

Grace Academy Coventry

Trips and Visits Policy

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SECTION 1 – EDUCATIONAL VISITS POLICY

Summary:

This policy aims to give guidance that will both minimise the risk to those taking part and as much protection as possible to the teacher in charge of the visit. Most visits take place without incidents but following a number of tragic incidents involving schoolchildren in the last few years in the UK and abroad, there is a growing concern about ensuring the safety of students on school visits. A balance must be struck between what is desirable and what is feasible. The law states that standard of care must not be too demanding but at the same time parents must be assured that their children will be cared for as best as they can in the circumstances.

1.1 Introduction

1. All trips and visits are supported on a voluntary basis apart from on rare exceptions approved by the Principal such as Duke of Edinburgh and summer school.
2. Staff at Grace Academy organise a varied programme of curriculum enrichment and offsite visits during the course of each year. These include sports events against other schools, specialist visitors to the Academy, and specific lessons with departments, trips to places of interest, field trips and overnight expeditions in the UK and trips abroad.
3. The governors of Grace Academy recognised the value of all curriculum enrichment and offsite visits and are grateful for the energy, commitment and professional skills of the staff involved.
4. The information is designed to enable leaders and potential leaders to acquire the necessary knowledge, experience and confidence required to lead safe and rewarding visits and, where necessary, seek the appropriate further advice.
5. Students from Grace Academy undertake visits for a wide variety of educational purposes. These range from half-day visits to residential experiences, both locally and abroad. The activities are similarly broad ranging from adventurous pursuits in the mountains or on the water, to urban and rural visits. Grace Academy acknowledges the value of such experiences and the contribution they make to the development of students. Various subject areas in the National Curriculum require, by implication or directly, practical experience in the environment for the effective delivery of the syllabus. Residential experiences and involvement in challenging situations also make a significant contribution to personal and social development.
6. Educational visits have a variety of forms, aims and approaches. The general principle, underpinning this guidance, is to ensure the safety and welfare of students and staff. It is acknowledged that such activities make a valuable contribution to the experiences of students. Provided that the aims and objectives are clearly formulated, and the organisation is methodically carried out, activities will be not only relevant and effective but also safe.
7. Any visit or journey will inevitably entail a considerable voluntary commitment by staff. This voluntary input and the responsibility incurred in the supervision of students on any educational visit is recognised and valued by Grace Academy which supports and promotes such ventures.

8. It is important that the students are equipped with the necessary skills and techniques to enable them to make sound judgements before ventures are undertaken. Experience should be acquired gradually and progressively as the students achieve their independence.
9. The aims of outdoor education include encouraging students to become self-reliant, self-confident, responsible and to act independently. This may develop from participation in independent travel skills, project work, fieldwork, environmental studies, adventurous activities and the Duke of Edinburgh's Award, amongst other activities. Small group and independent work that is not under the direct supervision of a member of staff can be a most worthwhile approach. However, greater care is required in the management of such activities.
10. Accordingly, these guidelines have been designed to provide a framework of good practice in the organisation of educational visits and to identify a means by which they may be safely sustained and developed. The need for clear, unambiguous regulations and guidance has to be set against the difficulty of framing statements to cover all eventualities. Every effort has been made to ensure that advice is relevant to any visit or journey undertaken. Grace Academy Coventry uses the Local Authority Evolve online system for processing and approving trips.
11. These guidelines are appropriate to any occasion where students are participating in any activity whilst legally in the care of Grace Academy:
 - All off-site curriculum activities
 - All off-site extra-curricular activities
 - Situations involving off-site activities arranged by external providers
 - Any adventurous activity where there is a duty of care to students

1.2 Duty of Care

12. Teachers and support staff who take students out of the Academy on an Academy activity are responsible for all students in their care just as they are during Academy hours. The obligation on, teachers and support staff is to take all reasonable measures to ensure that no student is exposed to unnecessary and unacceptable risks; in other words, the requirement to act with care. The law does not expect anyone to do the impossible but do what a reasonable person would do in the circumstance. If this is not followed the member of staff may be found to be negligent.
13. It is clear from cases that have come before the courts that the concept of 'in loco parentis' (literally meaning 'in place of parents') dominates the legal responsibilities of staff in their relationship with students in their care. Consequently, those accompanying or supervising students on educational visits may, throughout, do what is reasonable to safeguard or promote the interests of the students. They are therefore expected to exercise at least the same degree of care as that which would be taken by the average, careful parent in the same circumstances. The standards of care that a court expects might vary according to the type of activity, the age and maturity of the students and the changing conditions.

1.3 Special needs and vulnerable young people

14. Students and adults who are vulnerable or who have special needs have an entitlement to participate in a rich and varied educational activity programme. However, a personal risk assessment should be

prepared. This may, where applicable, include control measures that address the issues as they could present during the visit.

15. In order for students and adults to participate in activities and to maintain high quality teaching and learning, staffing ratios need to take into account individuals special needs.
16. Any programme offered should maximise the attainment and achievement of everyone participating, helping to develop his/her self-esteem, self-confidence and citizenship skills (e.g. living in a community with others – often denied due to his/her special needs).
17. It is important, if a provider is being used, to identify the specific roles of the Group Leader and Instructor. The Instructor **must** be made aware of individual needs within the group.
18. When working with groups with special needs or vulnerable young people it is important that Group Leaders have an established relationship with the group and that any instructor is made aware of individual problems.
19. The Grace Academy Medical Policy should also be consulted for both general and specific guidance.

1.4 Adult/Student Ratios

20. Educational visits should be accompanied by a minimum of two adults, of which at least half must be staff at Grace Academy. Academy students cannot be included as adult escorts. All visits involving an overnight stay must have at least one accompanying adult of the same sex as the students. Adults employed by the venue or an agency must not be counted when calculating the adult / pupil ratio. For clarity this does not include the coach driver.

Where a visit is local (10 miles) and does not extend the school day by more than one hour (before or after), it may be possible for a single adult to accompany the students, subject to assessing the risks, including the ages and behaviour of the students

There are many variables and it is not possible to give precise staffing ratios to cover all situations. The following are a minimum. The Principal may wish to improve these ratios according to the type of activity being undertaken, where very young children are involved or with groups with special needs. There should also be one extra supervisor available for emergencies when determining the ratio of groups with special needs. A risk assessment should be carried out to determine the ratios. Reasonable breaks will take place for staff as appropriate to the needs of the students.

21. Category A visits

These are day visits (*i.e. visits that take place within the normal school day or extend the school day by no more than one hour before or after the normal school day*), where the element of risk is similar to that normally encountered in daily life.

Any off-site activity, however, will demand an awareness of rural or urban hazards and the exercise of due care.

Examples of such activities may include farm visits, visits to sites of historic, commercial or cultural interest, most fieldwork, sports tours and leisure centre visits, local walks, journeys to the zoo or theatre etc.

Adult / Pupil Ratios

Secondary	Years 7 and over inc. post 16	1 adult : 15- 20 students (max)	
Special needs:	SLD	1 adult : 3 students	Unless a risk assessment shows otherwise this shall be in addition to the above
	PMLD/Epileptic	1 adult : 1 pupil	

Students with challenging behaviour, or who are particularly disruptive, will require the necessary staff provision to be available to deal with any difficulties that may arise.

22. Category B visits

B1) Visits which extend the normal school day, but do not involve any nights away from home.

Adult / Pupil Ratios

Secondary	Years 7 and over	1 adult : 10-15 students (max)	
Special needs:	SLD	1 adult : 3 students	Unless a risk assessment shows otherwise
	PMLD/Epileptic	1 adult : 1 pupil	

B2) Visits involving any nights away from home (residence in a hotel, hostel, activity centre, holiday complex and camping).

Adult / Pupil Ratios

Secondary	Years 7 and over	1 adult : 10 students	
Special needs:	SLD	1 adult : 3 students	Unless a risk assessment shows otherwise
	PMLD/Epileptic	1 adult : 1 pupil	

B3) Adventure Activities having an element of risk requiring leader competence and qualification.

These activities fall in the scope of the Adventure Activities Licensing Authority (AALA) unless mentioned in the guidance. Such activities may take place in hazardous or remote environments and generally require specific skills, experience and safeguards in order to contain risk at an acceptable level.

Examples of these activities are mountain and moorland walking, canoeing, climbing and camping and are generally referred to as outdoor pursuits.

Adult / Pupil Ratios

Adult / Student ratios and the levels of Leader competence vary according to the activity to be undertaken. Please refer to the EVC for further guidance.

23. Category C visits

C1) All visits and residential visits abroad;

C2) Activities having an element of risk, but for which, there is no register of approved leaders;

C3) Activities where there is a level of uncertainty about the safe conduct of that particular activity.

Examples in the latter case may relate to the nature of the activity, the staff involved or the location in which the proposed activity takes place.

Adult / Pupil Ratios

Secondary	Years 7-13	1 adult : 10 students, plus 1 extra adult
Special needs:	SLD	1 adult : 3 students, plus 1 extra adult
	PMLD/Epileptic	1 adult : 1 pupil, plus 1 extra adult

24. For any visit (all categories) where the party subsequently splits into sub-groups, the Party Leader will need to consider how many adults are needed to accompany each sub-group (at least two adults per sub-group).
25. Female and male adult supervisors should accompany mixed groups of students. Overnight trips must be supervised by at least two adults to match the sex mix of the students.
26. An improvement on these basic adult: pupil ratios and staffing may be required dependent upon the:
- Nature and location of the activity
 - Gender, ages, attitudes, disability, behaviour and competence of the group members
 - Duration of the activity
 - Weather conditions
 - Availability of prompt outside assistance
 - Type of accommodation
 - Experience and competence of the staff. (Inexperienced staff should be counted as group members).
 - Specific requirements of the service provider
27. The longer an activity or visit lasts, the more essential it is to have an adequate staffing ratio. When faced with the continuous responsibility of being *'in loco parentis'* staff cannot work efficiently and maintain the necessary degree of alertness and concentration if they are overtired. Adequate provision must be made for staff to have breaks and relaxation. The ratio must also take into account any domestic role that the staff may have, such as the preparation and supervision of meals.
28. It is the leader's responsibility to obtain the British consulate and embassy telephone number in advance of the trip, along with the national emergency number i.e. UK 999. USA 911

Staff accompanied by their own children

29. Due to the likelihood of conflict of role, staff should **not** be accompanied by their own child or children without the specific agreement of the Principal and other leaders. Where agreed, some adjustment may need to be made to the staffing ratio.

The use of Parents and other Voluntary Supervisors

The use of parents and other volunteers under the direction of the party leader may be acceptable after consideration with the EVC. However, under safeguarding requirements they are not to be solely responsible for a group of children. The principle of being *'in loco parentis'* applies to them, but a court is unlikely to expect the same standard of care from them as it would a teacher, who is employed to exercise supervision. The Principal and party leaders should bear this in mind when allocating responsibilities and they may find it advisable to keep children with problems or behaviour difficulties under their own supervision. The parent will not be eligible to charge for the work completed even if they are a qualified teacher at another educational establishment.

1.5 Approval for Educational Visits

30. All Party Leaders undertaking educational visits /activities must follow Grace Academy's system of approval, as detailed below. There are three categories of activities and associated approvals:

Cat'	Type	Approval by:	
		Recorded?	
A	Day visits in UK	Yes	Principal
B1	Visits in UK extending the normal school day (>1 hr before or afterwards).	Yes	Principal
B2	Overnight visits in UK	Yes	Principal/Director and Chair of Governors
B3	Adventure Activities	Yes	
C1	Visits abroad (Day & Residential)	Yes	Principal/Director and Chair of Governors
C2/C3	Higher risk Adventure Activities	Yes	

1.6 Informing parents and obtaining consent

Parents should be given some information of the risks involved in the visits as well as the measures in place to minimise these risks. In addition, as individuals have the right to access 'recorded information held by any public body', under the Freedom of Information Act 2000, this information should be prepared with public access in mind. Written information should normally include:

- The date and purpose of the visit

- The departure and return times
- The collection point(s)
- The travel arrangements (and name of any travel company)
- The number of students in the group and what the supervision arrangements are (including times of remote supervision)
- Accommodation information (including security and supervision arrangements on site)
- What the provision for special educational or medical needs are (see below)
- What the procedures are for students who fall ill (see below)
- The names of the group leader and the other members of staff and adults who will be present
- The staff contact at home
- Information about activities, the risks they present and how they will be managed (including information about 'Plan B')
- The standards of behaviour expected (e.g. in relation to alcohol, sexual behaviour, smoking, discipline, and items which may not be taken on the trip). Parents may be asked to sign a code of conduct form and be informed of the consequences if these standards are not met (e.g. withdrawal from activities and asking parents to collect their child early in extreme cases)
- What the insurance arrangements are for lost luggage, accidents, cancellations, medical cover, as well as any exclusions from policies and whether parents need to purchase additional cover.
- The inoculations necessary
- What clothing /equipment/money should be taken by each student
- Information about host families (on exchange visits)
- The cost and what it covers, if applicable further details may be inserted by the EVC

It is common practice to invite parents to attend meetings before residential visits, overseas travel or adventure activities. The above information may be discussed in more detail at these meetings

Any information about a student that is likely to be relevant to the management of the trip should be provided by parents.

1.7 Non educational trips and visits (e.g. holidays, evenings or weekends)

Trips may be arranged by staff and volunteers of Grace Academy for the benefit of the family of students and those in the local community. The trip leaders will set the cost of the trip and obtain reimbursement from the appropriate allocated funds. Cases of hardship are to be discussed in a confidential manner with the trip leader or Principal.

1.8 Provision of food and drink

Students in receipt of free school meals will be provided with a free packed lunch for academy trips when requested by parents/carers.

SECTION 2 Arrangements / Procedures for Educational Visits

2.1 Basic Principles of Safe Practice

The basic principles of safe practice planning and undertaking educational visits include:

- a) Ensuring that leaders are competent and effective.
- b) Ensuring effective supervision and staffing ratios.
- c) Ensuring that risk assessments are recorded and communicated for each visit.
- d) Ensuring appropriate levels of first aid provision.

2.2 Competence and effectiveness of Staff

It is essential that all staff responsible for the leading, planning and execution of educational visits or outdoor activities are competent to conduct such activities safely.

There is no substitute for experience, qualification and competence. A breadth of experience will enhance a leader's ability in making sound judgements as to what constitutes a dangerous situation. Local validation, National Governing Body Awards and a varied background of recent and professional experience in related activities enhances safe practice, developing knowledge and expertise in the on-going process of risk assessment.

2.3 Effective Supervision and Staffing Ratios

For every educational visit there must be a Team Leader who manages the whole visit. Whilst at times the group will be managed as a whole depending upon numbers, for many activities it is better for groups to be small, each with a group leader. Supervision will at times be directly with the Team Leader and at times with individual group leaders.

1. Supervision works best when:
 - The aims and objectives of the visit are clearly understood by all involved.
 - The visit and activities have been carefully and thoughtfully planned.
 - Participants have been involved in the overall plan, including identifying potential hazards.
 - Clear guidelines for standards of behaviour have been agreed.
 - The students have had prior contact with supervisors.
 - Everyone involved in the visit understands the supervision arrangements.
2. Supervision can be close or remote:
 - **Close** supervision occurs when the groups remain within sight and contact of the supervisor.
 - **Remote** supervision occurs when it is planned that the group works away from the supervisor. This includes "free time" during visits, including residential visits.
3. For all supervision, the Group Leader:
 - Will normally be a teacher or Youth Leader.

- Is responsible for the safety of their group at all times.
 - Will have a clear plan of the activity to be undertaken and its objectives.
 - Needs to anticipate potential hazards and act where necessary.
 - Continuously monitors the appropriateness of the activity, the physical and mental condition of the group members and the suitability of the prevailing conditions.
 - Needs to exercise appropriate control of the group.
 - Will have a clear understanding of the emergency procedures and be equipped to carry them out.
4. Potential danger points can occur when re-arranging groups. In particular:
- When a large group is split into smaller groups for specific activities.
 - When groups transfer from one activity to another and change supervisor.
 - During periods between activities.
 - When small groups re-form into a large group.
5. It is therefore most important that the supervisor:
- Clearly takes responsibility for the group when their part of the programme commences.
 - Clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information.
6. Supervision ratios will need to be set for each visit and activity, according to the aims and objectives and a risk assessment of potential hazards. The factors to be taken into consideration will include the:
- Particular activity.
 - Group involved, and the needs of individuals within the group.
 - Environment in which the activity takes place.
 - Other helpers. Depending upon their personal experience, helpers may need to be counted as a supervisor or as a participant.
7. For all supervision, the participant will:
- Know who their group leader is at any given time and how to contact them.
 - If appropriate, have a 'buddy'.
 - Have been given clear, understandable and appropriate instructions.
 - Not normally be on their own unless suitably trained.
 - Alert the group leader if someone is missing or in difficulties.
 - Have a meeting place to return to, or an instruction to remain where they are, if separated.
 - Understand the expected standards of behaviour.
8. To ensure good practice for close supervision, group leaders will:
- Have prior knowledge of the group.
 - Carry a list of all group members.
 - Have prior knowledge of the venue.
 - Not normally be on their own unless suitably experienced to make required decisions.
 - Check regularly that the group is all present.
 - Have appropriate access to first aid.
9. In addition, when supervision is remote, groups must be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures:
- Participants will be familiar with the environment.
 - Clear and understandable boundaries will be set for the group.

- Clear lines of communication between the group, Team Leader and the Principal.
 - Team Leader needs to monitor the group's progress at appropriate intervals.
 - Clear arrangements for the abandonment of the activity.
 - Clear point at which the activity is completed.
10. The process of supervision also involves "school based" management. For each visit they must:
- Provide named contact(s) who will be available at all times.
 - Monitor the group's progress whilst away.
 - Provide an alert should groups not report back when expected.
 - Provide emergency back-up services as appropriate; this may include a mobile phone if necessary.
11. Other helpers:
- May include support assistants, volunteers, and parents.
 - Must have received training appropriate to the role they will be undertaking.
 - Must have their role and responsibilities clearly explained and understood by all involved in the visit, from the Principal to the participant.

2.4 Risk Assessment

12. Safe practice in the outdoor environment is not about eliminating risk: off-site activities, by their nature, will entail some level of risk. It is one of the factors that enable valuable lessons about awareness and responsibility to be learnt. It is the role of the provider to manage the risk to an acceptable level and to prepare students progressively to cope with the level of risk inherent in the activity.

The Royal Society for the Prevention of Accidents (RoSPA) advocates the importance of preventative strategies in the management of risk. Whatever visit is proposed, an awareness of potential problems allows intervention before difficulties arise.

Planning is essential and a pre-visit is therefore highly recommended.

13. Risk assessments have always been carried out as part of any responsible team leader's preparations. However, legislation (Management of Health and Safety at Work Regulations 1999) requires that risk assessments must be recorded and the findings communicated to persons taking part in the activity.
14. Consequently, for each educational visit, a risk assessment must be made and recorded.
15. However, risk assessment is a process not just a document, starting in the planning phase of the visit and continuing through the end of the visit when the participants return to school. Changes to the itinerary, changes to the weather, illness, behavioural problems, and incidents (whether minor or major) will give rise to the need to re-assess risk. The Team Leader and other supervisors should monitor the risks throughout visits and take appropriate action as necessary to control any risk changes.

16. Risk assessments may be generic (for routine visits) or individual (for every visit of a higher than normal risk). Any new ideas arising out of the post-trip evaluation should be fed back into the process.

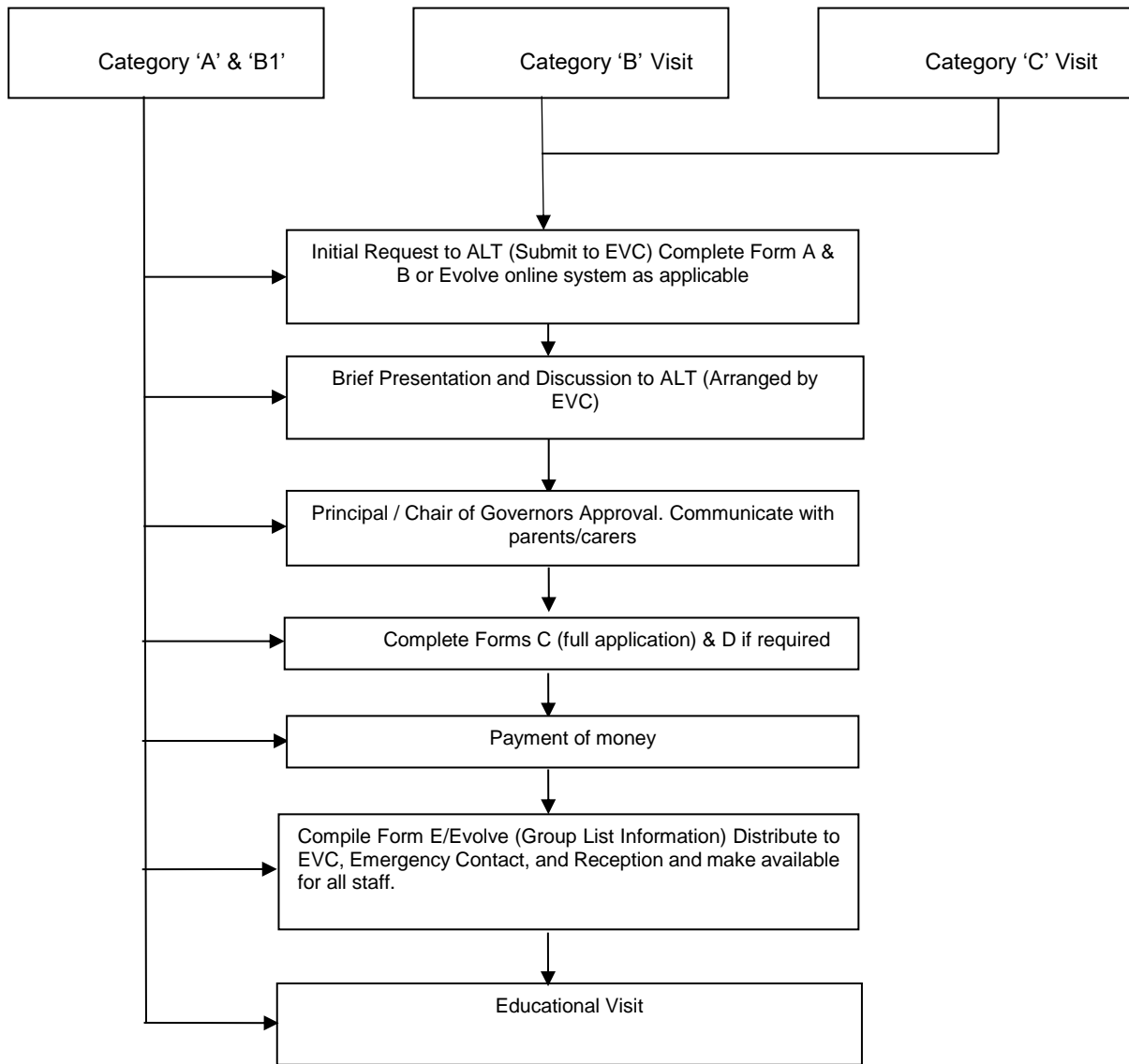
2.5 The Risk Assessment Process

17. Consider the 'significant' hazards – i.e. those that might lead to the risk of serious accidents – and the actions needed to eliminate or at least minimise the risk. Use the 5 steps of the risk assessment process:
 - i) Identify the 'hazards':
“Anything which could cause harm (e.g. an unguarded pool of water, or an assembly point on a busy road)”;
 - ii) Decide who might be affected by those hazards and the potential consequences;
 - iii) Consider what control measures are already in place (including supervision);
 - iv) Calculate the 'residual risk' with the existing control measures:
“The likelihood that someone might be harmed by the hazard (e.g. falling into the water, or stepping from behind a coach into the road)”;
 - v) Where the residual risks are anything more than low, put in place additional control measures to minimise or prevent harm, including steps to be taken in an emergency. In other words, what is your place 'B' for contingencies.
18. When the visit has been completed, it is good practice to review the risk assessment to measure the effectiveness of control measures and whether any additional unforeseen hazards had been encountered.

2.6 First Aid Provision

19. It is preferable that one of the adult supervisors has a first aid qualification.
20. Team leaders should have a working knowledge of first aid. The level of knowledge or qualification required will depend upon the nature of the activity, the extent of outside assistance, the remoteness of the environment and the current health of the group.
21. A valid First Aid certificate is a pre-requisite for many National Governing Body Awards relating to outdoor activities but leaders should have a recognised procedure for help and assistance if they are unhappy about any aspects of first aid.
22. Team leaders who supervise water-based activities should take account of seasonal differences and be competent in water rescue and life saving techniques including cardio-pulmonary resuscitation, (CPR). This should be reflected in their qualification and experience.
23. The Medical and Health Policy (students) should be made available to parents and adhered to by all when on a trip or visit. The team leader should consider how medicines that belong to students or staff members are stored. The student and staff members are responsible for their own administration of any medication required. Any abuse of such medication will be dealt with under Academy disciplinary policies.

24. As referred to within the Medical (student) policy, it is the responsibility of the parent/carer to provide up to date medical information. This may be requested in the consent letter for trips category A – B1



Notes:

1. Team Leaders must allow a minimum of 12 weeks for category B2 to C3 visits.
2. Team Leaders must allow a minimum of 6 weeks for category A and B1 visits.
3. Team Leaders are reminded to take copies of all relevant paperwork on the visit with them including:
 - Insurance documentation
 - European Health Insurance Cards (EHIC)
 - Colour photocopies of the EHIC
 - Passports
 - Group Lists
 - Medical Consent Forms
 - Emergency Planning Documents.
4. Other items that Team Leaders are reminded to take on the visit:
 - Contingency money
 - First Aid Kit
 - Mobile Phones (and Chargers)
5. Leave behind 2 copies each of Itinerary, Group lists, Emergency contacts information:
 - Copy 1 to the nominated Emergency Contact(s)
 - Copy 2 to the Principal's P.A / Reception

2.7 Emergency Procedures

25. All those involved in the planning, approval and organisation of visits should recognise that risks involved will be minimised if careful attention is paid to planning, preparation and supervision. An emergency is difficult to define. There are many variables, given the extent of a problem that may arise and how Leaders may respond. Emergencies will require an on-the-spot response by the party leader.
26. In the event of emergency procedures being implemented, it is the responsibility of the Principal to make all official statements to the media. It is important that the Leaders or party members do not make any comment either directly or indirectly to the media. No admission of liability should be made.
27. If it becomes necessary for students to return either to the academy or their established base, separately to the rest of the group, it is important that an adult accompanies them. If this adult is not a parent or close relative then it should be a supervisor. Such an occurrence will affect supervision ratios and the party leader will need to make appropriate arrangements. Any serious injury or illness should be notified to parents as soon as possible through the party leader, or if the emergency services are involved, through the emergency contact person.
28. Training will be made available regarding these procedures via Educational Visit Co-ordinators

2.7.1 Procedures to follow in the event of an Incident

29. The **Incident Management Flowchart**, below, has been designed to be a practical field guide for managing emergencies that involve medical / injury incidents or when the Emergency Services may need to be called. Team Leaders may find it useful to take laminated copies of the flowchart and the supporting notes with them on the educational visit

2.7.2 Actions to be taken by the Team Leader / Supervisor involved in the incident

30. The following notes extend the flowchart referred to above:

Ref.	Instruction	Notes
1	An Incident Develops	Assess the nature and extent of the emergency.
2	Make sure that the remainder of your group is accounted for and in no further danger.	Give first aid as appropriate: this will probably indicate the extent and severity of the situation.
3	Think! Make a decision. STOP, think and decide your course of action. Dependent on the severity of the situation you have 3 choices available to you	<ol style="list-style-type: none"> 1. You can solve the problem with first aid. 2. The incident requires medical assistance, but NOT from the emergency services. 3. You need help from the emergency services
4I	<p style="text-align: center;">Emergency Services Required</p> <p style="text-align: center;">Call 999</p>	<p>This is the most serious route to take. Call the emergency services as required, give your name and address, location and telephone number followed by:</p> <ul style="list-style-type: none"> • The location and time of the accident. • State the nature of the incident, details of injuries and who is injured. • The condition of those involved and where they are located. • State what action you have taken so far
5I/2	Wherever possible delegate a responsible person to look after the remainder of the group	Having handed over to the Emergency Services, you are still responsible for the rest of the group.
7I/2	If abroad and appropriate notify the British Embassy or Consulate	

Note:

The Police have a responsibility for investigating all serious accidents or fatalities whether on the highway or in the hills. If the accident is in the United Kingdom the Police will endeavour to withhold the identities of casualties until parents have been informed.

Ref.	Instruction	Notes
5I/1	Act on instructions from the Emergency Services.	You should now allow Emergency Services to take control of the situation. However, whilst they have taken responsibility for the Duty of Care for your group or individual(s) involved in the incident, the Leader will need to care for the remainder of the group if

		<p>necessary and will need to follow the groups own emergency procedures.</p> <ul style="list-style-type: none"> • If required collect the remainder of the group and arrange for their return to base. If it is a serious incident staff and children may be in a state of shock. They will also require care and comfort. • Keep them informed. Protect them from any press or media attention. • An adult should accompany any casualties to hospital. • If necessary, arrange for one adult to remain at the incident site to assist or liaise with the Search/Rescue/Emergency Services. • If appropriate contact the group's off-site base and/or the Team Leader. • Advise party members not to contact other people
6l	Call Emergency Contact Person as soon as possible and implement agreed emergency procedures.	<p>An Emergency Contact Person will need to be accessible at all times.</p> <p>Give the following information:</p> <ul style="list-style-type: none"> • Your name, location and telephone number. • The location and time of the accident. • The nature of the incident. • Details of injuries and names of individuals involved. • The condition of those involved and where they are located. • What action you have taken so far. • Agree location and telephone numbers for future communication. <p>The above information is very important. Write it down first to make sure all the facts are given. This will allow the appropriate action to be taken.</p>
5(A)	Return to the base or an agreed location to maintain communication and be with the remainder of the Group.	<p>If appropriate the following should be actioned:</p> <ul style="list-style-type: none"> • A written report should be prepared by all adults involved whilst still fresh in the memory. A record should be kept of names and addresses of any witnesses. Keep any equipment involved in its original condition. • Restrict access to a telephone until the Principal or delegated contact person has been informed and sufficient time has elapsed for the Principal or delegated contact person to contact the parents of those directly involved. • Do not make statements to press/media or allow anyone else to make statements. Legal liability should not be discussed or admitted. Refer all press/media to the Principal or Executive Principal. • Depending upon the situation jointly decide the next course of action with the Team Leader, group and Emergency Contact Person. • On return to the Academy complete accident/near miss forms on form E.

2.7.3 Actions to be taken by the Emergency Contact Person

31. Depending upon the situation all or some of the following will be relevant:

- a) Write down all the information that is given and confirm that it is correct.
- b) As the incident is likely to be picked up by the media, it is vital to identify an alternative telephone number known only to the Team Leader and the contact person to maintain a free

communication channel in the event of any future problems. If at all possible this should not be a mobile phone because of its limitations.

- c) If the Emergency Contact is not the Principal, then if possible notify the Principal.
- d) Notify the next of kin of the students directly involved in the incident. Advise if appropriate of:
 - The nature of the incident
 - The location of the incident
 - Any travel arrangements that may be necessary
 - A means of continued communication
- e) Notify the next of kin of the remainder of the group. Advise if appropriate of
 - The nature of the incident
 - The wellbeing of their child
 - A means of continued communication
- f) If the nominated emergency contact person(s) is not available, an equivalent person of seniority at another academy or foundation should be contacted

2.7.4 Mobile Phones

- 32. Many Leaders now carry a mobile phone or trip phone to save time in the event of an emergency. While it may be a useful item of additional equipment, technical difficulties arise easily especially in mountainous areas and when batteries cannot be recharged. Their use, therefore, should complement and not replace traditional safety and communication procedures.

It is also likely that many students will carry mobile phones: Leaders will have to decide a policy regarding the carrying of phones by the group, if this differs from that set out in the Digital Policy.

2.7.5 Finance & Payment

- 33. The Leader must Liaise with the Finance Department regarding income and expenditure for the trip
- 34. Parents are able to make payments via ParentPay, an online payment system

2.8 Insurance

- 35. Grace Academy has an insurance policy for all domestic and foreign trips and visits.
- 36. However it is essential that the Principal confirms that the proposed trip is covered by the correct insurance.
- 37. In the case of medium to high risk trips the EVC will forward forms A, B and C to the Finance/Site Manager to ensure that each individual trip and visit has sufficient cover.
- 38. In the case of high risk trips and visits (i.e. winter sports) there may be an increased insurance surcharge.
- 39. Consideration should be given to insurance cover in respect of students special needs

2.8.1 Motor Insurance

40. It is an offence to drive without appropriate insurance and staff or voluntary helpers using their own vehicles on educational visits should ensure that their own motor insurance applies in these circumstances.
41. Motor Insurance which includes personal business use cover for the driver in question will normally automatically provide the appropriate cover. If anyone is in doubt about the adequacy of their cover they should obtain written confirmation from their own motor vehicle insurers that their cover is sufficient.
42. The onus for pointing out the necessity of having appropriate cover rests with the party leader. Where appropriate, the expenses policy will apply.
43. Where individual staff are using their own vehicles, business insurance cover must be confirmed and senior leader permission obtained. Care must be given as to the correct gender ratio.

2.8.2 Grace Academy Minibus

44. It is the responsibility of the leader to book the Grace Academy minibuses with the relevant Operations member of staff. The minibus policy should be adhered to.
45. Before booking the Grace Academy minibuses it is the responsibility of the leader to ensure that a qualified minibus driver is available to drive them. This arrangement must be made in advance and not just before the commencement of the trip.
46. Minibuses should normally have an adult supervisor in addition to the driver. For longer journeys, two drivers are recommended.
47. Leaders must also include a £0.70 per mile surcharge for the use of each minibus. This will contribute towards the cost of servicing and also fuel.
48. This surcharge will not be implemented for trips whereby students are representing Grace Academy (e.g. sports fixtures and performances).
49. The eligibility of trips to be exempt from the minibus surcharge will be the decision of a member of ALT.
50. In the case of longer journeys the price of the surcharge for each minibus will be considered on an individual basis.
51. Each Grace Academy minibus will usually be filled with fuel. However, generally in the case of longer journeys, Grace Academy will provide a fuel card to pay for additional fuel.
52. If it is necessary to use the fuel card the trip leader must state the purpose of the journey and the intended destination.

2.8.3 External Transportation

53. In the case of many trips and visits it may be more appropriate to use external transportation.

54. It is the responsibility of the trip leader to ensure that the coach is booked and arrange for confirmation to be sent to the coach company.
55. In the case of cancellation, it is also the responsibility of the trip leader to ensure that coach is officially cancelled with the respective company. The trip leaders should carefully read the terms and conditions of the transport provider as cover in the event of breakdown it is not always provided.
56. On coaches, there should be at least two adults in addition to the driver.

APPENDIX A

Grades of Adventure Activities

In order to discharge their responsibility for the safe supervision of adventure activities, the EVC, Principal and Foundation Team will consider which activities entail a level of risk sufficient to bring additional procedures into play beyond those applied to off-site visits generally.

These additional procedures may involve training, induction and formal assessment of leader competence, and obtaining and heeding expert technical advice.

A broad range of activities could be considered “adventurous”. The categorisation here is intended to assist in determining an appropriate course of action in respect of activities presenting different levels of potential risk.

Grade ‘A’ Adventure Activities

Activities that present no special risks and can be supervised by a teacher (who has been judged competent to lead educational visits, generally) are considered to be Grade ‘A’. In accordance with good practice, these activities are conducted following the LA’s or school’s standard visits procedures.

Examples might include:

Walking in parks or on non-remote country paths

Field studies in environments presenting no particular hazards

Grade ‘B’ Adventure Activities

Activities where safe supervision requires that the leader should, as a minimum, have undergone an additional familiarisation or induction and been approved as appropriately competent by the L.A. A National Governing Body (NGB) award such as the Basic Leadership Award (BELA) may also be relevant as a measure of competence for teachers supervising Grade ‘B’ activities.

Examples of activities might include:

Walking in “open country”

Camping in summer

Cycling on roads or non-remote off-road terrain

Climbing on indoor climbing walls

Low level initiative challenges

Grade ‘C’ Adventure Activities

Activities for which safe supervision requires that the leader should normally have undergone a recognised course of training, have gained relevant experience and have been judged competent, either by the appropriate National Governing Body (NGB) or by a person acting on behalf of the LA as a technical advisor for the activity. The process of training, accumulation of experience and assessment may lead to the award of a recognised NGB qualification. Alternatively, it may lead to a local or site specific validation.

Activities in Grade ‘C’ include all those within the activities scope of the Adventure Activities Licensing Regulations 1996, as well as other activities for which this rigour of assessment of leader competence is appropriate.

Examples of the latter might include:

Remote hill or moorland walking

Camping in winter

Swimming in the sea or open water

Climbing / Abseiling outdoors

APPENDIX B

PRINCIPAL'S RESPONSIBILITIES

The Principal should ensure that:

- Adequate child protection procedures are in place
- All necessary actions have been completed before the visit begins
- A suitable risk assessment has been completed and appropriate safety measures and emergency procedures are in place
- Training needs have been assessed by a competent person and the needs of the staff and students 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 / instructor 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 students is appropriate
- The governing body has approved the visit, if appropriate
- Parents have signed consent forms
- Arrangements have been made for the medical needs and special educational needs of all the students
- Adequate first-aid provision will be available
- The mode of transport is appropriate
- Travel times out and back are known, including pick-up and drop-off points
- There is adequate insurance cover
- The Academy has: the address and telephone number of the visit's venue; a contact name; details of companies providing transport, including flight numbers
- A school contact has been nominated and the group leader has details
- The group leader, supervisors and nominated school contact have a copy of the emergency procedures
- The group leader, supervisors and nominated school contact have the names of all the adults and students travelling in the group and the contact details of parents and the teachers' and other supervisors' next of kin
- There is a contingency plan for any delays including a late return home
- The financial and cash handling aspects of the trip meet the requirements of the Governors Policy for Purchasing and Financial Management and the DCSF policy for Charging and Remissions.

APPENDIX C

TEAM LEADER'S RESPONSIBILITIES

The team leader must:

- Obtain the Principal's prior consent
- Follow Governing Body policies
- Appoint a deputy
- Clearly define each group supervisor's role and ensure all tasks have been assigned
- Be able to control and lead students of the relevant age range
- Where tuition is given by school staff, be suitably competent to instruct students in an activity
- Where tuition is given by external provider, ensure that their competency has been demonstrated
- Wherever possible, be familiar with the location / centre where the activity will take place*
- Be aware of child protection 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
- Undertake and complete a comprehensive risk assessment
- Review regularly undertaken visits / activities and advise the Head Teacher where adjustments may be necessary
- Ensure that teachers and other supervisors are fully aware of what the proposed visit involves
- Have enough information on the students to assess their suitability or be satisfied that their suitability has been assessed and confirmed
- Ensure the ratio of supervisors to students is appropriate for the needs of the group
- Consider stopping the visit if the risk to the health or safety of the students is unacceptable and have in place procedures for such an eventuality
- Ensure that the 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 supervisors have the details of student's 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 other adults in the main policy
- Take small notepad and pencil for emergency detail
- Obtain all emergency contact details prior to the visit from the EVC. This will include alternative contact information from other academies and foundation
- If students require adaption to any form of transport or special access to the placed visiting this should be arranged and confirmed in advance
- In the case of medium to high risk trips the EVC will forward forms A and B to the finance manager to ensure that each individual trip and visit has sufficient cover
- Upon returning from the trip/visit, notify the EVC of outcomes of the day and any incidents or issues of concern
- Check and retain copy of car insurance documents to ensure that own car is covered for business use.
- The provider will be required to forward copies of their certificate of professional practice and liability insurance where applicable.

(*) If, despite sufficient warning, the Team Leader cannot arrange a pre-visit, evidence of risk assessment must be sought from the centre to be visited. Where the location / accommodation is re-arranged with insufficient warning, the Team Leader must complete a risk assessment at the earliest opportunity and take the decision to continue or abandon the visit

APPENDIX D – Trip checklist

To be completed once initial trip plan has been approved

Lead Member of Staff:

Trip:

Date:

Year Group/Subject:

Requirement	Completed Y/N	By Whom	Date
Initial Trip proposal approved			
Details entered onto Evolve system <i>Ask SBM if you need a login</i>			
Establish staff team for trip inc. first aider			
Consider cover implications and complete forms			
Check venue/travel company and obtain quotes			
Draft parental letter and consent form <i>Will need final approval from Principal</i>			
Ensure Group Leader has completed the LA online training – SBM has access			
Confirm costs			
Confirm transport (consider use of Academy minibus)			
Ensure Evolve is completed in full and risk assessment in place			
Send parental letter and consent once approved			
Finalise numbers			
Check with pastoral staff/SENCO special requirements of students			
Inform Admin of trip details and student list			
Inform Site Manager if using the minibus			
Inform Catering Manager (if appropriate) FSM packs for students			
Give Emergency Contact all information			

Ensure group leader has all necessary information, student list and first aid kit			
Ensure all trip details have been uploaded to evolve and approved by Principal and LA if necessary			