

LEARNING OUTSIDE THE CLASSROOM EDUCATIONAL VISITS AND OFF-SITE ACTIVITIES POLICY

Legal Status:

- The school complies with the Regulatory Requirements, Part 3, Paragraph 12 of the Education (Independent School Standards (England) (Amendment) Regulations currently in force.
- Health and Safety Department of Education (DfE) advice on legal duties and powers for local authorities, Headteachers, staff and governing bodies (DfE June 2013)
- Health and Safety Executive (HSE) School trips and outdoor learning activities tackling the health and safety myths (HSE July 2011)
- The school has regard to guidance and advice from the Outdoor Education Advisory Panel (OEAP 2013)

Applies to:

- The whole school along with the out of school care including extra curricula activities and all other activities provided by the school, inclusive of those outside of the normal school hours.
- All staff (teaching and support staff), the trustees, students on placement and volunteers working in the school.

Related Documents:

- Collaborative Curriculum
- Personal, Social Health and Economic education
- Health and Safety Policy and Risk Assessments
- Spiritual, Moral, Social and Cultural (SMSC) Development

Availability

- This policy is made available to parents and staff in the following ways: on the staff shared drive and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Acting Headteacher
- The Trustees undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so requires. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

Signed:

Date Reviewed: January 2018

Date of next Review: January 2019

Alan Simons
Acting Headteacher

Anne Marie Carrie
Chair of Trustees

Bill Brown
Education Officer

This policy will be reviewed no later than January 2018, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Scope and Remit: The National Guidance (NG) document ["Basic Essentials MUST Read - Status and Remit"](#) clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

- Direct supervision of young people undertaking experiences beyond the boundary of their normal operational base

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- direct supervision of young people undertaking experiences that fall within the remit of Educational visits and Learning Outside the Classroom;
- facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base
- deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods. For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the NG document: [“Underpinning Legal Framework”](#)

Approval: The Acting Headteacher’s approval must be sought before any bookings, letters or deposits are made. This is normally done in July during the final INSET day when offsite visits for the coming year are decided and agreed by the Acting Headteacher. Only the Acting Headteacher, is able to approve the organisation of such activities. Assessment, training and support of visit leaders is a priority. Refer to NG document: [“Assessment of Competence”](#)

Recognising the benefit of learning away from the school

It is one of our aims to give all children every opportunity to experience trips and visits outside of the school environment. We believe that the world should be a classroom just as much as our premises. It is by extending learning beyond the classroom, and by drawing on the cultural riches of London and its surrounds that enables our children to gain life skills and a first-hand perspective, which would not be possible through classroom instruction alone. We encourage teachers to undertake educationally valuable visits to sites within London and the surrounding areas, providing these do not unduly hinder the normal operation of the school and that the Health and Safety and welfare of children is paramount always. Before the school decides to arrange an educational visit, we consider educational objectives and how they are to be achieved (see notes above).

‘Well-managed school trips and outdoor activities are great for children. Children won’t learn about risk if they’re wrapped up in cotton wool.’

In striking the right balance between protecting students from risk and allowing them to learn from educational visits we:

- provide learning opportunities for all our students;
- focus on real risks when planning educational visits and manage these risks during the off-site activities;
- Ensure those running the activity understand their roles, are supported and are competent to lead or take part in them.

The purpose of this policy is to ensure that trips are planned in an organised and responsible fashion, and that the health, safety, and welfare of students and staff are maintained. The school uses recent and relevant guidance published by the ‘Outdoor Education Advisory Panel’ which has been approved by HSE. We ensure that our school fulfils its responsibilities for visits, including:

- students’ behaviour
- plans visits to include risk assessments and first aid;
- ensures appropriate supervision including ratios and vetting checks;
- prepares our students for visits considering their special and medical needs;
- communicates with parents;
- plans transport;
- has insurance in place;
- makes appropriate arrangements for the range and types of visit;
- Has emergency procedures, including contact details and permission for emergency medical treatment if a parent cannot be contacted.

The school ensures that it follows both DfE and Health and Safety at Work guidance and regulations (including those issued by the LA) concerning activities that take place off school premises. The Acting Headteacher is responsible for approving all offsite visits.

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Parents are informed where their child will be at all times and of any extra safety measures required. Written consent is requested for activities which require a higher level of risk management

At Frederick Hugh House, we offer our children a broad and balanced curriculum that promotes their spiritual, moral, cultural, intellectual and physical development, and prepares them for the opportunities and experiences of adult life. We seek to deliver an appropriate curriculum to all children, regardless of social background, race, gender or differences in ability. All children are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for our children, we also offer a range of educational visits and other activities that add to what they learn in school.

All visits have clear, relevant and achievable aims and objectives, supporting our practices and policies. Although all visits are simply an extension of teaching and learning in the classroom, there are opportunities during the visit which allow our children and staff to interact less formally than usual, thus improving child/staff relationships. Examples could include when sitting on the bus, train or tube during the journey or whilst walking along the road or when at the venue, during transitions. In order to promote safe practice, the school monitors, and where necessary challenges, the educational objectives that have been stated for a visit. Before the school decides to arrange an educational visit, we consider educational objectives and how they are to be achieved.

Equal Opportunities and Inclusion

Frederick Hugh House is an inclusive special school. The challenge is to make activities available and accessible to all who wish to participate or are required to take part. This is to be achieved whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture. The school recognises that there are significant factors to be managed which may override other considerations. Our risk assessments are within the context of the school's Equality and Diversity Policy.

Staff/student ratios

The ratio of school children to adults varies according to the age of the children, the nature of the activity, a student's behaviour and the special educational needs. The school will err on the side of caution on this matter. There are no circumstances under which the staffing ratios are less generous than those to be found in school. The Acting Headteacher in consultation with the group leaders, teachers and therapists should assess the risks and consider an appropriate safe supervision level for their particular group.

Special Educational Needs, Disability and Learning outside the Classroom

Where students are identified as having particular special needs this is reflected in a higher staffing ratio, which is never less than that which applies in Frederick Hugh House and in most cases is higher. Our three year Accessibility Plan takes into consideration the environment, the curriculum and the provision of information. We do not discriminate against a disabled student either intentionally or unintentionally where such discrimination can be prevented by taking "*reasonable measures*". All our children are included in all offsite visits. Where their inclusion appears to require special adjustments, a risk assessment is undertaken. This is in two parts: firstly in terms of a whole visit or activity and then secondly in relation to the inclusion of the individual student.

The risk assessment includes details of any special aids and equipment that the student may need and, in particular, details of any such items to be brought from home or obtained prior to the visit.

This will usually entail discussion with the student, parents, Group Leader and other supervisors, the manager of the venue to be visited, the tour operator etc. Where a child has a statement of special educational needs which requires support in school for access to the curriculum, this is taken into account. The students' abilities are then communicated to the manager or person responsible at the venue, either at the point of risk assessing the venue or prior to the visit.

Where appropriate, the school ensures:

- one to one supervision whilst being appropriate in the classroom or during less complex activities outside the classroom, may not be enough during activities that are more complex;
- two to one supervision may be advisable when, for example, a participant has a history of wandering or otherwise leaving the area of supervision;
- The adult assigned to the supervision or care of one particular participant should not be included in the ratio for the group as a whole.

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The decision on the ratio and additional requirements to meet the need of the child, will involve discussion with others including the students, parents, Group Leader, other supervisors, the manager of the venue to be visited and the tour operator. Refer to NG document: ["Inclusion"](#)

Responsibilities and the Health and Safety at Work Legislation

Legislation is enforced by the Health and Safety Executive, which has set out to clarify the position in its Health and Safety: Responsibilities and Powers (2001) document. Overall responsibility is with the Trustees who ensure the health and safety of:

- teachers, non-teaching staff and other leaders;
- children and young people, both in their establishments and when undertaking off-site visits and ventures;
- Visitors to the educational establishments and volunteers involved in approved activity.

Duties and Responsibilities of the Employer (Trustees)

Under the Health and Safety at Work etc Act 1974, the employer in a school must take reasonable steps to ensure that staff and students are not exposed to risks to their health and safety. This applies to activities on or off school premises.

Regulations made under the Health and Safety at Work etc Act 1974 set out in more detail what actions employers are required to take. For example, the Management of Health and Safety at Work Regulations 1999 require employers to:

- assess the risks to staff and others affected by school activities in order to identify the health and safety measures that are necessary and, in certain circumstances, keep a record of the significant findings of that assessment;
- introduce measures to manage those risks (risk management);
- tell their employees about the risks and measures to be taken to manage the risks;
- Ensure that adequate training is given to employees on health and safety matters.

Our School sets out health and safety arrangements in a written health and safety policy.

The Trustees must be made aware of all offsite visits. It is for the Trustees, in conjunction with the Acting Headteacher, to arrange for the most appropriate method of the communication for this. It is the joint responsibility of the Trustees and Acting Headteacher to ensure that:

- the offsite activity or visit is appropriate and relevant;
- The establishment can be run efficiently in the absence of staff engaged in the activity or visit.

Responsibilities of the Acting Headteacher who is also the Educational Visits Coordinator (EVC)

This is the key role for ensuring that the management of visits and ventures meets the regulations and guidance offered by the LA, DfE and others, as well as conforming to The Frederick Hugh House Health and Safety policy. This management process is in conjunction with the expectations and standards that are to be achieved by making the most of the positive learning opportunities presented. Our delegation of responsibilities is done with a clear rationale, derived from a good knowledge of the people concerned; the visits and activities; the aims and objectives; and the risk assessments they require. We delegate some tasks to the EVC.

The school EVC will ensure that all necessary actions have been completed before the visit begins. This includes that a pre-trip visit has taken place, risk assessments and appropriate safety measures are in place, and suitably competent instruction is available for the activity, the ratio of supervisors to children is appropriate and that arrangements have been made for the medical needs and special educational needs of the children. It is good practice for our member of staff leading a group to visit the site beforehand to gain first-hand knowledge of the area and route. If he/she has never visited the site before, then it is essential they visit prior to the proposed visit. This knowledge will then inform the risk assessment and pre-planning.

The EVC's key functions include:

- producing an annual plan of educational visits with an agreed rationale for the 'when and how they occur' as well as the implication for the curriculum and management of the school diary;
- being involved in educational visit management in order to ensure that the guidance and regulations are followed;
- Working with Group Leaders to ensure that the aims of the educational visit are achievable and in line with those of the establishment.

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The EVC is:

- to confirm that the leadership of the visit is appropriate and to check staff qualifications, this to include accompanying staff and volunteers;
- to confirm that adequate risk assessments have been carried out;
- to recommend and organise the training of Group Leaders and help organise the induction of staff new to the venture and volunteers;
- to ensure that the establishment's management of behaviour and other relevant policies are able to be transferred off site successfully and are consistently used;
- To ensure that liaison with parents and obtaining consent are effective.

Duty as an employee

The law requires employees to:

- take reasonable care of their own health and safety and that of others who may be affected by what they do at work;
- co-operate with their employers on health and safety matters;
- do their work in accordance with training and instructions;
- Inform the employer of any work situation representing a serious and immediate danger, so that remedial action can be taken.

In addition, all staff in our school have a common law duty to act as any prudent parent would do when in charge of students. Employees should follow any health and safety procedures put in place by their employer. However if they feel that the procedure is inappropriate (e.g. it is too bureaucratic) they should discuss this with their employer and request that it is reviewed. Usually the Acting Headteacher will work with the employer to ensure that the procedures at the school are proportionate, effective and appropriate.

Our Teachers on school-led visits act as employees of the Trustees, whether the visit takes place within normal working hours or outside those hours. Our Teachers will do their best to ensure the health and safety of everyone in the group and act as any prudent and reasonable parent would do in the same circumstances. They will:

- follow the instructions of the Group Leader and help with control and discipline;
- consider stopping the visit or the activity, notifying the Group Leader, if they
- think the risk to the health or safety of the students in their charge is unacceptable;
- Be aware of potential conflicts of interest if their own children are members of the group and discuss beforehand with the Group Leader.

The Group Leader

The Group Leader, who is the person with overall responsibility for the administration, programme, supervision and conduct of the venture, is an important part of the health and safety and good practice support system. Our Group Leaders should demonstrate the ability to undertake a comprehensive review of the needs of the venture and in particular be able to risk assess the locations, groups travelling and leader competencies, in order to put good risk management procedures in place, that they can monitor and use. Relevant experience is essential along with accepting the need to:

- agree specific roles, responsibilities and communications systems;
- agree incident and emergency procedures, the who, where and what of such situations;
- agree what will happen if the practicalities of the day require a major adaption of the programme (ongoing risk assessment);
- Have high expectations of what the children, young people and the venture can achieve.
- Arrange a team meeting prior to the visit taking place.
- Ensure everyone receives the risk assessments and lesson plans for the trip before the day.
- Is aware of any changes locally to health and safety at the venue.
- Ensure all students have high visibility vests with FHH contact details on it and that everyone with responsibility for a student also has a high visibility vest.
- ensure that headcounts are taken regularly throughout the visit, that medication is kept with the person responsible for that student, at all times, and that emergency contact details are immediately available should they be needed.

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Training

Our Trustees ensure that staff are given the health and safety training they need for their job. This certainly doesn't mean that all employees have to attend a training course. It may simply mean providing them with basic instructions or information about health and safety in the school. Staff who do work which involves a greater element of risk, such as electrical tools, will need more training. There is more information available at <http://www.hse.gov.uk/simple-health-safety/provide.htm>

Parents

The Group Leader will ensure that parents are given sufficient information in writing and are invited to any briefing sessions, so that they are able to make an informed decision on whether their child should go on the visit. This should include proposals for alternative activities in case, for example, adverse weather conditions prevent the intended activity taking place.

The Group Leader will also tell parents how they can help prepare their child for the visit by, for example:

- reinforcing the visit's code of conduct;
- understanding the clothing and footwear that will be required and ensuring that this is provided;
- parents will be informed of the arrangements for sending a student home early and will normally be required to meet the costs of such arrangements;

Parental consent to offsite activities

Although written consent from parents may not be required for students to take part in the majority of off-site activities organised by our school, as most of these activities take place during school hours and are a normal part of a child's education at our school, we do gain this consent. However, parents should be told where their child will be at all times and of any extra safety measures required.

Written consent is always requested for activities that need a higher level of risk management or those that take place outside school hours. We have adapted the DfE "one-off" consent form which we ask parents to sign when a child enrolls at our school. This will cover a child's participation in any of these types of activities throughout their time at the school. These include adventure activities, off-site sporting fixtures outside the school day, residential visits and all off-site activities for nursery schools which take place at any time (including during school holidays or at the weekend). The form is available at:

<http://www.education.gov.uk/schools/adminandfinance/healthandsafety>

Our parents are told in advance of each activity and must be given the opportunity to withdraw their child from any particular school trip or activity covered by the form. Parents contribute to the success of the visit by;

- understanding the objectives of the visit;
- giving written consent to transport arrangements;
- giving written consent to all emergency and other medical or dental treatment necessary for the safety and well-being of the child;
- giving clear information where relevant on their child's ability or inability to swim;
- providing clear information on their child's health and any special needs;
- giving permission for medical attention or medication if required;
- Ensuring that there are clear contact arrangements.

Our School has a written policy setting out the behaviour expected of parents on the premises and the procedures that will happen when the school wishes to restrict a parent's access to school premises. A parent who has been banned from entering school premises is trespassing if he or she does so without permission.

Volunteers and other Responsible Adults

Parents do not normally accompany students and staff on school visits. However, in exceptional circumstances, parents may be used as a supplement to the staff but will not be taken into account in the calculation of the minimum number of staff required to supervise the group as set out above. Parents or other responsible adults would only be allowed to accompany a residential educational visit if Disclosure and Barring Service (DBS) checks have been made. Parents, other voluntary staff or helpers including non-teaching staff must be fully aware of the

visit risk assessment, itinerary, special instructions, emergency procedures and any other relevant information, along with their role, duties and responsibilities.

Non-school employed adults acting as supervisors must:

- follow the instructions of the Group Leader and employed staff and help with control and discipline;
- speak to the Group Leader or employed staff if concerned about the health or safety of young people at any time during the visit;
- Never be in sole charge of the young persons or remote from the support of the Group Leader or other supervisors.

Children and Young People

An essential aspect for the school policy is that all groups are made as aware and active in the process of managing the visit or venture as they can be. Procedures, group and supervision strategies must be explained and understood. Individual and group responsibilities need to be clear, as well as the rewards and sanctions for ensuring they are kept to. A code of conduct, negotiated and agreed in an acceptable way, is a key component of educational visits e.g. communication, behaviour, dress, group supervision and 'down time'. It may be necessary to have individual behaviour contracts with some young people, signed by themselves and their parents. Everyone should be as risk aware as is realistic.

Children Accompanying Staff

Under ordinary circumstances, staff do not bring their own children on a school visit. All staff must be aware of the problems that can arise when their own children accompany a particular visit or activity. In these situations a conflict of role may occur. In the very exceptional circumstances when a member of our staff do take their own children on a visit or activity the member of staff must seek permission from the Acting Headteacher prior to the visit and will not be included in the staffing ratios unless they are supervising at all times a group which does not include their own child.

What our staff should expect from our school

'Teachers should expect their schools to have procedures that encourage participation, are proportionate to the level of risk and avoid bureaucracy.'

Our school ensures that the precautions proposed are proportionate to the risks involved, and that our paperwork is easy to use. We also take account of assessments and procedures of any other organisations involved, and ensure that communications with others are clear. Our arrangements also ensure that;

- risk assessment focuses attentions on real risks – not risks that are trivial and fanciful;
- proportionate systems are in place – so that trips presenting lower-risk activities are quick and easy to organise, and higher-risk activities (such as water-based activities) are properly planned and assessed;
- those planning the trips are properly supported – so that staff can readily check if they have taken sufficient precautions or whether they should do more;
- Staff are given the training they need to keep themselves and children safe and manage the risks effectively.

What our school, students and parents should expect from the staff

'Those running school trips need to focus on the risks and the benefits to people – not the paperwork.'

Our staff running school trips should clearly communicate information about the planned activities to colleagues and students (and parents where appropriate). This should explain what the precautions are and why they are necessary. Those running school trips act responsibly by:

- putting sensible precautions in place, and making sure these work in practice;
- knowing when and how to apply contingency plans where they are necessary;
- Heeding advice and warnings from others, for example those with local knowledge or specialist expertise (especially in respect of higher-risk activities).

What does assessing managing risks mean?

Health and safety law often refers to risk assessment and risk management. These are terms used to describe the process of thinking about the risks of any activities and taking steps to counter them. A written assessment is not required for every activity. Our teachers and therapists should assume they only need to carry out a written risk assessment in exceptional circumstances. Where a risk assessment is carried out, the Acting Headteacher must record the significant findings of the assessment.

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Risk Assessments

Risk assessment and risk management are legal requirements. For educational visits, they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill. The control measures should be understood by those involved. Risk assessments should explicitly cover how special educational needs and medical needs are to be addressed. The programme of a visit should include details of contingency measures. The group leader in consultation with the Education Visits Coordinator (EVC) assesses potential risks of a proposed visit, and concludes the necessary safety measures which need to be put in place to minimise these risks. Risk assessment/s will be drawn up before the activity, if relevant adapted from a generic model, signed off by the Acting Headteacher, who is also the EVC, and copies given to all staff involved.

Risk assessment for educational visits can be usefully considered as having three levels:

- **generic activity risk assessments**, which are likely to apply to the activity wherever and whenever it takes place;
- **visit/site specific risk assessments** which will differ from place to place and group to group; and
- **Ongoing risk assessments** that take account of, for example, illness of staff or children, changes of weather, availability of preferred activity.

The risk assessment should take into account the type of visit, location, means of transport, number of children, staff ratios required, competence and first aid experience of participating staff, required level of first aid equipment, age of children, possible weather conditions, participation of children with particular medical requirements, emergency procedures in the case of a child requiring medical treatment, insurance for the visit, appropriateness, insurance cover of any external providers and operators involved in transport – ensuring that all transport providers have the required Public Service Vehicle operators' licence. For all trips a pre-visit will be undertaken to enable the Group Leader to identify any potential hazards. Issues identified by exploratory visits must be satisfactorily resolved within the risk assessment.

Some activities, especially those happening away from school such as climbing/abseiling and activities involving water, involve higher levels of risk. In these cases an assessment of significant risks should be carried out. Our Acting Headteacher ensures that the person assessing the risks understands the risks and is familiar with the activity that is planned. We consider it necessary to have and therefore implement a risk assessment every time our school takes students to a local venue such as a swimming pool, parks or museums.

Our school will always take a commonsense and proportionate approach, remembering that in schools the purpose of risk assessment and management is to help children to undertake activities safely, not to prevent activities from taking place. We cannot remove risk altogether and we do not require needless or unhelpful paperwork.

Tackling myths about legal action

We understand that some schools and teachers worry about being prosecuted if an accident occurs. The HSE *policy statement School trips and outdoor learning activities: Tackling the health and safety myths* explains that HSE's main interest is in real risks arising from serious breaches of the law, such as a trip leader taking students canoeing but not ensuring they were all wearing buoyancy equipment.

The Statement makes clear that HSE wants to encourage all schools and local authorities to remove wasteful bureaucracy – so that they focus only on real risks and not on paperwork. It also explains what HSE takes into account when deciding whether to prosecute following an accident. This might include the severity of the injury, how far good practice was followed, and the seriousness of the breach of the law and whether it is in the public interest to prosecute. More details can be found at <http://www.hse.gov.uk/enforce/enforcepolicy.htm>. Criminal cases relating to accidents in schools are very rare. Sometimes civil proceedings in negligence can be taken against an employer or an individual member of staff. However, legal action for negligence against schools is only likely to be successful if:

- the school has not taken care of a child in a way that a prudent parent would have done;
- as a result, the child has been injured; and

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- The injury was a foreseeable consequence.

Information collected and distributed prior to trips and visits

Parents/guardians will be fully informed in writing about the trip or visit well in advance. Where appropriate (particularly in the case of any trip to last longer than one day) Parents/guardians and children will be invited to the school to discuss details with the trip organisers. Care will be taken to ensure that those accompanying the trip are fully informed about the special or medical needs of the students participating. Consent forms for emergency medical treatment and emergency contact numbers will be provided. Parents/guardians will always be given the code of conduct and details relating to standards of behaviour expected from children during the visit. Parents/guardians should also be advised that the school reserves the right to exclude a student from a visit on behavioural grounds. Trip organisers will ensure that all students involved in the excursion have been properly prepared and briefed.

Insurance

The employer has, as required by law, appropriate insurance in place.

Transport

We only hire taxis, minibuses and coaches which are approved by the local authority, where drivers are DBS checked and each seat has either a seatbelt or a booster seat as is applicable. In advance of the trip students will be given clear safety instructions based on the risks associated with the particular type of travel. Children must sit only two to a double seat. Seat belts must be worn and where appropriate booster car seats should be used. All drivers of the school mini-bus must have undertaken an appropriate training course. In cases of long journeys, students will be given the opportunity to exercise after reasonable intervals. First-aid kits, medication, medical protocols and emergency contact details of parents must be carried and be readily available throughout the visit.

Drivers

Those authorised to drive any students in the party should normally:

- be at least of the minimum age required by the local authority and its outdoor education adviser in relation to each vehicle (and under 71);
- have a minimum of two years' driving experience and hold a current driving licence valid in the country of use;
- Have acquired some experience in handling the size or type of vehicle that will be used and is MIDAS trained; and never have been disqualified.

Each driver must be personally satisfied that:

- the driver is covered by insurance in respect of liability to passengers and others; and
- the driver has made all necessary disclosures of material facts to the insurers, for example any particular problems relating to health and the driver has not consumed alcoholic liquor within twelve hours before or while in charge of the vehicle;
- the vehicle is roadworthy; and the driver carries evidence of insurance

Safety on School Visits – Criteria for Selecting Tour Operators

Our EVC requires a copy of the tour operator's safety management system. The safety management system must define how the tour operator manages safety for the component parts of the visit and show how they are diligent in checking the safety of hotels and transport. The tour operator must provide details of independent checks made by appropriate external organisations on their safety management system along with certificates of bonding the company to registered bodies, list of staff in charge of our children showing qualifications and competences, motor insurance, legal and public liability insurance. All documents are to be made available to the school and are to be available for parents in the school office, if they wish. It is the school's policy to travel only with a company or use an activity centre that has an external verified management system. It is likely that supervision will be by a combination of teachers, support staff and parents. The school uses recognised accommodation by the authorities in the country being visited. The school does not use host families where there is no equivalent to the UK enhanced DBS procedure. The staffing ratio will vary according to:

- The activity concerned;
- students' age and sex;
- location;
- Efficient use of resources.

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There will be sufficient adults in the group to cover an emergency.

Adventurous Activities

Where adventurous activities are involved it is important that those leading and instructing the activities are appropriately qualified and competent. Such activities will usually be undertaken at a licensed and approved centre. Parents/guardians will be informed in writing of any adventurous activities that may be undertaken such as caving, abseiling, high ropes, climbing, etc.

First Aid

All employees will as a minimum hold the 'Appointed Person' one day course of emergency first aid. Ideally a 'Full First Aider' who holds the full (3-day) course with a training establishment approved by the Health and Safety Executive will be in attendance. All staff will have completed the one day first aid training.

Critical Incident/Emergency Procedures

The Group Leader and other members of staff have a duty of care to ensure that all students are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. In an emergency there should be no hesitation to act and to take life-saving action if necessary. All necessary steps should be taken in advance of any visit to assess all risks and take necessary precautions. The detailed actions to be taken by the Group Leader in the event of a serious accident/incident can be found in the school's School Emergency Plan. The Emergency Plan states that Fardokht Aghevli, clerk to the Trustees, will hold all emergency contact details in the event of a critical incident. All staff will have Anne Marie Carrie's (Chair of Trustees) contact details in the event the Acting Headteacher cannot be contacted in a critical incident.

Day Trips

A copy of the risk assessment, including student details and Group Leader contact details will be held in the School Office which will act as a contact point. All staff with responsibility for students on the trip, will have a mobile phone with them at all times.

Residential Trips

Every group will have a named contact and this will normally be responsible persons designated by the Acting Headteacher or Chair of Trustees with whom they will have exchanged telephone numbers and all relevant information about the trip. The School Office will also have a phone number(s) where the party can be reached while away from school.

Complaints

Where complaints are received these should follow the school's complaint procedure. Where complaints are made by the school concerning provision made on behalf of the school these should be in writing from the Acting Headteacher to the supplier of the service. All complaints are best dealt with as and when they arise.

Accounting for Individual Students

The Group Leader will ensure that each student who is not under visual supervision is accounted for. This means the Group Leader will know the identity, whereabouts and expected time and place of return of the student.

Mobile Phones/Students' Property

Mobile phones can be very useful in emergencies. However, there are reasons why their use by students should be restricted on educational visits, for example:

- mobile phones can act as distractions, preventing students from making full use of the educational opportunities offered by the visit;
- carrying such phones can expose students to the risk of mugging and street violence;
- loss or theft of phones can involve Group Leaders in time consuming reporting procedures;
- Homesickness may be made worse by frequent use of mobile phones.

For each visit, the Group Leader will formulate a clear policy on the use of mobile phones which will be circulated to parents and students well in advance of the visit. Such a policy may vary depending on the type of visit, from a total ban on students' phones to a system of phones being left with adults during the day, to be used for a restricted time in the evening. The Group Leader and every adult with responsibility for a child during the visit

Frederick Hugh House is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

will carry a fully charged mobile phone at all times and will ensure that an emergency contact at the school has the relevant numbers. Similar rules will apply to all items of personal property including for example, cameras. Parents are requested not to send students on visits carrying expensive equipment that may attract thieves or be lost or broken. In any event, students will be responsible for all items of personal property taken on the visit.

Safeguarding and Child Protection

The Frederick Hugh House Safeguarding and Protection Policy and Procedures (available on the website and on request from the school office) will apply during educational visits. The Group Leader will carry out the duties of the Deputy Designated Safeguarding Lead (Deputy DSL) or will name an appropriate adult supervisor to do so. Any incident amounting to an allegation or suspicion of abuse which occurs whilst on the educational visit will be dealt with appropriately at the time and will be immediately reported to the Acting Headteacher.

Responsibilities of Students

The Group Leader will make it clear to students that they must:

- not take unnecessary risks;
- follow the instructions of the Group Leader and other supervisors including those at the venue of the visit;
- dress and behave sensibly and responsibly, using safety equipment as instructed;
- be sensitive to local codes and customs;
- Look out for anything that might hurt or threaten themselves or anyone in the group and tell the Group Leader or supervisor about it.

Any students whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit.