SOLENT
Academies Trust

Together we inspire lifelong learning, perseverance, kindness and growth, transforming the lives of our children and families

EDUCATIONAL TRIPS POLICY

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1. Introduction

Solent Academies Trust recognise that pupils can derive a good deal of educational benefit from taking part in visits. They have the opportunity to undergo experiences not available in the classroom.

Visits help develop a pupil's investigative skills and longer visits encourage greater independence.

All off-site activities must serve an educational purpose which is clearly related to the curriculum. Any activities which cannot meet this requirement must not be undertaken and will not be approved by the Educational Visits Coordinator (EVC) or the Principal.

Failure to follow educational visits policy and procedures could also lead to disciplinary action.

2. Purpose

This policy will ensure that all academies within Solent Academies Trust:

- Create educational experiences beyond the classroom which will enable pupils to develop skills for life, confront and manage risk, whilst engaging within their learning environment.
- Enable every pupil to have the opportunity to benefit from educational visits that will:
    - Raise achievement
    - Boost self-esteem
    - Develop key skills
    - Develop social education and citizenship
    - Promote education for sustainable development
    - Promote health and fitness
- Provide duty of care to make all visits safe, purposeful and appropriate to meet the educational needs of the pupils taking part.
- Comply with national guidance issued by the Outdoor Education Adviser's Panel.
- Meet DfES guidelines (1998) entitled 'Health and Safety of Students on Educational Visits' (HASPEV) and DfES 3-part supplement and guidance (2002).
- Where appropriate, seek further advice from the Local Authority (LA) and other technically competent personnel.
- Ensure that educational visits are in line with Solent Academies Trust policies on special needs, inclusion, equal opportunities, finance, charging and remission, safeguarding and behaviour.

It is important to identify which of the following visits/activities it is and ensure the appropriate planning and preparation is undertaken.

1. Off-site educational visit led by the academy

2. Off-site educational visit where an external provider and facilities are used

3. Off-site educational residential visit

3. Legal context and duty of care

As with any activity, those covered in this document take place within a legal framework. Anyone involved must operate within this framework if they are to act lawfully. This section describes the essential elements of that legal framework.

This policy should be read in conjunction with the following Solent Academies Trust policies:

- Safeguarding Policy
- SEN & Information Policy
- Charging and Remissions Policy
- Health, Safety & Environment Policy
- Communication Policy
- Secure Handling and Transit Policy
- Trust Vehicle Policy

Visits are managed entirely in accordance with these policies and, apart from simple additional considerations (e.g. to the site, to transportation of pupils), are managed as they would be in school contexts.

3.1 Health and Safety at Work

Responsibility for safety lies primarily with the employer for all work activities under the Health and Safety at Work Act 1974. Solent Academies Trust, trustees and staff have delegated safety responsibilities and duties. The policies and procedures in relation to off-site activities and educational visits can be found on the website or a copy can be requested from reception.

3.2 The Duty of Care

When members of staff or others are responsible for the care, custody and control of the pupils or others, they must take the same care that a reasonable, prudent and careful families would take in the same circumstances.

3.3 Implementing the Duty of Care

In implementing this principle and interpreting the meaning of 'reasonable, prudent and careful', common sense should be applied. In doing so, those involved should:

- Try to think as a parent/career would think in similar circumstances.
- Consider whether they would be able to justify what is proposed to professional colleagues whose judgement they respect and, ultimately, to a court of law.
- If they are in doubt they must not go ahead unless or until they have sufficient further information and advice to remove the doubt.

4. Roles & Responsibilities

Roles and responsibilities

Trustees	• Approve, monitor and evaluate the Off-Site Activities Policy and its implementation. • Ensure it is in accordance with other key policies. • Include as an annual agenda item a report from the Educational Visits Co-ordinator (EVC).
Director for School Improvement	• Overall responsibility that all trips are carried out in accordance with legal framework. • Support Principals and EVCs.

Roles and responsibilities

Executive Lead for Safeguarding CEO	• Ensures that any emergency situations arising from educational visits are carried out in line with good practices.
Principal	• Support the EVC in their role. • In conjunction with the EVC, authorise trips and visits on the EVOLVE system or liaise with the trip leader where approval amendments to the paperwork are required and authorisation cannot yet be granted. • Agree the programme of off-site and residential trips that are included on the school calendar. • Support trip leaders in their planning and preparation for trips as appropriate. • Act as emergency contacts for residential trips where necessary. • Support all staff involved in trips and residential trips regarding upholding the highest standard of discipline, health and safety and safeguarding. • The Principal will approve the financial viability of trips up to £3k in total and provide advice and guidance on charges to families and funding available, including any financial assistance families may be entitled to. • The Principal will ensure the admin team for each individual academy has a system in place for reminding families of outstanding payments and deadline dates, particularly when payments are being made in instalments. • The admin team will report to the Principal if trips/activities are NOT paid for in full at least two weeks prior to commencement. • The Principal / admin team and the trip leader will then agree the appropriate action to be taken to ensure this payment is met before departure.
EVC	• Ensure that all proposed trips are planned using the appropriate documentation (based on the LA documentation) in full and that planning considers all aspects outlined in the academy's procedures. • Raise any concerns with the Principal and relevant SLT members immediately. • Support Trip Leaders in ensuring that all procedures for trips as outlined in the procedures are followed. • In conjunction with the Principal, authorise trips and visits on the EVOLVE system or liaise with the trip leader where approval amendments to the paperwork are required and authorisation cannot yet be granted. • Assist in the induction of new staff to the trips planning procedures • Keep up-to-date with DfE and LA guidelines for off-site trips and act as staff advisor of same. • Attend regular training on the area of educational visits and update EVC training once every three years.

Roles and responsibilities

	• Ensure that an up-to-date record is kept of staff qualifications relating to off-site and educational activities and facilitate the appropriate CPD for staff as required.

Trip Leaders (EVL)	• Follow all requirements detailed in the national guidance issued by the Outdoor Education Adviser's Panel in full.
	• Discuss and submit for consideration every proposed activity/trip with Principal.
	• Hold pre-residential meetings with the Principal and EVC to run through safety details.
	• Complete the 'EVOLVE' on-line booking forms in good time, adhering to deadlines for those trips requiring LA approval.
	• Liaise with the admin team to ensure letters to families are consistent and appropriate for the trip and to ensure they are sent home, along with a medical form if required. Upload the approved letter onto EVOLVE.
	• Liaise with Finance Department regarding dates for payments to allow pupils/families sufficient time to spread the cost of larger trips.
	• Submit full risk assessments and complete other documentation as required by the EVC. Upload onto EVOLVE.
	• Work closely with the EVC to ensure all aspects of safety detailed through the Academy documentation are considered and all areas attended to in full.
	• Ensure all staff not currently employed by the academy who are participating in the trip are DBS checked as appropriate to their role.
	• Attend all meetings called in order to ensure good planning and safety
	• Provide guidance to accompanying staff and families on all safety matters in full.
	• Put the health, welfare and safety of pupils on trips first at all times in accordance with the code of conduct policy and health and safety policy.
	• Maintain high standards of discipline on trips in order to enhance safety, in accordance with the code of conduct policy and health and safety policy.
	• Communicate fully with families on all trip matters as detailed in the Academy's procedures.
	• Where appropriate (e.g. residential activities overseas) organise an information evening for families in the term preceding the trip.
	• Be jointly responsible for reminding families of outstanding payments and deadline dates along with the Finance Department.
	• Check with the Finance Department that all trips/activities are paid for in full at least 2 weeks prior to commencement.
	• Ensure the named contact(s) on EVOLVE have all the relevant information, to include:
	  • Next of kin
	  • Emergency contact numbers
	• Print off and take EVOLVE form on trip.

Roles and responsibilities

	• Issue a copy of the trip register to the Principal and any other emergency contacts (for out of hours).
Other supervisory staff	• All staff assisting with supervision on any trip will be conversant with all relevant policies, procedures and protocols. • All staff will ensure that the requirements of any risk assessments, risk control procedures and safe systems are followed. • All staff will ensure that once the trip has started, where any previously unforeseen hazards or risks are identified, they are brought to the attention of the Trip Leader (EVL). • Staff will feedback information to the Trip Leader to enable a full review of the trip to be completed. • Any Medical needs.

5. Planning and Preparation

This section deals with those activities arranged by or under the auspices of Solent Academies Trust and which take place outside the boundaries of the academies.

It includes such things as:

- Day visits
- Short or long stay residential journeys in the UK and abroad
- Field studies out of school
- Activity tours in this country or abroad

It does not include:

- Work experience (unless it involves travel in a group).
- Usual journeys to and from college.

It is important that staff take steps to learn as much as possible about the nature and guarantees of the service, safety arrangements and any teaching facilities that are included in any contract. In considering this, staff might find it helpful to speak to colleagues who have used a company or facility on a previous occasion.

It is the responsibility of the group leader to consider the suitability of organisations and venues.

Forward planning and preparation are crucial to safety and educational effectiveness. On the few occasions when things do go wrong the cause can almost always be traced back, to at least some extent, to faults in planning.

It is essential that formal planning takes place before setting off on any visit. This involves considering the dangers and difficulties that may arise and making plans to reduce them.

The Principal – whose agreement must be obtained via the EVOLVE system and who is responsible for planning visits – will often delegate the detailed planning to the EVL.

Hazardous and residential educational visits led by the academy or when an external provider and facilities are used, require approval by the EVC, Principal and the LA via the EVOLVE system.

The EVL must complete the EVOLVE online booking forms in good time, adhering to deadlines for those trips requiring LA approval. Trips not requiring LA approval should be available for EVC and Principal approval no less than two weeks prior to visit date.

The EVC must liaise with the admin team to ensure letters to families are consistent and appropriate for the trip and to ensure they are sent home, along with a medical form if required. Upload the approved letter onto EVOLVE

The Local Authority must be notified of all residential off-site educational visits at least four working weeks before the departure date using the EVOLVE electronic system. This will be completed by the EVL.

6. EVOLVE Approval Process

The EVOLVE system is the approval route for all off site activities including non-hazardous and non-residential, this includes regular off-site trips, for example a walk to the park.

The following activities must be approved by the LA via EVOLVE:

- Are more than 24 hours in duration
- Involve an overnight stay
- Involve a journey by air or sea
- Involve a journey to a foreign country
- Involve hazardous activity
- Trips that include transit within and across London

All trips submitted on EVOLVE must be approved by:

- EVC
- Principal
- The Local Authority if they meet any of the above thresholds

Approval at any level should be sought well in advance and certainly before you are committed financially to a venture. This includes events such as long-haul trips that may be planned well in advance. In such cases outline approval should be sought before proceeding with fundraising or financial commitments, even though further details may be needed to confirm approval subsequently.

6.1 How to obtain Local Authority approval

Approval is obtained by using the EVOLVE system.

Staff should be aware that if there is doubt about the safety or quality of an off-site activity the local authority may be obliged to refuse approval, whether the Academy is committed or not.

As a general rule the EVC should submit this form for approval no later than FOUR WEEKS prior to the departure dates.

Where visits are submitted with outline details at an early stage, they can be updated later as more details become available.

7. Costing of the Trip

All educational trips costs must be calculated to ensure that they are affordable. Approval of the cost of the trip must be obtained before approval will be granted via EVOLVE.

It is important that any educational trip undertaken does not incur a loss.

8. Risk Assessments

8.1 Trip Risk Assessment

If the risk assessments are to be meaningful, they must be prepared at the start of, and as an integral part of, the planning process.

Risk assessments are carried out or coordinated by the Educational Visit Leader. Assessments should be completed well before the visit and should be approved by the EVC and then signed-off by the Principal. It is the responsibility of the EVC and Principal for ensuring risk assessments are in place.

The language of risk assessment requires an understanding and use of three essential definitions:

- "Hazard" means anything that can cause harm.
- "Risk" is the possibility that someone will be harmed by the hazard.
- "Control" is how to manage the risk and/or hazard.

A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them.

First come up with a plan for the visit. Consider what could go wrong, and then how such hazards could be controlled (i.e. the risk assessment) - this may require modifying the plan. The process is then repeated until a satisfactory proposal is reached.

The trip risk assessment should be based upon the following considerations:

- What are the hazards?
- Who might be affected by them?
- What safety measures need to be in place to reduce the risk to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?
- Is there a corresponding list of control measures to be applied?
- Are there site-specific hazards not covered by the generic assessment or qualifications of the leaders?
- What are the corresponding qualifications and experience of the leaders?
- Are there site-specific hazards not covered by the generic assessment or qualifications of the leaders?

The EVL should upload the completed risk assessment to EVOLVE and where necessary give copies to all members of staff/supervisors on the visit, with details of the measures they should take to avoid or reduce the risks.

Frequent local visits may not need a completely new risk assessment every time. Nevertheless, it is essential to remain vigilant and not to become complacent. A generic assessment of the risks of such visits should be reviewed at termly intervals and careful monitoring must take place. Where a previous visit is undertaken repeatedly, such as in an established annual programme, existing risk assessments must be reviewed to ensure any material changes in circumstances are considered such as a change of pupils or a change to the medical support needs of a pupil.

Written operating procedures for particular tasks or activities, compiled on the basis of suitable experience and technical advice, will also provide evidence of a risk assessment. However, the assessment must ensure the specific site hazards or issues introduced by individual pupils and staff are fully considered. These procedures should be provided by the hosting company.

8.2 Pupil Risk Assessment

A pupil risk assessment should also be in place and carried out prior to the trip departure.

The pupil risk assessment should consider behavioural, medical and dietary requirements for pupils and identify all control measures to be implemented including identification of any medications required and trained staff for the administering of such medications.

Every trip must be accompanied by a trip list containing full listings of pupils on the trip with the form submitted as the trip departs. If the risks cannot be contained then the visit must not take place.

Off-site visits may pose additional difficulties for a pupil with SEND and the behavior of some pupils may prove challenging.

The following factors should 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?

It may be helpful to the pupil if one of the staff already knows them well and appreciates their needs fully.

8.3 The risk assessment process MUST continue throughout the visit

The risk assessment will need to be reviewed and if necessary, re-assessed if circumstances change. For example:

A. Objective observation e.g. changing the route part way through a mountain walk because of a change in the weather.

B. Subjective feelings e.g. if the group leader realised that the participants were becoming increasingly uneasy as the activity progressed.

If at any stage you find that you are identifying an activity (or part of an activity) as involving an unacceptable risk, then that activity must not go ahead.

9. Safeguarding

Trip leaders and staff should ensure that adequate child protection arrangements are in place for the visit, particularly with regard to arrangements for residential accommodation and the use of contractors or other organisations.

Any member of staff, families or relative who supervises any pupils on a trip is in regulated activity and will therefore need to be in possession of a valid DBS certificate.

Trip leaders should be thoroughly briefed so that it is clear how child protection procedures will operate whilst the trip is away, and the trip leader is clear as to their own role and whom to contact for advice.

Trip leaders should ensure they have undergone trust safeguarding training and are aware of how safeguarding operates when on an off-site activity.

- What are the arrangements for evacuation in case of fire?
- Are they easy to understand, readily available and would they work?
- Do new arrivals go through a drill or at least have arrangements explained to them?
- Are staff familiar with emergency procedures in the building?
- Is appropriate first aid equipment and expertise available?
- Has the provider planned for access to medical help if it proves necessary?

- If the trip involves international travel all standards should meet either current UK standards or the standards within the country visited, whichever are higher.

If sufficient information is not available from other sources, then the trip leader should approach the local authority's outdoor education adviser via the EVC who can advise further.

Pupils and staff must not be placed in situations which expose them to an unacceptable level of risk. Safety must always be the prime consideration.

At Solent Academies Trust the risk assessment findings are recorded in written form using the Risk Assessment Form. All staff who may be group leaders (EVL) of off-site visits **MUST** be familiar with the forms.

The Visit Leader **MUST** make all staff going aware of the risk assessment form.

*** Risk assessment process does not finish with a document; it should form part of the visit ***

10. Pre-visit

Most educational visit locations have been pre-visited and is marked as approved through EVOLVE, this is to ensure suitability and compliance and should on most occasions negate the need for the EVL to carry out a pre-visit check, however the EVL MUST already know the location being visited.

If a preliminary visit is required by the EVL due to the planning of activities, site compliance etc, any reasonable costs incurred can be included in the overall cost of the activity.

The Educational Visit Lead is expected to:

- Ensure at first hand that the venue is suitable to meet the aims and objectives of the visit.
- Ascertain if it has the LOtC mark or other quality marks which might suggest the venue is appropriate if not approved by EVOLVE.
- Obtain advice from the manager regarding evacuation policy/first aid, etc.
- Assess potential areas and levels of risk and have a copy if families wish to review.
- Ensure that the venue can cater for the needs of the staff and pupils in the group and ensure they are fully aware of the levels of need of our pupils.
- Become familiar with the area before taking a group of pupils there. If using a provider, research them appropriately.
- Ascertain if the values and ethos of the provider match your expectations?
- Ascertain if there is a clear understanding about the responsibility for supervision at all times during the visit?
- Ascertain what the respective roles of the provider staff and Solent Academies Trust staff are?
- Obtain information in regard to the provision for pupils' special needs?
- Ascertain how flexible the programme is in meeting changing circumstances?
- Ask about the qualifications and experience of the staff who will be looking after your learners.
- Do the qualifications meet Hampshire County Council or West Sussex County Council requirements? For advice and guidance on this, please see the Travel Centre Co-ordinator.

- Who has guaranteed their competence?
- Do staff have nationally recognised qualifications?
- Where staff are trained in-house, how does the training relate to national standards?
- Assessing the competence of staff may require technical knowledge. The expertise to do so is available through the Outdoor Education Unit at Hampshire County Council or West Sussex County Council via the EVC.

It is good practice when using external providers and facilities that you visit and read National Guidance from OEAP (https://oeapng.info).

10.1 Arrangements

- Consider cost and efficiency – how will traffic be at the time you take transport?
- Consider factors such as parking/height restrictions of vehicles.
- Does the travel operator have rules of their own which might affect learner/staff ratios? E.g. most cross channel ferry companies require a ratio in the region of one staff member to ten pupils. It is important to check any such constraints before bookings are made.
- Previous users may be of assistance in assessing the quality and safety of a service.
- Are arrangements for the journey itself likely to cause a problem? E.g. sea crossings can bring their own difficulties in terms of supervision.

10.2 Location

- Consider distance and time taking transport to and from – ensure breaks are taken for the Trip Leader and drivers.
- Is the environment appropriate? It should be challenging but not involve unnecessary risk.
- Information should be clear, unambiguous and comprehensive. If you are not convinced or require more information, do not hesitate to ask and have the information confirmed in writing – if necessary seek further advice from Hampshire Outdoor Services.
- Beware of any areas where there is a reluctance to give information. General statements need to be explored further. Phrases such as 'staff are all highly qualified' require amplification before any gravitas can be awarded to it. Well-founded operations should have no hesitation or difficulty in providing such detail.

You have a duty of care to ensure that any provider you use meets acceptable standards.

11. First Aid

First Aid should form part of the risk assessment. Before undertaking any off-site activities, the Educational Visit Leader should assess what level of first aid might be needed.

On any kind of visit a qualified first aider should try to accompany staff on the visit or if within walking distance from the academy a designated member of staff. A pediatric first aider will accompany all educational visits for pupils aged 5 and under unless the trip is outside of normal school hours a pediatric first aider will accompany 8 years and under.

For residential visits at least one of the group's staff MUST be a fully-trained first aider.

The person given designated responsibility for administering any regular medication will hold a copy of medication details for all pupils involved with the visit. Medical information can be accessed via the academy's management information system. However where minimal information is required this can be printed and stored in a lockable document wallet.

All adults in the group should know how to contact the emergency services. The minimum first aid provision for a visit is:

- A suitably stocked first aid box or pack.
- A person appointed to be in charge of first aid arrangements.

Other considerations when considering first aid should include:

- The number 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 should be available and accessible at all times.

All educational trips will have suitably trained members of staff who are competent in dealing with asthma, diabetes, epilepsy and allergy, etc.

12. In Case of Emergencies

The trip emergency contact should act as the contact for the group out of hours. They should have available all relevant information about the group – including pupil risk assessments, programme and venues. It is wise to have two or more contacts wherever possible.

Clearly, emergency contacts cannot guarantee to be available at all times. With this in mind it is wise, wherever possible, to have two or more contacts, particularly when an activity extends over a weekend or holiday period. A mobile telephone can also assist with communications, allowing an emergency contact to be available for most of the time.

Action to be taken by the emergency contact person in the event of a serious accident/incident, e.g. an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury, or circumstances in which a group member might be at serious risk or have a serious illness, or any situation in which the press or media are or might be involved.

1. Record the telephone number of the Trip Leader and the group. Listen carefully and write down:
    - what happened
    - to whom
    - where
    - when
    - what has happened since the incident?
2. Inform the senior team leader of the relevant details as soon as possible.
3. If agreed or as necessary, telephone the Children's Services emergency number as follows:

    HCC: Daytime: Outdoor Education, PE and Sport: 01962 876 218

    24 hrs: Emergency Planning Team: 01962 846 846

    WCC: Outdoor Education 03302 227009
4. Not only must the family of any injured pupil be notified as a priority, but arrangements should be made for all families to be contacted regarding the safety of their particular young person.
5. If necessary, assistance should be given to transport families/carers to their injured pupil if he/she is hospitalised.

6. If necessary escalation in line with the Solent Academies Trust Disaster Recovery Policy should be considered.
7. Refer all press/media enquiries to the Chief Executive Officer to respond on behalf of the Senior Leadership Team.

Emergency contacts must ensure all the following information is received from the Trip Leader:

- lists of all group members (including adults) together with the addresses and telephone numbers of their next-of-kin
- complete details of the itinerary
- telephone numbers of senior staff from the establishments concerned
- Passport Numbers (if applicable)
- GHIC (Global Health Insurance Card) (which will replace the EHIC after expiry)) Card Numbers and issue dates (if applicable)
- Mobile Telephone numbers of all staff on the trip including academy mobile contact number.

If you are unsure of your precise location in the event of an emergency, to save precious time please call 112 who are an alternative emergency provider who will recognise your exact location from your mobile phone.

11.1 Contacting the Emergency Services

In case of a serious incident, the emergency services should be contacted by dialling 999. The academy Principal or Executive Principal must be informed of the incident and they will then support with contacting the next of kin.

Mary Rose Academy: In the event of an emergency you must contact the school office who in turn will contact the emergency services whilst remaining on the phone to you. Due to the complex medical needs of our pupils, our admin staff who be able to communicate clearly the medical needs of the pupil.

11.2 Absconding

In cases of a pupil absconding, the normal procedures should be adhered to as detailed in the Absconding Policy. For pupils with a known risk of absconding this must be explicitly mitigated in the risk assessment for the trip.

13. Ratios

It is important to have a high enough ratio of adults to pupils for any visit.

The factors to take into consideration include:

- Age range of the 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 the pupils.
- First aid cover.

At Solent Academies Trust, due to the complex special needs of our pupils, it is vital that the Visit Leader speaks to the pupils' class staff and finds out potential risks when going off-site in order to appropriately staff the visit.

14. Residential Visits

Other issues for the Visit Leader to consider for residential visits must include the following:

- The leader should 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 should be exclusively for the group's use.
- Ensure there is appropriate and safe heating and ventilation.
- Ensure the whole group are aware of the lay-out of the accommodation, its fire precautions and exits, 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 should be in force to stop unauthorised visitors.
- The manager of the accommodation should be asked for assurances that all staff, including temporary workers, have been checked as suitable for work with pupils.
- Locks on doors should work in the group's rooms but appropriate access should be available to teachers at all times.
- There should be drying facilities.
- There should 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 should be provision for pupils with special needs and those who fall sick.
- Balconies should be stable, windows secure and electrical connections safe.
- There should be recreational accommodation/facilities for the group.
- The place of residential should be able to meet any particular cultural or religious needs of the group.
- There should be an appropriate number of group supervisors on standby during the night.
- Adequate provision for the storage of medication

15. Farm Visits

Farms can be dangerous even for the people who work on them. Taking pupils to a farm should be carefully planned.

The risks to be assessed should 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.

Always undertake a pre-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 on the Health and Safety Executive's website – Preventing or Controlling Ill Health from Animal Contact at Visitor Attractions or Open Farm.

16. Clothing

Specific clothing will be determined by:

- Weather.
- The nature of the activity.
- Where and when the activity takes place.

When using providers, it is important to know what clothing/equipment is required and that it is suitable.

17. Communicating with families

Families should be informed in writing of any off-site activity unless it is a regular part of the school curriculum which families have already been informed about.

Before residential visits families should be invited to attend the briefing meeting where written details of the proposed visit should be provided.

There should be alternative arrangements for families who cannot attend or who have difficulty with communication in English. For further guidance please see the Communication Policy which is available on the website or a copy can be requested from reception.

Families need to be aware that the teachers and other staff on the visit will have a 'duty of care'.

The following information on matters that might affect pupil health and safety should be imparted to families:

- Dates of the visit.
- Visit objectives.
- Times of departure and return – families 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 at all times
- Details of accommodation with security and supervisory arrangements on site.

- Details of provision for educational or medical needs.
- Procedures for pupils who become ill.
- Names of leader, of other staff and of other accompanying adults.
- Details of the activities planned and of how the assessed risks will be managed.
- Standards of the behavior expected and general group discipline, including prohibited items. This information may take the form of a code of conduct which families should sign.
- What pupils should 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 families need to arrange additional cover.
- Clothing and equipment to be taken.
- Medical Consent Forms part of the parental consent form.

Families are asked to agree to the pupil's receiving emergency treatment, including the administration of a general anesthetic, receiving blood transfusion and to surgical operations in the case of an emergency (in accordance with the recommendation of a qualified medical practitioner).

If families do not agree to this, the Principal may decide to withdraw the child from the visit – given the additional responsibility this would entail for the Visit leader.

18. Contact with Families during a Residential Visit

The Visit Lead should ensure that families can contact their child via the academy contact and the group leader 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. Under no circumstances should families be given personal mobile phone numbers to aid contact. Only Solent Academies Trust registered phones are to be used for contact during off site visits.

Families should therefore:

- Know the destination details.
- Be aware of the emergency contact arrangements at home and at all the venues the group will visit.
- Provide contact numbers for day and night use in an emergency.
- Group leaders should arrange for families to be told by the academy of the group's safe arrival using the usual school to home communication channels.

19. Use of Mobile Telephones (pupil)

Pupils will not be permitted to take their mobile phones on visits, including residential visits.

20. Pupils with Medical Needs

Every effort should be made to include pupils with medical needs in educational visits, whilst maintaining the safety of everyone in the group.

Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

Additional safety measures to those already in place may be necessary to support pupils with specific medical needs during visits.

Arrangements for taking and administering medication and ensuring sufficient supplies of any necessary medication for residential visits, may be required.

All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures, including the details of any medical protocols and/or care plans. Summary sheets held by all staff, containing details of each pupil's needs (within their assigned responsibility group), and any other relevant information provided by families, is one way of achieving this. This information must remain in a lockable wallet in line with GDPR. In cases of complex medical conditions, information will be accessed via the academy management information system.

The Visit leader should discuss the pupil's individual needs with the families and school nurses or senior leaders as appropriate.

The Visit leader should check that the insurance policy covers staff and pupils with pre-existing medical conditions / needs.

Any limitations or problems that a pupil with medical needs may have, should be considered at the planning stage and when carrying out the risk assessment.

The group leader should discuss the visit with the families of pupils with particularly complex medical needs to ensure that suitable arrangements have been put in place to ensure their safety.

21. Scope of Educational Visits

Visits should be arranged that will support and enhance the planned curriculum.

This may also be used as either a spring board to learning or as a summing up of learning.

As an open-minded special needs Academy, we will likely include visits to all places of worship. These visits will both underpin the differing values and beliefs of other cultures and faiths and allow the pupils opportunities to explore different cultures and beliefs.

22. Procedure on the Day of a Planned Visit

On the day of a planned visit, staff must complete the EV2 form (see Appendix 1).

These forms confirm the details of the visit (class name, day, location, time out, time in, staff involved with the visit and staff emergency contact details), the names of all pupils involved, the pupils' medical information, permission and that they are actually present on the day so that the school office know who is off-site if there is a fire alarm or evacuation.

On residential /out of hours trips, staff should also ensure that they take a copy of the Visit Emergency Procedures Crib-card with them on the day of any visits will be given out by the EVC.

23. GDPR

It is recognised that personal data for health and safety reasons will need to be taken off site during educational visits. Where personal data needs to accompany the pupil/s, members of staff must take appropriate security measures to keep the data safe to avoid loss or theft.

Please see the Trust Secure Handling and Transit Policy on how to manage taking personal data off site.

24. Appendix 1 – EV2 form

Please complete this check list **for each minibus/coach** for every off-site visit undertaken. A copy of this form and risk assessment should be left with the school office before you leave the school premises.

Date of visit:	**Leaving at:**
Class/group:	**Returning by:**
Destination:	**Contact number:**

Staffing	**Name**	**Mobile number**
Leader		
Driver		
Support staff		
Support staff		
Volunteer		

Pupils' names		

Tick to show which pupils have emergency medication or a tracheostomy

Number of pupils:	**Number of non-ambulant pupils:**

HAVE YOU COLLECTED THE PUPIL'S MEDICINE AND EMERGENCY PROCEDURES?