond Park may not need a risk assessment every time.

Nevertheless, it is essential not to become complacent. A generic assessment of the risks of such visits will be made at regular intervals, and careful monitoring will take place.

The group leader and other supervisors will monitor the risks throughout the visit and take appropriate action as necessary.

Before booking a visit the group leader will obtain a written or documentary assurance that providers such as tour operators have themselves assessed the risks and have appropriate safety measures in place.

Terrorism – Risk Assessment

Regardless of the heightened risk of terrorist attacks, all school trips should be well planned and be guided by an appropriate risk assessment. This will help ensure that the trip will be a success and that staff have peace of mind beforehand, as well as crucially providing that same reassurance to parents and carers as well as to the pupils themselves. However while preparation is key to any school trip, not every eventuality can be prepared for. It is important to weigh up the risk, in relation to the purpose of the trip and its specific location, while being sensitive to the views of both concerned parents and pupils.

The group leader should seek specific advice where this is genuine concern, and ensure that their risk assessment procedure is being closely followed before going ahead with a planned trip.

The group leader will take the following factors into consideration when assessing the risks:

- the type of visit, activities and the level at which it is being undertaken;
- the location, routes and modes of transport;
- accommodation type, location and security;
- the competence, experience and qualifications of supervisory staff;
- the ratios of teachers and supervisory staff to pupils;
- the group members' age, competence, fitness and temperament and the suitability of the activity;
- the special educational or medical needs of pupils;
- the quality and suitability of available equipment;

- seasonal events, conditions, weather and timing;
- emergency procedures;
- how to cope when a pupil becomes unable or unwilling to continue; the need to monitor the risks throughout the visit.

Exploratory Visits

An exploratory visit will be made by any teacher who is to lead a group abroad or on a residential visit or who is to instruct or lead the group in an outdoor activity such as trekking in a location that is not familiar to them.

In other cases the group leader will undertake an exploratory visit, wherever that is possible, to:

- ensure at first hand that the venue is suitable to meet the aims and objectives of the school visit; check that the venue holds LoTC (Learning Outside the Classroom) certification
- obtain names and addresses of other schools who have used the venue;
- obtain advice from the manager;
- assess potential areas and levels of risk;
- ensure that the venue can cater for the needs of the staff and pupils in the group;
- become familiar with the area before taking a group of young people there.

If in the last resort an exploratory visit is not feasible then the group leader will need to consider how to complete an adequate assessment of the risks. A minimum measure would be to obtain specific information by letter from the venue, from other schools who have recently visited it, and from local organisations such as tourist boards.

Detailed advice on particular categories of visits which carry specific risks is provided in Chapters 8 **Types of Visit** and 9 **Visits Abroad**.

Many schools will take new groups of pupils to the same location each year. As some factors will change from year to year, it is prudent to re-assess the risks each time, even when the group leader stays the same. It may be useful to evaluate each completed visit and keep a record. The Group Leader will use to complete this task.

Other Considerations

Other factors which will form part of the planning stage include:

- the facilities/equipment the group will need to take on the visit;
- the facilities/equipment to be provided at the venue;
- staff training needs;
- the designation of someone to record the de-tails of the visit and to carry accident forms etc;
- transport arrangements;
- insurance arrangements;
- information to the provider;
- communication arrangements;
- supervision ratios;
- contingency measures for enforced change of plan or late return;
- information to parents;
- preparing pupils;
- emergency arrangements;
- arrangements for sending pupils home early.

Financial Planning

The group leader will ensure that parents have early written information about the costs of the visit, how much will come from school funds, and how much each parent will be charged or asked to contribute. Parents will be given enough time to prepare financially for the visit. It may be useful to break the costs down into subheads such as travel, hostel, meals etc.

The Group Leader must ensure that a minimum of three staff have been budgeted for, on all residential trips, regardless of the number attending. If this is not included in the 'free places' allocation it must be budgeted for in the cost to parents.

The Group Leader should arrange a visit with the Finance Department before the trip in order to talk through the finances.

The Bursar will ensure that banking arrangements are in place to separate the visit's receipts from other school funds and from private accounts.

There is a finance procedure as an appendix to this policy

Charging for Trips

Where parents are required to pay for trips, the group leader will keep an accurate and up to date list of payments.

All payments are to be made via 'parent pay'. The Accounts department will keep details of payments for your paperwork.

The Group Leader must ensure that all payments are received on time from parents, ensuring that any outgoings are on time.

All initial deposits are **Non Refundable**. This must be made clear on initial letters to parents.

First Aid

First aid provision will form part of the risk assessment.

Before undertaking any off-site activities the group leader will assess what level of first aid might be needed. On any kind of visit the group leader will have a good working knowledge of first aid and ensure that an adequate first-aid box is taken. For adventurous activities, visits abroad or residential visits it is sensible for at least one of the group's teachers to be a fully-trained first-aider.

All adults in the group will know how to contact the emergency services.

The minimum first-aid provision for a visit is:

- a suitably stocked first-aid box;
- a person appointed to be in charge of first-aid arrangements.

Other considerations when considering first-aid needs will include:

- the numbers in the group and the nature of the activity;
- the likely injuries and how effective first aid would be;
- the distance of the nearest hospital.

First aid will be available and accessible at all times. The Health and Safety Executive recommends that first aid equipment requirements be assessed and the following minimum contents will be sufficient for educational visits:

- a leaflet giving general advice on first aid;
- twenty individually wrapped sterile adhesive dressings;
- two large sterile un medicated wound dressing approximately 18 cm x 18 cm;
- four medium sterile dressings (12cm x 12cm)
- two triangular bandages;
- six safety pins;

- individually wrapped moist cleansing wipes;
- four pairs of disposable gloves;

- mouth to mouth resuscitation device with valve

- two foil blankets

- two eye pad dressing with bandage

- Universal shears for cutting clothing

- Microporous tape

Supervision

Ratios

It is important to have a high enough ratio of adult supervisors to pupils for any visit. The factors to take into consideration include:

- age and ability of group;
- pupils with special educational or medical needs;
- nature of activities;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities;
- requirements of the organisation/location to be visited;
- competence and behaviour of pupils;
- first aid cover.

A general guide for visits to local historical sites and museums or for local walks, in normal circumstances (Category 1-2 trips):

- 1 adult for every 5 pupils in Reception;
- 1 adult for every 6 pupils in Years 1 – 3;
- At least 2 adults, 1:12 or part of 12 in Years 4 – 8.
- Category 3-6 trips the ratio must be 1:10

There are six types of trips:

Category 1 = Fewer than 10 boys to a fixed location

Category 2 = More than 10 boys to a fixed location

Category 3 = More than 10 boys to an unfixed location

Category 4 = Residential trip within the UK

Category 5 = Residential trip within Europe

Category 6 = Residential trip outside Europe

Parents / Volunteers

Where a high adult : pupil ratio is required, it is not always feasible to use school staff alone.

Any Parent/Volunteer accompanying a trip, in a supervisory capacity, must be provided with a copy of 'School Trip Supervision – Volunteer Adults on Day Trips'.

All adult supervisors, including teachers and parent/volunteer helpers, must understand their roles and responsibilities at all times. It may be helpful to put this in writing. In particular, all supervisors will be aware of any pupils who may require closer supervision, such as those with special needs or those likely to cause trouble. Teachers retain responsibility for the group at all times.

On trips (generally overseas) where parents are a part of the 'party' as opposed to accompanying adults, it is essential that supervision boundaries are set by the Group Leader.

Head Counts

Whatever the length and nature of the visit, regular head counting of pupils will take place, particularly before leaving any venue.

All supervisors will carry a list of all pupils and adults involved in the visit at all times. Pupils, particularly in school years 1 to 3, will be easily identifiable, especially if the visit is to a densely populated area. Brightly coloured caps, T shirts or a school uniform

can help identify group members more easily. Pupils will not wear name badges.

will be told, before the visit, whether any form of remote supervision will take place.

It may prove useful to provide pupils with a wrist band or credit card displaying the name of the school and its emergency contact number. The group leader will establish rendezvous points and tell pupils what to do if they become separated from the group.

Remote Supervision

The aim of visits for older pupils may be to encourage independence and investigative skills, and some of the time on visits such as trips abroad and fieldwork may be unsupervised.

The group leader will establish during the planning stage of the visit whether the pupils are competent in remote supervision and will ensure parents have agreed this part of the visit.

The group leader remains responsible for pupils even when not in direct contact with them. Parents

Preparing Pupils

General

Pupils who are involved in a visit's planning and organisation, and who are well prepared, will make more informed decisions and will be less at risk. Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils will clearly understand what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major cause of accidents. Pupils will also be told about any potential dangers and how they will act to ensure their own safety and that of others. For residential trips, the group leader will hold a meeting with boys participating on the trip.

Pupils will also be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This will include considering any health and safety issues.

Participation

The group leader will ensure that the pupils are capable of undertaking the proposed activity. Pupils will be encouraged to take on challenges during adventurous activities but will not be coerced into activities of which they have a genuine fear.

Pupils whose behaviour is such that the group leader is concerned for their safety, or for that of others, will be withdrawn from the activity. If a boy is withdrawn from an activity they will be supervised by a member of staff. On residential visits the group leader will consider whether such pupils will be sent home early in consultation with the Headmaster.

Parents and pupils will be told in advance of the visit about the procedures for dealing with misbehaviour, how a pupil will be returned home safely and who will meet the cost.

Equal Opportunities

Every effort will be made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, religion etc. All young people will be encouraged to participate in as wide a range of activities as possible.

If a visit is to cater for pupils with special needs, a suitable venue will be selected.

Information to Pupils

The group leader will decide how information is provided, but must ensure that the pupils understand key safety information. For some pupils on overnight visits it will be their first experience away from home on their own and in the close company of other pupils.

Pupils will understand:

- the aims and objectives of the visit/activity;
- the background information about the place to be visited;
- basic foreign words where appropriate;
- relevant foreign culture and customs;
- how to avoid specific dangers and why they will follow rules;
- why safety precautions are in place;
- why special safety precautions are in place for anyone with disabilities;
- what standard of behaviour is expected from pupils;
- appropriate and inappropriate personal and social conduct;
- who is responsible for the group;
- what not to bring back from abroad;
- what to do if approached by anyone from outside the group;

- rendezvous procedures;
- what to do if separated from the group;
- emergency procedures.

For residential visits, all group members will carry the address and telephone number of the accommodation, contact details of the trip leader and the schools details in case an individual becomes separated.

Where visits involve multiple activities with differing requirements each activity will need to be assessed and separate information provided. Pupils will be aware of who is responsible in any instances where the group leader has delegated responsibility to another member of staff or instructor.

If at any time there is a change in the planned schedule, new activities will be assessed and pupils provided with the appropriate information.

Preparing Pupils for Remote Supervision

Young people must be supervised throughout all visits, even though at times they may be unaccompanied by a member of staff or other responsible adult, e.g. 'down time', group work in a town etc. This is known as 'remote' or 'indirect' supervision.

Rokeby acknowledges the immense educational benefits that 'remotely supervised' activities can potentially bring to young people, and fully supports and encourages unaccompanied activities that are correctly planned, managed, and conducted.

The decision to allow remote supervision will be based on risk assessment and must take into account such factors as: prior knowledge of the individuals (including their maturity and levels of responsibility); the venue; the conditions; the activity taking place; preparatory training; the competence of the supervising staff; the emergency systems in place, etc.

During any time that remote supervision takes place the group leader must ensure that pupils are aware

of the ground rules and are adequately equipped to be on their own in a group. The size of each group will also be considered.

As a minimum pupils will have the following:

- telephone numbers and emergency contacts if lost;
- money;
- maps and plans, for example, and any other information for them to act effectively;
- a knowledge of how to summon help;
- a knowledge of out of bounds areas or activities;
- a rendezvous point.

It is important that pupils are told not to go off on their own, are given clear instructions about permitted remote supervised activities and understand and accept the ground rules.

Transport of Pupils

Pupils using transport on a visit will be made aware of basic safety rules including:

- arrive on time and wait for the transport in a safe place;
- do not rush towards the transport when it arrives;
- wear your seatbelt and stay seated whilst travelling on transport;
- never tamper with any of the vehicle's equipment or driving controls;
- bags must not block aisles or cause obstructions;
- never attempt to get on or off the moving transport;

- never lean out of or throw things from the window of the transport;
- never get off a vehicle held up by traffic lights or in traffic;
- never run about or pass someone on steps or stairs while transport is moving;
- never kneel or stand on seats;
- never distract or disturb the driver or impede the driver's vision;
- stay clear of doors after boarding or leaving the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- if you have to cross roads to get to the transport in the UK always use the Green Cross Code;
- if you feel unwell tell a teacher or supervisor.

The group leader will ensure that pupils know what to do if they miss the scheduled departure time.

Pupils with Special Educational and Medical Needs

The School will make every effort to include pupils with special educational or medical needs in school visits, whilst maintaining the safety of everyone in the group. Special attention will be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

Pupils with Medical Needs

Additional safety measures to those already in place in the school may be necessary to support pupils with medical needs during visits. Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required.

All teachers supervising visits will be aware of a pupil's medical needs and any medical emergency procedures. Summary sheets held by all teachers, containing details of each pupil's needs and any other relevant information provided by parents, is one way of achieving this. If appropriate, a volunteer teacher will be trained in administering medication, if they have not already been so trained, and will take responsibility in a medical emergency. If the pupil's safety cannot be guaranteed, it may be appropriate to ask the parent or a care assistant to accompany a particular pupil.

The group leader will discuss the pupil's individual needs with the parents.

Parents will be asked to supply:

- details of medical conditions;
- emergency contact numbers;
- the child's GP's name, address and phone number;
- information on whether the pupil has spent a night away from home before and their ability to cope effectively;
- written details of any medication required (including instructions on dosage/times) and parental permission to administer;
- sufficient medication to last the duration of the time away from home;
- parental permission if the pupil needs to administer their own medication or agreement for a volunteer teacher to administer;
- information on any allergies/asthma/phobias;
- information on any special dietary requirements;
- information on any toileting difficulties, special equipment or aids to daily living;
- special transport needs for pupils who require help with mobility.

Enquiries will be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres etc, if appropriate.

If ramps are not going to be available in certain places, the organiser may wish to arrange to take portable ramps with them. The group leader will at an early stage assess whether manual handling skills will be needed and, if so, whether training will be sought.

All teachers supervising the visit will be given the opportunity to talk through any concerns they may have about their ability to support the child. Extra help will be requested if necessary, eg a care assistant.

If teachers are concerned about whether they can provide for a pupil's safety or the safety of other pupils on a trip because of a medical condition, they will seek advice from the EVC or further information from the pupil's parents.

The group leader will check that the insurance policy covers staff and pupils with pre-existing medical needs.

Pupils with Special Educational Needs

The school will already be familiar with the nature of a pupil's special educational needs (SEN). Any limitations or problems the pupil may have will be taken into account at the planning stage and when carrying out the risk assessment. Off-site visits may pose additional difficulties for a pupil with SEN and the behaviour of some pupils may prove challenging.

The following factors will be taken into consideration:

- is the pupil capable of taking part in and benefiting from the activity?
- can the activity be adapted to enable the pupil to participate at a suitable level?
- will additional/different resources be necessary?
- is the pupil able to understand and follow instructions?
- will additional supervision be necessary?

It may be helpful to the pupil if one of the supervisors already knows them well and appreciates their needs fully. The group leader will discuss the visit with the parents of pupils with SEN to ensure that suitable arrangements have been put in place to ensure their safety.

Communicating with Parents

Parents will be informed in writing of any offsite activity or visit unless it is a regular part of the school curriculum which parents have already been informed about through the school prospectus or a letter.

Seeking annual consent for trips and visits is essential.

Information for Parents

It is the Group Leader's responsibility to hold a 'Parent's Information Meeting' a minimum of two weeks before departure on residential visits, or when the pupils are to travel abroad or engage in adventure activities. At this meeting written details of the proposed visit will also be provided. Parents will be encouraged to attend the briefing meeting. There will be alternative arrangements for parents who cannot attend or who have difficulty with communication in English. This will include a copy of the 'Parents' Information Meeting' notes being sent via Firefly.

Parents need to be aware that the teachers and other adult supervisors on the visit will be exercising the same care that a prudent parent would.

The following information on matters that might affect pupil health and safety will be given to parents:

- emergency contact numbers
- dates of the visit;
- visit's objectives;
- times of departure and return - parents must have agreed to meet their child on return;
- the location where the pupils will be collected and returned;
- mode(s) of travel including the name of any travel company;

- the size of the group and the level of supervision including any times when remote supervision may take place;
- details of accommodation with security and supervisory arrangements on site;
- details of provision for special educational or medical needs;
- procedures for pupils who become ill;
- names of leader and contact details, of other staff and of other accompanying adults;
- details of the activities planned and of how the assessed risks will be managed;
- standards of behaviour expected. This information may take the form of a code of conduct which parents will sign;
- what pupils will not take on the visit or bring back;
- details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover;
- clothing and equipment to be taken;
- money to be taken;
- the information to be given by parents and what they will be asked to consent to;
- details on the cost of the visit.
- No electronic items are permitted on School Trips. Any found on the boys will be kept by the staff and returned to parents upon return to school.

Parental Consent

The School will seek consent for:

- non-routine visits involving pupils in Reception to Year 3 (no matter how short the visit);
- trips and visits which take place as part of the normal 'School Day';
- adventure activities;
- visits abroad;
- other residential visits;
- remote supervision.

A letter will be sent out at the start of each academic year requesting consent for all trips taking place, during the academic year. Group Leaders will be able to access the consent forms from the school office.

Specific letters regarding trips and visits will be sent out by the Group Leader, prior to the event. This will contain specific information but will not need a 'permission slip'.

If parents withhold consent the pupil must not be taken on the visit but the curricular aims of the visit will be delivered to the pupil in some other way wherever possible (examples of this may include a copy of the associated worksheets, details of relevant websites etc). If the parents give a conditional consent the headmaster will need to consider whether the pupil may be taken on the visit or not.

Besides conveying the parents' consent the form will also provide the basis for obtaining details required.

General issues to consider include:

- any allergies/asthma/phobias the pupil may have;

- any medication the pupil is taking (if so what the dosage is and who is to administer it);
- whether the pupil administers their own medication;
- any contagious or infectious diseases suffered within the family during the preceding 4 weeks, and any other recent illnesses suffered by the pupil;
- the name, address and phone number of the pupil's GP;
- any special/medical dietary requirements;
- whether the pupil suffers from travel sickness;
- information on any toileting difficulties;
- whether the pupil has any night time difficulties such as sleepwalking and bedwetting (for residential visits);
- the pupil's ability to swim in the pool or sea and their level of safety awareness;
- any other information which the parent thinks will be known;
- the parental home and daytime phone numbers and addresses;
- an alternative contact, with their phone number and address.

The contents of a consent form for a parent to sign will vary according to the type of visit.

Medical Consent

This will form part of the parental consent form. Parents will be asked to agree to the pupil's receiving emergency treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities. If parents do not agree to this, the headmaster may decide to withdraw the child

from the visit, given the additional responsibility this would entail for the group leader.

Doctors can be expected to carry out necessary emergency treatment without parental consent but it is possible that a surgeon in another country might be reluctant to operate on a pupil unless assured that the group leader had parental authorisation to agree to such treatment. It is sensible to include a translation of the medical consent, as signed by the parent, in the relevant foreign language.

Other Consent

Parental consent will be obtained specifically for the transporting of pupils in the private vehicle of a non-teacher adult or another pupil on the visit.

Early Return

The group leader will tell parents that they will be expected to fund the early return of a pupil whose conduct gives cause for concern on a visit. A written agreement may be necessary.

Contact with Parents during visits

The Group Leader will ensure that parents can contact their child via the school contact and in the event of a home emergency, and that they have a number to ring for information in the event of an incident during the visit or a late arrival home.

Parents will therefore:

- know the destination details;
- be aware of the emergency contact arrangements at home (particularly important during holiday periods when the school may be closed) and at all the venues the group will visit;
- provide contact numbers for day and night use in an emergency.

This is best done by means of the consent form.

Pupils' Contact with Parents

Group leaders must inform the Headmaster of their safe arrival and return from residential trips. Where possible, arrangements will be made for parents to be told of the group's safe arrival. This can be achieved by either sending a Clarion Call or getting the School website updated.

No pupil is permitted to take a mobile phone on School Trips.

Staff will use their professional judgment in cases of 'home sickness'. If it is felt that a call home will aid the situation then this will be arranged.

Planning Transport

General

The group leader must give careful thought to planning transport. The main factors to consider include:

- passenger safety;
- the competence and training of the driver to drive the proposed vehicle and whether the driver holds the appropriate valid licence;
- number of driving hours required for the journey and length of the driver's day (including non-driving hours);
- capacity and experience of driver to maintain concentration - whether more than one driver is needed to avoid driver fatigue;
- type of journey - will the visit take place locally or will it include long distance driving i.e. motor-ways?
- traffic conditions;
- contingency funds and arrangements in case of breakdown/emergency;
- appropriate insurance cover;
- weather;
- journey time and distance;
- stopping points on long journeys for toilet and refreshments;
- supervision.

Supervision on Transport

The level of supervision necessary will be considered as part of the risk assessment for the journey. The group leader is responsible for the party at all times including maintaining good discipline.

The driver will not normally be responsible for supervision. Driver supervision may be sufficient if a small number of older children are being taken on a short journey. All group members will be made aware of the position of the emergency door and first aid and fire fighting equipment on transport.

The group leader will also be aware of alternative routes or means of travel in the event of delay or cancellation.

Factors that the group leader will consider when planning supervision on transport include:

- level of supervision that will be necessary on double decker buses/coaches - one supervisor on each deck will be appropriate in normal circumstances;
- safety when crossing roads as part of the journey - the group leader will ensure that pupils know how to observe the safety rules set out in the Highway Code and the Green Cross Code.
- pedestrian crossings and traffic lights or footbridges will be used to cross roads, whenever possible;
- safety on buses, trains, ferries and boats - the group leader will make clear to pupils how much or little freedom they have to 'roam'.

Misbehaviour is a main cause of accidents to children on transport, when on school trips. Appropriate supervision and discipline will be maintained at all times. Pupils will also be made aware of what to do

in an emergency and where emergency procedures are displayed.

Other areas/issues concerning transport which need to be addressed include:

- booking transport - the group leader will arrange for seats to be reserved well in advance to ensure that the party can travel together;
- safety of pupils whilst waiting at pick-up and drop-off points and when getting on or off transport, particularly when using UK vehicles abroad. Pupils will be made aware of safety rules and expected standards of behaviour;
- safety while on stops or rests during the journey, group leaders will plan with the driver sufficient stops at suitable areas to ensure the safety of all group members including the driver.
- Drivers of buses and coaches must comply with legislation covering maximum periods of driving and minimum rest periods;
- safety of the group in the event of an accident or breakdown - the group will remain under the direct supervision of the group leader or other teachers wherever possible;
- responsibility for checking that seat belts are fastened;
- consider whether a visible and easily recognisable article of clothing will be worn in common by pupils;
- pupils will be made aware that they are not allowed access to the driving area at any time;
- head counts, by the group leader or another delegated teacher or supervisor, will always be carried out when the group is getting off or onto transport;

- group members will be made aware that travel sickness tablets will only be administered to a pupil with previous authorisation from the parents;
- Vetting non-teacher drivers.

Hiring Coaches and Minibuses

A list of reliable local companies is held by the Transport Manager. The School only books vehicles with front facing seats that are fitted with seat belts.

If any of the group use a wheelchair, the group leader will ensure that transport used has appropriate access and securing facilities. It may be appropriate to use portable ramps.

Private Cars

Teachers who drive pupils in their own car must ensure their passengers safety, that the vehicle is roadworthy, and that they have appropriate licence and insurance cover for carrying the pupils. Parental consent will be required for such transport. This, however, is to be discouraged unless in exceptional circumstances when a school minibus is unavailable.

Permission needs to be sought from the Bursar, who will liaise with the Transport Manager to ensure the necessary checks on the staff car are in place, MOT, Tax disc, insurance, driving licence check.

Insurance

General

The group leader must ensure, well before the group departs, that adequate insurance arrangements are in place. Insurance may be provided by, for example, the school, a travel firm, a bank or the organisation to be visited as well as by an insurance company.

School Insurance

Provision offered by the school's insurance covers travel on school based trips.

The Bursar, EVC and group leader will have to determine what additional cover may need to be arranged.

Insurance and Parents

The group leader will write to the parents to tell them which responsibilities the school accepts and the scope of any insurance cover the school is to arrange. It is advisable to make copies of the insurance schedule available to parents as early as possible in the booking process.

Insurance cover for visits

The School has taken out a comprehensive Insurance Policy that covers all 'normal' School Trips & Visits.

Additional arrangements may be necessary to obtain insurance cover for activities abroad and activities of a potentially hazardous nature, such as skiing, climbing, water sports, glacial walking. The group leader will scrutinise carefully the list of exclusions in the policy. If there is any doubt about the cover the Bursar is to be consulted.

The group leader will ascertain the details of the insurance held by the tour operator and whether it is worth taking out, in addition to the School Policy.

Additional cover may be necessary for participants with medical conditions. The group leader will check this with the Bursar before departure.

Cancellations

Some parents may cancel their Child's place on the visit. The group leader will forward any cancellation information to the insurer/operator as soon as possible, in writing, if a replacement is not available. Delay in notification may incur cancellation charges.

Types of Visit

Adventure Activities using licensed providers

When planning to use adventure activity facilities offered by a commercial company the group leader will follow the policy of the school and check:

- whether the provider is legally required to hold a licence for the activities it offers and, if so,
- that the provider actually holds a licence.

Over 900 providers currently hold a licence. The relevant legislation is the Activity Centres (Young Persons Safety) Act 1995 and the associated Adventure Activities Licensing Regulations 1996.

A licensed provider does not necessarily have to hold a licence for all its activities. Other activities offered may be accredited under non-statutory schemes. The provider can give information on what activities are licensed.

It is illegal for a provider of licensable status to offer a licensable activity without a valid licence. The Adventure Activities Licensing Authority can check on the licence status of a provider. Their address is:

*Adventure Activities Licensing Authority, 17
Lambourne Crescent, Llanishen, Cardiff CF4 5GG.
Tel 01222 755715. Fax: 01222 755757*

Their Internet site is at: <http://www.aala.org>

A licensed provider does not necessarily have to hold a licence for all its activities. Many of the activities that pupils take part in will be covered by health and safety legislation alone. However the following activities - where undertaken by young people under 18 years unaccompanied by a parent - need a licence when commercial companies sell them, or when local authorities provide them with or without a charge:

- **caving:** the exploration of underground passages, disused mines, or natural caves which requires the use of special equipment or expertise;
- **climbing:** climbing, sea-level traversing, abseiling or scrambling over natural terrain or certain man-made structures which requires the use of special rock-climbing or ice-climbing equipment or expertise;
- **trekking:** going on foot, horse (pony), pedal cycle, skis, skates or sledges over moorland, or on ground over 600 metres above sea level when it would take 30 minutes to reach an accessible road or refuge. Off-piste skiing re-quires a licence;
- **watersports:** this comprises sailing, canoeing, kayaking, rafting and windsurfing, on the sea, tidal waters, inland waters at a location where any part of those waters is more than 50 metres from the nearest land, and turbulent inland waters. Rowing is exempt.

Holding a licence means that a provider has been inspected and the Licensing Authority are satisfied that appropriate safety measures are in place for the provision of the specified licensed adventure activities. Other elements of the provision - such as catering and accommodation - are not covered by the licensing scheme. These will be checked separately by the group leader.

Adventure Activities using non-licensable providers

Not all providers are required to hold a licence. Voluntary bodies and schools providing for their own members and pupils respectively are exempt. Commercial bodies are also exempt if their activities fall outside the scope of the regulations. Not holding a licence does not imply a lack of safety. It might simply mean the provider or the activity is not licensable.

Many providers are accredited under non-statutory schemes run by, for example, the Wales Tourist Board, and certain National Governing Bodies (NGBs). We can contact these accreditors to ascertain a provider's management of safety. The British Activity Holiday Association can provide advice on accreditations.

The Council for Learning Outside the Classroom (LOtC) awards the LOtC Quality Badge to organisations which meet nationally recognised standards. Where the organisation does not hold the badge, the school must check they are an appropriate organisation to use. This will include checking:

- their insurance
- they meet legal requirements
- their health and safety and emergency policies
- their risk assessments and control measures
- their use of vehicles
- staff competence
- safeguarding
- accommodation
- any sub-contracting arrangements they have
- that they have a licence where needed.

If proposing to use a non-licensable provider, the group leader will obtain assurances in writing from the provider that:

- risks have been assessed and that the provider's staff are competent to instruct and lead pupils of the group's age range on the activity.
- Competence could be demonstrated by holding the relevant NGB award where it exists or through successful participation in an NGB approved in-house scheme;
- the equipment is appropriate and that its safe condition is checked before each use;
- operating procedures conform to the guidelines of the National Governing Body for the activity where this is appropriate;

- clear management of safety systems is in place;
- there is appropriate provision for first aid;
- there are emergency procedures (including arrangements for informing next of kin and for alerting the group leader); that the provider's staff are competent in the procedures and will hold emergency phone numbers and addresses of the group members; and that the group will have a fire drill as soon as possible on arrival at the provider's base.

The group leader may wish to ask the provider for names of other schools who have recently used its facilities in order to confirm suitability.

Other Issues

The group leader will check and agree the provider's arrangements for supervision and recreation during the evenings and between adventure activities.

The group leader will also provide any relevant information to the provider such as the group's age range, competence etc.

The group leader and teachers retain ultimately responsibility for pupils at all times during adventure activities, even when the group is under instruction by a member of the provider's staff. The provider is responsible for the safe running of an activity. Clear handover and handback procedures will be in place. Everyone, including the pupils, must have an understanding of the roles and responsibilities of the school staff and the provider's staff.

The group leader and teachers will have sufficient information on what the activity involves before it takes place. They will approach the instructor at an appropriate safe interval if they are concerned that the pupils may be at unnecessary risk.

Assurances may be sought that the provider has:

- checked the suitability of the staff, including temporary workers, to work with young people.
- clearly defined the roles and responsibilities of its staff;
- the appropriate security arrangements;
- appropriate public liability insurance.
- the equipment is appropriate, safe and in good condition;
- every pupil is suited to the activity and is properly prepared and equipped.

Employment of Providers

Will we choose to employ, rather than contract with, an unlicensed freelance provider of adventure activities - who would otherwise need a licence to trade - then we take full legal responsibility for all aspects of the activity.

School-led Adventure Activities

If a member of the school staff is to organise, lead and instruct pupils on adventure activities they will complete the checks set out in this booklet under **Risk assessment** in Chapter 2.

The governing body will satisfy themselves by verification from the Headmaster that:

- the group leader and other supervisors are competent to act as leaders and/or instructors of pupils in the activity - bearing in mind that some of these pupils may be novices. Competences will be demonstrated by holding the relevant NGB award where it exists.
- the group leader is competent in safety procedures and the planning of adventurous visits;
- an appropriate risk assessment has been completed;
- the supervision will be appropriate;
- there is adequate first aid provision, expertise and equipment within the group;
- the emergency procedures include activity specific measures and that supervisors are competent to carry them out;

Remote Supervision during Adventurous Activities

Some adventurous activities require pupils to work in small groups without direct supervision. Particular attention needs to be given to the information provided to pupils before supervision can be withdrawn.

The training given to pupils must be sound and thorough and will be assessed separately. The instructor will have the appropriate qualifications or experience to provide training in the activity. The group leader will be satisfied that the pupils have acquired the necessary skills and have the necessary experience, confidence, physical ability and judgement to be left without direct supervision.

The withdrawal of direct supervision will be a gradual four stage process:

- accompanying the group;
- shadowing the group;
- checking regularly at agreed locations;
- checking occasionally at agreed locations.

Pupils will be familiar with all equipment used or taken without direct supervision and, in addition to training, an initial element of adult supervision in the use of equipment may be required. The condition

and suitability of any equipment, particularly safety equipment, taken or used during these activities will be assessed separately.

Coastal Visits

Group leaders and other teachers will be aware that many of the incidents affecting pupils have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming (see separate section below). The group leader will bear the following points in mind when assessing the risks of a coastal activity:

- tides, rip tides and sandbanks are potential hazards; timings and exit routes will be checked;
- ensure group members are aware of warning signs and flags;
- establish a base on the beach to which members of the group may return if separated;
- look out for hazards such as glass, barbed wire and sewage outflows etc;
- some of a group's time on a beach may be recreational. Group leaders will consider which areas of the terrain and sea are out of bounds;
- cliff tops can be highly dangerous for school groups even during daylight. The group will keep to the path at all times. Group leaders will consider whether it is safe or legal for pupils to ride mountain bikes on coastal paths.

The local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

Swimming in the Sea or other Natural Waters

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. They will only be allowed as formal and supervised activities, in recognised bathing areas

which have official surveillance i.e. qualified lifeguard cover. Nonetheless, pupils will always be in sight of their supervisors. One supervisor will always stay out of the water for better surveillance.

The group leader, or another designated teacher in the group, will hold a relevant lifesaving award, especially where lifeguard cover may not be available. For further advice contact the Royal Life Saving Society. See Annex B for address details. We advise that a ratio of 1 adult to 10 pupils is a minimum. The group leader will assess the risks and consider an appropriate safe supervision level for their particular group before the activity takes place.

The group leader will:

- be aware that many children who drown are strong swimmers;
- ascertain for themselves the level of the pupil's swimming ability;
- be aware of the local conditions - such as currents, weeds, a shelving, uneven or unstable bottom - using local information from the lifeguard, coastguard, harbourmaster, police or tourist information office;
- designate a safe area of water for use by the group;
- be aware of the dangerous effects of sudden immersion in cold water;
- be aware of the dangers of paddling especially for young pupils;
- ensure that pupils have not eaten (at least half an hour) before swimming;
- ensure the activity is suitable for the pupils, especially any with disabilities;
- adopt and explain the signals of distress and recall.

The School reserves the right to hold ‘Swim Competence Tests’ prior to any trips involving water-based activities.

Swimming Pools

The EVC and Director of Sport are aware of the local swimming pool facilities for curricular activities. Group leaders will follow the recommended safe supervision levels at the pool for their pupils. A minimum ratio will be 1 adult to 12 pupils in school years 4 to 6, and 1 adult to 20 for school years 7 onwards. For pupils in school year 3 and below the ratio will be higher. Teachers will monitor the risks of regular swimming activities and adjust supervision levels for their individual groups as necessary.

If considering the use of a swimming pool not used before or monitoring the hazards of a regularly used pool it is advisable to observe and check the following:

- is there constant pool supervision by a sufficient number of qualified lifeguards?
- where there is no lifeguard the group leader will stay at the poolside at a raised location. In such circumstances, the group leader, or a designated teacher, will have a relevant lifesaving award and be accompanied by an appropriate number of supervisors;
- is the water temperature appropriate?
- is the water clear?
- are there signs clearly indicating the depth - is there a shallow end and is the water there shallow enough?
- does the pool cater for pupils with disabilities?
- does the deep end allow for safe diving?
- is there a poolside telephone?

- are there a resuscitator and other pieces of first aid and rescue equipment, and is there someone trained to use them?
- is there a changing room for each sex?
- does the pool cater for any particular religious or cultural factors?
- are the changing and showering facilities safe and hygienic?
- can clothes be stored securely?
- have the pupils been instructed how to behave in and around the water?

Parental consent does not mean that group leaders will not check for themselves the level of a pupil's swimming ability.

Farm Visits

Farms can be dangerous even for the people who work on them. Taking children to a farm will be carefully planned. The risks to be assessed will include those arising from the misuse of farm machinery and the hazards associated with *E coli 0157* food poisoning and other infections.

Check that the farm is well-managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. Consider the merits of an exploratory visit.

There are some basic safety rules. Never let pupils:

- place their faces against the animals or put their hands in their own mouths after feeding the animals;
- eat until they have washed their hands;
- sample any animal foodstuffs;
- drink from farm taps (other than in designated public facilities);

- ride on tractors or other machines;
- play in the farm area.

Further advice is contained in the HSE's *Avoiding ill health at open farms: Advice to teachers*. <http://www.hse.gov.uk/pubns/ais23.pdf>

Field Studies

Field studies associated with a range of subjects including geography, biology, geology and history might take pupils to industrial sites and other urban areas as well as into the countryside and to the coast (see above, **Coastal visits**). The scope of field studies means that the group leaders, who will usually be subject specialists, will also be competent to lead and instruct their pupils within urban and non-urban environments at minimal risk.

Residential Visits

A good rule of thumb ratio is 1 teacher for every 10 pupils. Issues for the group leader to consider include the following:

- the group will ideally have adjoining rooms with teachers' quarters next to the pupils - the leader will obtain a floor plan of the rooms reserved for the group's use in advance;
- there must be separate male and female sleeping/bathroom facilities for pupils and adults;
- the immediate accommodation area will be exclusively for the group's use;
- ensure there is appropriate and safe heating and ventilation;
- ensure that the whole group are aware of the lay-out of the accommodation, its fire precautions/exits (are instructions in English or otherwise clear?), its regulations and routine, and
- that everyone can identify key personnel;

- security arrangements - where the reception is not staffed 24 hours a day, security arrangements will be in force to stop unauthorised visitors;
- the manager of the accommodation will be asked for assurances that the staff, including temporary workers, have been checked as suitable for work with young people. See also **Vetting suitability** in Chapter 3.
- Locks on doors will work in the group's rooms but appropriate access will be available to teachers at all times;
- there will be drying facilities;
- there will be adequate space for storing clothes, luggage, equipment etc, and for the safe keeping of valuables;
- adequate lighting - it is advisable to bring a torch;
- there will be provision for pupils with special needs and those who fall sick;
- balconies will be stable with a maximum 100mm gap between protective barriers, windows secure, and electrical connections safe;
- where possible pupils will not be lodged in ground floor rooms;
- the fire alarm must be audible throughout the accommodation;
- there will be recreational accommodation/facilities for the group;
- the hotel/hostel will be able to meet any particular cultural or religious needs of the group;

- there will be an appropriate number of group supervisors on standby duty during the night.

Before booking a hostel/hotel abroad, the group leader will confirm it has fire exits and lifts with inner

doors and that it meets local regulations. After arrival at any accommodation, boys should be made aware of congregation points in the event of a fire. This must be done by walking the pupils out of the premises to an agreed assembly point.

Visits Abroad

General

Travelling abroad can be hugely rewarding for pupils and adults alike, but it is important that careful preparation takes place. Much of the earlier advice in this booklet applies to visits abroad, but there are some additional factors that need to be considered, not least because the legislation may be different from that of the UK. Group leaders will always comply with the school policy on visits abroad. School visits abroad can be made in a number of ways.

Organising your own visit

The group leader may decide to organise a trip package abroad without the help of an outside body. Package organisers have responsibilities under Directive 90/314/EEC. NB These regulations only apply to packages sold or offered for sale in the UK.

They define a package as a combination of any two of: accommodation, transport, or other tourist services not ancillary to transport. Most package arrangements come within scope of the regulations unless they are 'occasional' or part of an educational course programme as compared with a leisure activity such as skiing. At the time of this booklet's production, the legal position of packages arranged as part of an educational course is subject to the effects of a future judgement in the European Court of Justice. The Headmasters will be aware of these regulations in case they are in scope.

Organising your own transport

Group leaders will ensure that drivers taking groups abroad are familiar with driving the coach or minibus in the countries being visited and those en-route. EC

regulations require the fitment and use of a tachograph and prescribe maximum limits on driving time and minimum requirements for breaks and rest periods. These regulations apply for most drivers of school passenger vehicles when undertaking an international journey. Different licence requirements would normally apply for driving abroad. The Department for Transport can provide advice on the relevant transport legislation.

Factors to consider when travelling abroad include:

- the need to be aware that different legislation and regulations may apply for drivers' hours and recordkeeping purposes, particularly in non-EU countries;
- EU drivers' hours and tachograph regulations normally apply to any vehicle with 9 or more passenger seats on journeys through EU countries and some countries outside the EU. In other countries, drivers must observe the domestic rules of the countries being visited, Advice on domestic rules may be obtained from the relevant embassies of the countries concerned. Guidance is available in a document titled - *Taking a Minibus Abroad* (DETR) now DfT
- special documentation is required for minibuses taken abroad;
- all group members will be aware of unfamiliar left-hand drive traffic. The passenger doors on French minibuses and coaches may not open on the kerb side in countries where travel is on the left hand side of the road. Extra care will be necessary when the group is climbing in and out of the

vehicle. Detours may be necessary to ensure safety;

- carrying capacity and loading requirements;

Using a Tour Operator

Before using a tour operator group leaders will ensure it is reputable. Ascertaining this will form part of the risk assessment. The Civil Aviation Authority licenses travel organisers and tour operators selling air seats or packages with an air transport element (Air Travel Organisers Licence or ATOL). The licence is a legal requirement and provides security against a licence holder going out of business.

A travel agent does not need to be an ATOL holder if acting only as an agent of an ATOL holder. But if so the group leader must check whether or not the whole package being supplied is covered by the ATOL. If it is not, the organiser must show evidence of other forms of security to provide for the refund of advance payments and the costs of repatriation in the event of insolvency.

There are seven bonding bodies approved by the Department for Business, Innovation and Skills (BIS)

- ABTA The travel Association
- Federation of Tour Operators Trust (FTOT)
- Association of Independent Tour Operators Trust (AITOT)
- Passenger Shipping Association (PSA)
- The Confederation of Passenger Transport (CPT)
- Yacht Charter Association (YCA)
- The Association of Bonded Travel Organisers Trust (ABTOT)

Operators based Abroad

Directive 90/314/EEC (as referred to above) applies to all states of the European Economic Area (EEA). Group leaders may wish to use a package organiser based abroad in an EEA state. If so, they will check that it satisfies the requirements of the national legislation implementing the Directive. Details may

be available from national tourist offices or embassies/consulates.

Sources of further advice for school travel abroad

- The Department for Business, Innovation and Skills (BIS) for the regulations governing tour operators;
- The Schools and Group Travel Association (SAGTA) is an independent association with a members' code of good conduct and safety rules. All its members are in ABTA;
- Alternatively, there are voluntary bodies established to promote school journeys, such as the School Journey Association;
- The group leaders who decide to arrange travel independently may also seek the advice and help of the Foreign and Commonwealth Office's (FCO) Travel Advice Unit. The Unit's purpose is to help intending travellers to avoid trouble abroad. It can provide information on threats to personal safety arising from political unrest, lawlessness, violence etc.

Planning and Preparation

It is good practice that an exploratory visit to the location will always be made. If this is not possible, the group leader will gather as much information as possible on the area to be visited/facilities from:

- the provider;
- the Foreign & Commonwealth Office's Travel Advice Unit;
- other schools who have used the facilities/been to the area;
- the local authority/schools in the area to be visited;
- national travel offices in the UK;
- embassies/consulates;

- travel agents/tour operators;
- The Suzy Lamplugh Trust, a national charity for personal safety, who have produced guidance, including a book called *World Wise: Your Passport to Safer Travel*, a video of the same title, and information on the Internet.
- the Internet, books and magazines.

Staffing the visit

A minimum ratio of 1 adult to 10 pupils at least two of the adults will be teachers. There will be enough adults in the group to cover an emergency.

Preparing Pupils for visits abroad

Factors to consider for visits abroad include:

- language - particularly common phrases;
- culture eg body language, rules and regulations of behaviour, dress codes, local customs, attitudes to gender etc;
- drugs, alcohol-usage – although this is unlikely to be an issue for Rokeby trips.
- food and drink - group members will be warned of the dangers of drinking tap water in certain countries. In some countries it is safer to drink bottled water, and care needs to be taken with raw vegetables, salads and un-peeled fruit, raw shellfish, under cooked meat or fish;
- money - how to carry money and valuables discreetly e.g. money belts, zip armlets
- what to do in an emergency.

Briefing meeting for Parents

It is particularly important that parents are given the opportunity to meet the teachers and others who will be taking the pupils overseas.

The group leader will find out whether vaccination is necessary and ensure that all members of the group have received it in good time. Check whether the country to be visited requires proof of vaccination. The Department of Health gives advice on vaccination requirements in their publication, *Health Advice to Travellers Anywhere in the World*.

Insurance

The group leader must ensure that the group has comprehensive travel insurance. See also Chapter 7 **Insurance**.

Foreign Legislation

The group leader needs to check relevant legislation, particularly on health and safety e.g. fire regulations.

Language Abilities

One of the adults with the group will ideally be able to speak and read the language of the visited country.

If not, it is strongly recommended that the leader or another adult learns enough of the language to hold a basic conversation and knows what to say in an emergency. It is also advisable that pupils have a basic knowledge of the local language before the visit. Preparing phrase cards to use in an emergency will be a significant help or the use of a local competent guide who knows the area, customs and laws.

Visas / Passports

The group leader will ensure that all members of the group have valid passports and visas (if appropriate) in the early stages of planning the trip with at least 6 months validity left in the passport from intended return date

Photocopies of the group's passports will be taken for emergency use. Otherwise there can be problems if someone other than the designated leader has to accompany an injured pupil back to the UK.

Nationality

Pupils who are not nationals of any EU member state may need a visa to travel from the UK to another member state. However, they may receive visa exemption if they are members of a school group.

Details and forms are available from the Central Bureau for Educational Visits and Exchanges. Pupils other than EU nationals may require a separate passport and may need to use separate passport control channels from the rest of the group.

Care Orders and wards of court

If a child is subject to a care order, foster parents will need to ensure that the Department for Education consents to any proposed trip (not necessary in France). If a pupil is a ward of court, the headmaster will seek advice from the court in relation to school journeys and activities abroad well in advance.

Emergency Medical Facilities

It is advisable to take a contingency fund as sometimes treatment must be paid for in advance and money has to be claimed back later.

Paperwork

The group leader will ensure that they obtain and take with them:

- travel tickets, passports and visas. It is also advisable to carry a separate list of the numbers of any travel documents/passports, and photocopies of all the group's documents in a sealed waterproof bag;
- a copy of the contract with the centre/hotel etc, if appropriate;
- medical papers
- parental consent forms and permission for group leader to authorise emergency treatment on parental behalf;

- the phone numbers and addresses, at home and in school, of the headmaster and of the school contact;
- the names of parents and the addresses and telephone numbers at which they can be contacted (home and workplace);
- copies of a list of group members and their details: this must be kept in a padlocked bag or equivalent to comply with GDPR regulations and must also be stored electronically.
- details of insurance arrangements and the company's telephone number;
- the name, address and telephone number of the group's accommodation;
- location of local hospital/medical services.

The group leader may wish to ask parents for passport size photographs of the pupils. It might be useful to have photographs of the adults in the group as well.

Information retained at the School

Full details of the visit will be retained at school while the visit is in progress. These will include:

- the itinerary and contact telephone number/address of the group;
- a list of group members and their details;
- contact names, addresses, telephone numbers of the parents and next of kin;
- copies of parental consent forms;
- copies of travel documents, insurance documents, medical papers;
- a copy of the contract with the centre/hotel etc, if appropriate; and
- School emergency contact numbers.

- Two members of the SLT will be available in an emergency and their details must be included in the trip packs.

It is the Group Leader's responsibility to ensure this information is available at all times. This is particularly important if the visit takes place when the school is closed.

During the visit

It is advisable for pupils to carry a note in the relevant foreign language for use if they get lost, asking the reader to re-unite them with the group at the accommodation/meeting point, or to take them to the police station. They will also carry the group leader's name and the duty contact's phone number.

All group members will carry an appropriate amount of foreign currency at all times.

It is important to be able to identify group members readily e.g. uniform, brightly coloured backpack, cap or item of clothing, badges. However, no student will display their name clearly on their clothing - this could result in their being isolated from the group by an apparently friendly, personal call.

Emergencies

The group leader must ensure that all members of the group know what action to take if there is a problem. If using a travel company, they must provide a crisis management plan and a copy must be taken with the group leader and a copy left at the school.

The group leader and supervisors will know where the nearest British/French Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.

Group leaders need to be aware that some diseases are more prevalent in some countries than in others

and will know what action to take will a member of the group become infected. Many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep. The group leader will take this into account at the planning stage and take measures to prevent these risks. If appropriate, parents will be asked to provide suitably factored sun protection creams and sun hats/glasses. Group members will be advised about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea. In warm climates it is important to keep fluid levels high, take extra salt and wear loose, lightweight clothing - preferably made of cotton or other natural fibres.

Contacts at Home

It is advisable to have a teacher/contact at home with a valid passport who could go to the area being visited to provide support to the group in the event of an emergency.

Travel by Air

Taking a school group on an aircraft requires careful planning and preparation. The airline/travel agent will be able to advise on particular requirements. If the group includes any members with disabilities, it is advisable to check that the airline has a wheelchair service and lifting facility etc, if appropriate. The group leader will resist any attempt by the airline to split the group between different aircraft.

The group leader must also check with airlines what sports equipment will be carried free of charge as not all equipment will be free of carriage and additional charges will be applied.

Exchange Visits

It is not advised to take part in exchange visits due to the lack of regulation governing the suitability of host families in foreign countries.

Emergency Procedures

General

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 will not hesitate to act in an emergency and to take lifesaving action in an extreme situation.

Emergency procedures are an essential part of planning a school visit.

If an accident happens, the priorities are to:

- assess the situation;
- safeguard the uninjured members of the group;
- attend to the casualty;
- inform the emergency services and everyone who needs to know of the incident.

Who will take charge in an emergency?

The group leader would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that back up cover is arranged. The group leader will liaise with the representative of the tour operator if one is being used.

Pre-arranged school home contact. The school contact's main responsibility is to link the group with the school and the parents, and to provide assistance as necessary.

The named person will have all the necessary information about the visit.

Emergency procedures framework

All those involved in the school trip, including supervisors, pupils and their parents, will be informed of who will take charge in an emergency, the named back up cover and what they are expected to do in an emergency.

Emergency procedures framework during the visit

If an emergency occurs on a school visit the main factors to consider include:

- establish the nature and extent of the emergency as quickly as possible;
- ensure that all the group are safe and looked after;
- establish the names of any casualties and get immediate medical attention for them;
- ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures;
- ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;
- notify the police if necessary;
- notify the British Embassy/Consulate if an emergency occurs abroad;
- inform the school contact. The school contact number will be accessible at all times during the visit;
- details of the incident to pass on to the school will include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);

- notify insurers, especially if medical assistance is required (this may be done by the school contact);
 - notify the provider/tour operator (this may be done by the school contact);
 - ascertain telephone numbers for future calls. Mobile phones, though useful, are subject to technical difficulties, and will not replace usual communication procedures;
 - write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence including photographic evidence;
 - keep a written account of all events, times and contacts after the incident;
 - complete an accident report form as soon as possible. Contact the HSE or local authority inspector, if appropriate;
 - no-one in the group will speak to the media. Names of those involved in the incident will not be given to the media as this could cause distress to their families. Media enquiries will be referred to the designated media contact for the school;
 - no-one in the group will discuss legal liability with other parties.
- ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school base;
 - contacting parents. Details of parents contact numbers need to be available at all times while the group is on the visit. The school contact will act as a link between the group and parents. Parents will be kept as well informed as possible at all stages of the emergency;
 - liaison with Headmaster and/or governing body. The school contact will act as a link between the group and the Headmaster and/or chair of governors and arrange for the group to receive assistance, if necessary;
 - liaison with media contact. If a serious incident occurs, the school contact will liaise with the designated media contact as soon as possible;
 - the reporting of the incident using appropriate forms, if necessary. Some incidents are reportable under the *Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)*.

[Emergency procedures framework for school database](#)

Prior to the visit, the name and school and home telephone numbers of a school contact will be identified. It is advisable to arrange a second school contact as a reserve. The headmaster and group leader will bear in mind that the contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful. The main factors for the school contact to consider include:

[Media Contact](#)

The School's media contact will liaise with the school contact, the group leader and, where appropriate, the emergency services. In the event of an emergency all media enquiries will be referred to the media contact. The name of any casualty will not be given to the media.

[After a serious incident](#)

It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other pupils or staff in the school have been affected. In some cases reactions do not surface immediately. Schools in this situation have sometimes found it helpful to contact local community support services and to seek professional advice on how to help

individuals and the school as a whole cope with the effects of a tragedy.

Terrorism

In the event of a school party finding they are caught up in a terrorist attack, **the group leader** must ensure that as with other emergency procedures the group keeps together and supervisors are aware of procedures should the group get separated.

In these events the emergency services (police, army, fire and ambulance) will take control of a situation and the group leader must take direction from them.

Mobile phone services can be suspended during these attacks and it may not be possible to get a message to the school. The group leader should consider finding an opportunity to use a landline if possible to contact the school.

For trips abroad, the travel company should advise on the best course of action and provide support where necessary. The **group leader** should ensure they have the details of the British Embassy as part of their communications pack

It is important that all pupils have a contact detail wristband on school trips in the UK that give the school contact details. For trips abroad the pupils must carry an ID card giving details of the school, where they are staying and the telephone number of **the group leader**.

Financial Procedures

Financial Planning Section:

All trips whether paid for by the school or to be paid by parents must be approved by the Finance Department before they are approved by the Headmaster.

The group leader will ensure that parents have early written information about the costs of the visit, how much will come from school funds, and how much each parent will be charged or asked to contribute. Parents will be given enough time to prepare financially for the visit. It may be useful to break the costs down into subheads such as travel, hostel, meals etc.

The Group Leader must ensure that a minimum of three staff have been budgeted for, on all residential trips, regardless of the number attending. If this is not included in the 'free places' allocation it must be budgeted for in the cost to parents.

The Finance Office will ensure payments received in respect of trips are allocated to the appropriate accounts and that funds are separated from the general funds of the school.

(Amended 19.11.18)

Charging for Trips Section:

All payments for parent-funded school trips must be made via ParentPay. Once the trip has been approved and the sanction form passed to Finance, the instalments will be set up on ParentPay and allocated to the relevant children's accounts. Parents can then choose to pay each instalment separately (within the agreed timeframe) or pay all instalments at the same time.

All initial deposits are **Non Refundable**. This must be made clear on initial letters to parents.

Where parents are required to pay for trips, the group leader will keep an accurate and up to date list of payments. Finance can assist by providing a payment report from ParentPay on request.

The Group Leader must ensure that all payments are received on time from parents, ensuring that any outgoings are on time. Finance can assist with chasing payments from parents who have not paid within agreed timescales.

students and staff for trips travelling between and

- The information is shared securely with [] Limited.
- The information will be stored securely by [] Limited.
- [] Limited will not pass any details on to any other organisation, unless agreement has been obtained from Rokeby School and providing the sharing is to help make the trip possible.
- [] Limited agrees to destroy the data once the trip and all related matters have been concluded.

APPENDIX 2

DATA PROTECTION – GDPR
(sharing personal data)

Letter Templates

ROKEBY SCHOOL – INFORMATION SHARING AGREEMENT (ISA)

This Information Sharing Agreement (ISA) defines the arrangements for processing data between Rokeby School and the travel company named in the right-hand box below.

Parties to the agreement: Full name and address of the travel company:

School Address	Travel Company
----------------	----------------

The following information about students and staff:

- Medical / dietary needs
- [] Tour – Full Name and Date of Birth is being shared by Rokeby School to enable the travel company named above to organise a school trip for our

This agreement must be formally approved and signed by both parties before any information sharing takes place. Both parties will ensure that the ISA and any associated documents are known and understood by all staff involved in the process.

Originating organisation:

Partner organisation:

Name of organisation: Rokeby School

Name of Travel Company:

Name:

Name:

Position:

Position:

Signature:

Signature on behalf of []:

Date:

Date:

DATE

Ref: [Name of Trip]

Dear Parents

Further to the trip briefing held on xx xxxxx(date), I attach a summary of the points raised and discussed, together with a document covering travel, hotel and key locations to be visited and researched.

I would also like to take this opportunity to confirm the Data Protection agreement we have with Travel Limited, who have helped organise this trip. It has been agreed that we can share information withTravel, with regards medical/dietary needs and the full name and date of birth of each pupil, but only if they fulfil the following conditions:

- The information is shared securely with Travel Limited.
- The information will be stored securely by Travel Limited.
- Travel Limited will not pass any details on to any other organisation, unless agreement has been obtained from Rokeby School and providing the sharing is to help make the trip possible.
- Travel Limited agrees to destroy the data once the trip and all related matters have been concluded.

If you wish to discuss any of the above further with me, please do not hesitate to contact me.

Yours sincerely

Name of Organiser

Email contact details

Alcohol Consumption on Residential Trips

Alcohol consumption by anyone of the age of 18 and over should be discussed ~~and agreed with the staff members on a trip~~ in advance, taking into account the following:

1. The ~~fact that alcohol consumption can affect judgment and coordination~~ ~~negative effect of alcohol on the ability of~~ ~~and so can have a negative impact on~~ leaders or helpers ~~to when~~ carrying out their responsibilities, including in an emergency.
 - The need for a ~~sufficient number of two~~ alcohol-free leaders to provide effective ~~2.~~ supervision, including in an emergency.
3. The time taken after drinking for someone to be free of the effects of alcohol.
4. The legal position relating to alcohol consumption (e.g. legal limit for driving) of the group’s home country and any country to be visited. Whichever is the most restrictive must be adhered to.
5. The message that alcohol consumption by over-18s might send to under-18s on the visit.

As alcohol affects judgement and decision-making ability, participants should always be supervised by alcohol-free leaders. This includes overnight, during a residential visit. So if ~~leaders-staff members~~ are to drink alcohol then:

- ~~I~~There should be sufficient ~~leaders staff members~~ to allow some to be ‘off duty’ without

adversely affecting supervision levels.

1. Those who do drink should do so in moderation and be fit to return to duty at the appropriate time. Note that the body can take up to 2 hours to process

the alcohol in one large glass of wine or a pint of strong beer.

2. The duty rota should not unfairly penalise any leaders who choose not to drink.

3. No alcohol should be drunk during the day (e.g. at lunchtime) by any participating ~~teacher~~ member of staff.

3.4. No alcohol should be consumed in the presence of pupils.

When travelling abroad all leaders and participants should be aware of local laws and customs relating to alcohol. Local laws should always be followed where they are more restrictive than the laws of the UK or the agreed visit rules.