

Educational, Sporting and Recreational Trips and Visits Policy **Regulation 11**

Date: March 2017

Review Cycle: Annually

Next Review Date: March 2018

Bredon School is owned and operated by Cavendish Education; the Proprietary Body also known as the Governing Body. Any reference to Governor's means any Director of Cavendish Education.

This Policy document is one of a series of Bredon Policies that, taken together, are designed to form a comprehensive, formal Statement of Bredon's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy needs to be read alongside all of these Policies in order to get the full picture; in particular it should be read in conjunction with the ***Equality Policy, The Health and Safety Policy and the Safeguarding Children and Child Protection Policy.***

All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its core values:

'To be a small, family school that genuinely focuses on the individual; ensuring each pupil reaches his or her personal potential and destination by way of a rich and diverse journey based on breadth of opportunity, support and continuously striving towards excellence.'

In all Bredon Policies, unless the specific context requires otherwise, the word "parent" imports the meaning parent, guardian, carer or any person in whom is vested the legal duties and responsibilities of a child's primary caregiver.

Bredon employs the services of the following consulting companies to ensure compliance is met and the best practice is implemented:

Peninsula HR Online

Peninsula Business Safe (Health and Safety)

Carecheck (DBS)

Educare (online CPD)

Introduction

At Bredon School we have a positive attitude to trips and visits and encourage staff to make use of off-site educational opportunities and sporting fixtures. We also provide an appropriate range of visits, both recreational and educational in nature.

This policy is designed to be a framework to enable staff to organise and run trips and visits of all kinds – safely and legally – in-line with current recommended practice as detailed in DCSF publication HSPV2 'Health & Safety of Pupils on Educational Visits'.

At Bredon School we have successfully operated a two-tier priority system of trips and visits for some time, defined as MINOR and MAJOR visits. These are defined as:

MINOR trips occur within the school day or on curriculum enhancement days – for example: sporting fixtures, field trips, traffic surveys and shopping experiences and do not require specific parental permission, except in the case of Year 3 pupils and below. These are run with minimal fuss and paperwork as they are within allocated lessons and do not disrupt the whole school. Generally they are short in duration and do not have widespread implications for pupils with specific medical or dietary requirements.

Minor trips require shorter periods of notice, but all planning and risk assessment must be completed in full.

MAJOR trips are considered to be those that cut across the whole timetable, and involve overnight stays or foreign travel, having larger implications for dietary and medical needs and detailed specific parental permission. Major trips also require more detailed risk assessment and lengthy planning procedures that are detailed in this policy.

The aim of this policy is to create a guide to efficient and safe planning of educational trips and visits of all kinds, to safeguard both staff and pupils.

HOW TO ORGANISE A VISIT: OVERVIEW *

INITIATION PROCESS: FORM TV1. completed & submitted to Principal

- ⇓ Visit's objectives.
- ⇓ Likely date, duration, venue.
- ⇓ Pupil group, staffing.
- ⇓ Resources, estimate of costs.

Note: Proposals for MAJOR visits may need making well before the start of the relevant academic year.

Form TV1 must be approved by the Principal before any further action is taken

*Currently Bredon School is trialling an electronic version of planning trips and visits: Hansam. The following process still operates but now all forms are electronic and the system automatically notifies those who approve the various stages of the process. All staff are undertaking training to use this system.

PLANNING & RISK ASSESSING: FORM TV2. completed and circulated to all staff and departments involved

- ⇓ Contact venue. Is it suitable for the group?
- ⇓ School calendar entry
- ⇓ What are the transport options?
- ⇓ Who would lead the group and who would help to supervise it?
- ⇓ Detailed risk assessment.
- ⇓ Parental permission – letter to parents / forms sent out
- ⇓ Pupil Emergency Medical Consent form checked
- ⇓ Medical / dietary / allergy / behavioural issues aware
- ⇓

PROPOSAL TO PRINCIPAL: FORM TV3. completed & submitted

- ⇓ Details of dates, risk assessment, emergency procedures, transport, insurance, costs, group membership, staffing.
- ⇓ Who would pay for the visit?
- ⇓ Exploratory visit.



MINOR

Shorter visits: Obtain approval and parental consent for visits involving year 3, or for day visits. Inform parents as necessary of longer routine visits.

- ⇓ Brief pupils.
- ⇓ Go on visit monitoring the risks at all times.

MAJOR

Residential and abroad

- ⇓ Obtain approval to Prepare the visit, subject to satisfactory preparation.

Final preparation

- ⇓ Information to and from parents. Briefing evening (meet the supervisors). Brief pupils. Deposits/full payments by parents.
- ⇓ Obtain final approval from Principal and parental consents.

Go on visit monitoring the risks at all times.



⇓ EVALUATION



1. RESPONSIBILITIES FOR VISITS

Legal Framework

Under the Health and Safety at Work etc Act 1974 employers are responsible for the health, safety and welfare at work of their employees. Employers are also under a duty to ensure, so far as is reasonably practicable, the health and safety of anyone else on the premises or anyone who may be affected by their activities. This includes participants in off-site visits.

The Management of Health and Safety at Work Regulations 1992, made under the 1974 Act, require employers to:

- ⇓ assess the risks of activities
- ⇓ introduce measures to control those risks;
- ⇓ tell their employees about these measures.

Also under the Health and Safety legislation employees must:

take reasonable care of their own and others' health and safety;

- ⇓ co-operate with their employers over safety matters;
- ⇓ carry out activities in accordance with training and instructions;
- ⇓ inform the employer of any serious risks.

These duties apply to all school visits. Teachers and other staff in charge of pupils also have a common law duty to act as any reasonably prudent parent would do in the same circumstances.

Approval for visits

The Principal's agreement must be obtained before a visit takes place.

The organiser of the trip will need to complete **Form TV1**

All Schools will:

- ⇓ ensure that the visit has a specific and stated objective;
- ⇓ ensure that the group leader shows how their plans comply with regulations and guidelines, including the school's health and safety policy document; group leader reports back after the visit.

- ⇓ ensure that they are informed about less routine visits well in advance;
- ⇓ assess proposals for certain types of visit, which should include visits involving an overnight stay or travel outside the UK.
- ⇓ ensure adequate child protection procedures are in place. It is necessary for any supervising volunteers on overnight or residential trips to have current DBS, DISCLOSURE AND BARRING SYSTEM checks.
- ⇓ all necessary actions have been completed before the visit begins;
- ⇓ the risk assessment has been completed and appropriate safety measures are in place;
- ⇓ training needs have been assessed by a competent person and the needs of the staff and pupils have been considered;
- ⇓ the group leader has experience in supervising the age groups going on the visit and will organise the group effectively;
- ⇓ the group leader or another teacher is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place;
- ⇓ group leaders are allowed sufficient time to organise visits properly;
- ⇓ non-teacher supervisors on the visit are appropriate people to supervise children;
- ⇓ ratio of supervisors to pupils is appropriate;
- ⇓ parents have signed consent forms if necessary;
- ⇓ arrangements have been made for the medical needs and special educational needs of all the pupils;
- ⇓ adequate first-aid provision, age appropriate will be available;
- ⇓ the mode of travel is appropriate;
- ⇓ travel times out and back are known including pick-up and drop-off points;
- ⇓ there is adequate and relevant insurance cover;
- ⇓ they have the address and phone number of the visit's venue and have a contact name;

- ⇓ a school contact has been nominated and the group leader has details;
- ⇓ the group leader, group supervisors and nominated school contact have the names of all the adults and pupils, age appropriate, 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.

Group leader

The group leader should have overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group. The group leader should have been approved by the Principal.

- ⇓ obtain the Principal's prior agreement before any off-site visit takes place;
- ⇓ appoint a deputy;
- ⇓ clearly define each group supervisor's role and ensure all tasks have been assigned;
- ⇓ be able to control and lead pupils of the relevant age range;
- ⇓ be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity will take place.
- ⇓ be aware of 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 and obtain any RA completed by the venue, if available;
- ⇓ review regularly undertaken visits/activities and advise Principal 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 pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;

- ⇓ ensure the ratio of supervisors to pupils is appropriate for the needs of the group;
- ⇓ consider stopping the visit if the risk to the health and safety of the pupils is unacceptable and have in place procedures for such an eventuality;
- ⇓ ensure that group supervisors have details of the school contact;
- ⇓ ensure that group supervisors and the school contact have a copy of the emergency procedures;
- ⇓ ensure that the group's teachers and other supervisors have details of pupils' special educational or medical needs which will be necessary for them to carryout their tasks effectively;
- ⇓ observe the guidance set out for teachers and other adults below.

Teachers

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

- ⇓ 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 and safety of the pupils in their charge is unacceptable.

Adult volunteers

Non-teacher adults on the visit should be clear about their roles and responsibilities during the visit. Non-teacher adults acting as supervisors must:

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

Responsibilities of pupils

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

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

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

Parents

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

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

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

Parents will need to:

- ⇓ provide the group leader with emergency contact number(s);
- ⇓ sign the consent form;
- ⇓ give the group leader information about their child's emotional, psychological and physical health which might be relevant to the visit (usually by means of the consent form).
- ⇓ they will also need to give consent for any emergency hospital treatment and first aid if they cannot be contacted.

2. ORGANISING VISITS

Planning

This involves considering the dangers and difficulties which may arise and making plans to reduce them. The person organising the trip will complete **Form TV2** during this process.

Risk assessment

Usually carried out by the group leader. An assessment should be completed will before the visit and should be approved by the Principal.

The risk assessment should be based o the following:

- ⇓ what are the hazards?
- ⇓ who might be affected by them?
- ⇓ what safety measures need to be in place to reduce risks to an acceptable level?
- ⇓ can the group leader put the safety measures in place?
- ⇓ what steps will be taken in an emergency?

The person carrying out the risk assessment should record it and give copies to all teachers/supervisors on the visit, with details of the measures they should take to avoid or reduce the risks.

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

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

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

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

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

Exploratory visit

The group leader should undertake an exploratory visit, whenever possible.

If in the last resort an exploratory visit is not feasible then the group leader will need to consider how to complete an adequate assessment of the risks.

Financial planning

The group leader should ensure that parents have early written information about the costs of the visit.

First aid

First aid should form part of the risk assessment. On any kind of visit the group leader should have a good working knowledge of first aid and ensure that an adequate first-aid box is taken. For adventurous activities, visits abroad or residential visits it is sensible for at least one of the group's teachers to be a fully-trained first-aider. All adults in the group should know how to contact the emergency services.

The minimum first-aid provision for a visit is:

- ⇓ a suitably stocked first-aid box;
- ⇓ a person appointed to be in charge of first-aid arrangements.
- ⇓ A qualified paediatric First Aider must be on all EYFS trips/visits.

Other considerations when considering first-aid needs should include:

- ⇓ the number in the group and the nature of the activity;
- ⇓ the likely injuries and how effective first aid would be;

↓ the distance of the nearest hospital.

First aid should be available and accessible at all times.

All minibuses are required by law to carry a first-aid kit.

All Bredon School buses carry a mobile phone and charger.

3. SUPERVISION

Ratios

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

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

A general guide for visits to local historical sites and museums or for local walks, in normal circumstances, might be:

1 adult for every 3 children in EYFS.

↓ 1 adult for every 6 pupils in school years 1 – 3;

↓ 1 adult for every 10 – 15 pupils in school years 4 to 6;

↓ 1 adult for every 15 -20 pupils in school year 7 onwards.

There should be a minimum of one teacher in charge.

In addition to the teacher in charge there should be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly. The same consideration should be given to visits abroad or residential visits. Some non-residential visits with mixed groups will need a teacher from each sex.

Parents/Volunteers

Where there is more than one teacher/supervisor a group leader should be appointed who has authority over the whole group, usually the person with the most experience in leading such visits.

When a high adult: pupil ratio is required, it is not always feasible to use school staff alone. Parents/volunteers may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group. Anyone who has not had a criminal conviction check should never be left in sole charge of pupils.

Vetting suitability

The suitability of potential supervisors should be assessed by the group leader and the Principal at an early stage of the planning process. Similar considerations should be made for adults who have no supervisory role but who wish to take part in the visit.

The Education (Teachers) (Amendment) Regulations 998 means that List 99 checks should be carried out on volunteers and staff employed by contractors who will have regular contact with children and young people attending the school or college either on or off the premises.

It is necessary for any supervising volunteers on overnight or residential trips to have current DBS, DISCLOSURE AND BARRING SYSTEM checks.

For the protection of both adults and pupils all adult supervisors should ensure that they are not alone with a pupil whenever possible.

Competences if leading an adventure activity

If the school is leading an adventure activity, such as canoeing, they must ensure that the group leader and other supervisors are suitably competent to lead or instruct pupils in the activity. Competences should be demonstrated by holding the relevant National Governing Body (NGB) award where it exists.

Head counts

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. All supervisors should carry a list of all pupils and adults involved in the visit at all times. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the group.

Remote supervision

The aim of visits for older pupils may be to encourage independence and investigative skills, and some of the time on visits such as trips abroad and fieldwork may be unsupervised. Parents should have agreed this part of the visit. The group leader remains responsible for pupils even when not in direct contact with them.

4. PREPARING PUPILS

Participation

The group leader should ensure that the pupils are capable of undertaking the proposed activity.

Pupils, whose behaviour is such that the group leader is concerned for their safety, or for that of others, should be withdrawn from the activity.

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

Equal opportunities

Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, sex, religion etc.

Information to pupils

Pupils should understand:

A checklist which can be given to pupils should be used, see **TV5**.

For residential visits all group members should carry the address and telephone number of the accommodation in case an individual becomes separated. This applies to exchange visits.

Pupils should be aware of who is responsible in any instances where the group leader had delegated responsibility to another member of staff or instructor.

All pupils should be aware of the Mobile Phone number of the Group Leader and carry it with them.

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

Preparing pupils for remote supervision

As a minimum pupils should have the following:

- ⇓ telephone numbers and emergency contacts if lost;
- ⇓ money;
- ⇓ maps and plans and any other information for them to act effectively;
- ⇓ location of local telephones and the appropriate coins;
- ⇓ a knowledge of how to summon help;
- ⇓ a knowledge of out of bounds areas or activities;
- ⇓ identity cards and a rendezvous point.

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

Transport and pupils

Pupils using transport on a visit should be made aware of basic safety rules.

Pupils with special educational and medical needs

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

Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required.

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

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

5. COMMUNICATING WITH PARENTS

Parents should be informed in writing of any off-site activity or visit unless it is a regular part of the school curriculum which parents have already been informed about through the school prospectus or a letter. Permission for such Minor trips shall be considered to have been given by signing of the admissions form.

Information to Parents

Before residential visits, or when the pupils are to travel abroad or engage in adventure activities, parents should be encouraged to attend a briefing meeting where written details of the proposed visit should also be provided.

Parents need to be aware that the teachers and other adult supervisors on the visit will be exercising the same care that a prudent parent would. The following information on matters that might affect pupil health and safety should be given to parents:

- ⇓ dates of the visit;
- ⇓ visit's objectives;
- ⇓ times of departure and return – parents must have agreed to meet their child on return;
- ⇓ the location where the pupils will be collected and returned;
- ⇓ mode(s) of travel including the name of any travel company;
- ⇓ the size of the group and the level of supervision including any times when remote supervision may take place;
- ⇓ details of accommodation with security and supervisory arrangements on site;
- ⇓ details of provision for special educational or medical needs;
- ⇓ procedures for pupils who become ill;
- ⇓ names of leader, or other staff and of other accompanying adults;

- ⇓ details of the activities planned and of how the assessed risks will be managed;
- ⇓ standards of behaviour expected in respect of, for example, alcohol, sexual behaviour, smoking and general group discipline including prohibited items. This information may take the form of a code of conduct which parents should sign;
- ⇓ what pupils should not take on the visit or bring back;
- ⇓ details of insurance taken out for the group;
- ⇓ clothing and equipment to be taken;
- ⇓ money to be taken;
- ⇓ the information to be given by parents and what they will be asked to consent to;
- ⇓ on exchange visits, the details of the host families;
- ⇓ details on the cost of the visit.

Parental consent

Group leaders should seek consent for:

- ⇓ non-routine visits (no matter how short the visit) involving pupils in years EYFS and 1–3;
- ⇓ adventure activities;
- ⇓ visits abroad;
- ⇓ other residential visits;
- ⇓ remote supervision.

If parents withhold consent absolutely the pupil should not be taken. If the parents give a conditional consent the Principal will need to consider whether the pupil may be taken on the visit or not.

A parental consent form should be completed for each pupil in the group. General issues to consider include:

- ⇓ any allergies/phobias the pupil may have;

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

See Form 3

Medical consent

Parents should be asked to agree to the pupil's receiving emergency treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities.

Doctors can be expected to carry out necessary emergency treatment without parental consent. It is sensible to include a translation of the medical consent, as signed by the parent, in the relevant foreign language.

Other consent

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

Early return

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

Contact with parents during the visit

The Principal should ensure that parents can contact their child via the school contact and the group leader in the event of a home emergency, and that they have a number to ring for information in the event of an incident during the visit or a late arrival home. Parents should therefore:

- ⇓ know the destination details;
- ⇓ be aware of the emergency contact arrangements at home and at all the venues the group will visit;
- ⇓ provide contact numbers for day and night use in an emergency.

This is best done by means of the consent form.

Pupils' contact with parents

Group leaders should arrange for parents to be told by the school of the groups' safe arrival. Such arrangements should be agreed with parents and pupils before the visit takes place.

6. PLANNING TRANSPORT

The group leader must give careful thought to planning transport.

- ⇓ passenger safety;
- ⇓ the competence and training of the driver;
- ⇓ number of hours required for the journey and length of the driver's day;
- ⇓ capacity and experience of the driver to maintain concentration;
- ⇓ type of journey;
- ⇓ traffic conditions;
- ⇓ contingency funds and arrangements in case of breakdown/emergency;

- ⇓ appropriate insurance cover;
- ⇓ weather;
- ⇓ journey time and distance;
- ⇓ stopping points on long journeys for toilet and refreshments;
- ⇓ supervision.

Legislation

The driver is responsible for the vehicle during the visit.

Seat belts: all minibuses and coaches which carry groups of three or more children aged between 3 and 15 years inclusive must be fitted with a seat belt for each child. The seats must face forward and the seat restraints must comply with requirements.

Supervision on transport

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

The driver should not normally be responsible for supervision. Driver supervision may be sufficient if a small number of older children are being taken on a short journey.

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

- ⇓ level of supervision that will be necessary on double decker buses/coaches – one supervisor on each deck should be appropriate in normal circumstances;
- ⇓ safety when crossing roads as part of the journey;
- ⇓ safety on buses, trains, ferries and boats – the group leader should make clear to pupils how much or little freedom they have to ‘roam’;
- ⇓ booking transport – seats to be reserved in advance;
- ⇓ safety of pupils whilst waiting at pick-up and drop-off points and when getting on or off transport;

- ⇓ safety while on stops or rests during the journey;
- ⇓ safety of the group in the event of an accident or breakdown;
- ⇓ head counts when the group is getting off or onto transport;
- ⇓ responsibility for checking that seat belts are fastened;
- ⇓ consider whether a visible and easily recognisable article of clothing should be worn in common by pupils;
- ⇓ pupils should be made aware that they are not allowed access to the driving area at any time;
- ⇓ group members should be made aware that travel sickness tablets should only be administered to a pupil with previous authorisation from the parents.

Hiring coaches and buses

The group leader is responsible for ensuring that coaches and buses are hired from a reputable company.

If any of the group use a wheelchair, the group leader should ensure that transport used has the appropriate access and securing facilities.

Licences and Permits

A public service vehicle (PSV) licence is required by schools running or hiring their own vehicles where any payment is made towards the cost of pupils being carried. There are two types of licence – restricted (for up to two vehicles) and standard national (more than two vehicles).

The law on driver licensing no longer permits car drivers who pass their test after 1 January 1997 to drive minibuses without passing a passenger Carrying Vehicle (PCV) driving test or unless they are driving under a Section 19 Permit.

Private cars

Teachers and others who drive pupils in their own car must ensure their passengers' safety, that the vehicle is roadworthy, and that they have appropriate licence and insurance cover for carrying pupils.

The driver is responsible for making sure that pupils have a seat belt and use it at all times. Vehicles without seat belts should not be used.

Parents' agreement should be sought (on the consent form) for their children to be carried in other parents' cars. It is advisable that parents driving pupils are

not put in a position where they are alone with a pupil. The group leader should arrange a central dropping point for all pupils rather than individual home drops.

The minibus driver must:

- ⇓ not drive when taking medication or undergoing treatment that might affect their ability or judgement;
- ⇓ know what to do in an emergency;
- ⇓ know how to use fire fighting and first-aid equipment;
- ⇓ avoid driving for long periods and ensure that rests are taken when needed;
- ⇓ clarify and comply with transport regulations and the requirements of the vehicle's insurance cover;
- ⇓ take into consideration the effects of teaching and the working day;
- ⇓ have regular medical checks e.g. eyesight.

7. INSURANCE

General

The group leader must ensure, well before the group departs, that adequate insurance arrangements are in place.

Insurance policies are legal documents. They will impose conditions, limit the cover, and exclude certain people or activities.

Transport

When hiring coaches etc the group leader should check that the company used has appropriate insurance.

Use of school/private vehicles: the group leader should check that the insurance policy for the school minibus is appropriate for the journey.

The group leader should check that the teacher driving the school minibus abroad is appropriately insured and that their driving licence is valid for the countries to be visited or passed through en route.

Teachers, other adults or pupils using their own cars to carry pupils on school visits should ensure that their vehicle is properly licensed and that the insurance covers its use on school business.

8. TYPES OF VISIT

Adventure activities using licensed providers

When planning to use adventure activity facilities offered by a commercial company or by a local authority the group leader should check:

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

However the following activities – need a licence:

- ⇓ caving;
- ⇓ climbing;
- ⇓ trekking;
- ⇓ water sports.

Adventure activities using non-licensable providers

Not all providers are required to hold a licence. Voluntary bodies and schools providing for their own members and pupils respectively are exempt.

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

- ⇓ risks have been assessed and that the provider's staff are competent to instruct and lead pupils of the group's age range on the activity;
- ⇓ the equipment is appropriate and that its safe condition is checked before each use;
- ⇓ operating procedures conform to the guidelines of the National Governing Body for the activity where this is appropriate;
- ⇓ clear management of safety systems is in place;
- ⇓ there is appropriate provision for first aid;
- ⇓ there are emergency procedures that the provider's staff are competent in the procedures and will hold emergency phone numbers and address

of the group members; and that the group will have a fire drill as soon as possible on arrival at the provider's base.

Coastal visits

The group leader should bear the following points in mind when assessing the risks of a coastal activity:

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

Swimming in the sea or other natural waters

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. They should only be allowed as formal and supervised activities, preferably in recognised bathing area which have official surveillance i.e. qualified lifeguard cover. Nonetheless, pupils should always be in sight of their supervisors. One supervisor should always stay out of the water for better surveillance.

The group leader, or another designated teacher in the group, should hold a relevant life saving award, especially where lifeguard cover may not be available.

Swimming pools

A minimum ratio should be 1 adult to 12 pupils in school years 4 to 6, and 1 adult to 20 for school year 7 onwards.

It is advisable to observe and check the following:

- ⇓ is there constant pool supervision by a sufficient number of qualified lifeguards?
- ⇓ where there is no lifeguard the group leader should stay at the poolside at a raised location;
- ⇓ is the water temperature appropriate?
- ⇓ is the water clear?
- ⇓ are there signs clearly indicating the depth?
- ⇓ does the deep end allow for safe diving?
- ⇓ is there a poolside telephone?
- ⇓ are there a resuscitator and other pieces of first-aid and rescue equipment, and is there someone trained to use them?
- ⇓ is there a changing room for each sex?
- ⇓ does the pool cater for any particular religious or cultural factors?
- ⇓ are the changing and showering facilities safe and hygienic?
- ⇓ can clothes be stored securely?
- ⇓ have the pupils been instructed how to behave in and around the water?

Farm visits

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

Field studies

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

Residential visits

A good rule of thumb ratio is 1 teacher for every 10 pupils.

- ⇓ the group should ideally have adjoining rooms with teachers' quarters next to the pupils' – the leader should obtain a floor plan of the rooms reserved for the group's use in advance;
- ⇓ there must be at least one teacher from each sex for mixed groups;
- ⇓ there must be separate male and female sleeping/bathroom facilities for pupils and adults;
- ⇓ the immediate accommodation area should be exclusively for the group's use;
- ⇓ ensure there is appropriate and safe heating and ventilation;
- ⇓ ensure that the whole group are aware of the lay-out of the accommodation, its fire precautions/exits, its regulations and routine, and that everyone can identify key personnel;
- ⇓ security arrangements;
- ⇓ the manager of the accommodation should be asked for assurances that the staff, including temporary workers, have been checked as suitable for work with young people;
- ⇓ locks on doors should work in the group's rooms but appropriate access should be available to teachers at all times;
- ⇓ there should be drying facilities;
- ⇓ there should be adequate space for storing clothes, luggage, equipment etc, and for the safe keeping of valuables;
- ⇓ adequate lighting – it is advisable to bring a torch;
- ⇓ there should be provision for pupils with special needs and those who fall sick;
- ⇓ balconies should be stable, windows secure, and electrical connections safe;
- ⇓ where possible pupils should not be lodged in ground floor rooms;
- ⇓ the fire alarm must be audible throughout the accommodation;
- ⇓ there should be recreational accommodation/facilities for the group;

- ⇓ the hotel/hostel should be able to meet any particular cultural or religious needs of the group;
- ⇓ there should be an appropriate number of group supervisors on standby duty during the night.

Before booking a hostel/hotel abroad, the group leader should confirm it has fire exits and lifts with inner doors and that it meets local regulations. After arrival at any accommodation it is advisable to carry out a fire drill as soon as possible.

9. VISITS ABROAD

Organising your own visit

Factors to consider when travelling abroad include:

- ⇓ the need to be aware that different legislation and regulations may apply for drivers' hours and record keeping purposes, particularly in non-EU countries;
- ⇓ EU drivers' hours and tachograph regulations normally apply to any vehicles with 9 or more passenger seats on journeys through EU countries and some countries outside the EU;
- ⇓ special documentation is required for minibuses taken abroad;
- ⇓ all group members should be aware of unfamiliar right-hand drive traffic;
- ⇓ carrying capacity and loading requirements;

Using a Tour Operator

Before using a tour operator group leaders should ensure it is reputable.

Planning and preparation

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

- ⇓ the provider;
- ⇓ the Foreign & Commonwealth Office's Travel Advice Unit;
- ⇓ other schools who have used the facilities/been to the area;

- ⇓ the local authority/schools in the area to be visited;
- ⇓ national travel offices in the UK;
- ⇓ embassies/consulates;
- ⇓ travel agents/tour operators;
- ⇓ The Suzy Lamplugh Trust;
- ⇓ the Internet, books and magazines.

Staffing the visit

A minimum ratio of 1 adult to 10 pupils is a general rule of thumb but at least two of the adults should be teachers. There should be enough adults in the group to cover an emergency. Mixed gender groups should have at least one male teacher and one female teacher.

Preparing pupils for visits abroad

Factors to consider for visits abroad include:

- ⇓ language – particularly common phrases;
- ⇓ culture;
- ⇓ drugs, alcohol usage;
- ⇓ food and drink;
- ⇓ money;
- ⇓ how to use phones abroad;
- ⇓ what to do in an emergency.

Briefing meeting for parents

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

Vaccinations

The group leader should find out whether vaccination is necessary and ensure that all members of the group have received it in good time. Check whether the country to be visited requires proof of vaccinations.

Insurance

The group leader must ensure that the group has comprehensive travel insurance.

Foreign legislation

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

Language abilities

One of the adults with the group should be able to speak and read the language of the visited country. If not, it is strongly recommended that the leader or another adult learns enough of the language to hold a basic conversation and knows what to say in an emergency.

Visas/passports

The group leader should ensure that all members of the group have valid passports and visas.

Photocopies of the group's passports should be taken for emergency use.

Nationality

If the group includes pupils whose national or immigration status or entitlement to a British passport is in doubt, it is advisable to make early enquiries of the Home Office's Immigration and Nationality Directorate.

Pupils who are not nationals of any EU member state may need a visa to travel from the UK to another member state.

Pupils other than EU nationals may require a separate passport and may need to use separate passport control channels from the rest of the group.

Emergency Medical Facilities

Some of these are available through reciprocal health care arrangements in European Community (EC) countries to EU Nationals. Form E111 from DSS.

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

Paperwork

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

- ⇓ travel tickets, passports and visas;
- ⇓ a copy of the contract with the centre/hotel etc.;
- ⇓ medical papers e.g. form E111 and significant medical histories;
- ⇓ parental consent forms and permission for group leader to authorise emergency treatment on parental behalf;
- ⇓ the phone numbers and addresses, at home and in school, of the Principal and of the school contact;
- ⇓ the names of parents and the addresses and telephone numbers at which they can be contacted (home and workplace);
- ⇓ copies of a list of group members and their details;
- ⇓ details of insurance arrangements and the company's telephone number;
- ⇓ the name, address and telephone number of the group's accommodation;
- ⇓ location of local hospital/medical services.

Information retained at the school

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

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

Independent school bursars should hold the information.

During the visit

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

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

It is important to be able to identify group members readily e.g. uniform, brightly coloured back pack, cap or item of clothing, badges. However, no student should display their name clearly on their clothing.

Emergencies

The group leader must ensure that all members of the group know what action to take if there is a problem.

The group leader and supervisors should know where the nearest British Embassy or Consulate is located and the telephone number.

Group leaders need to be aware that some diseases are more prevalent in some countries than in others and should know what action to take should a member of the group become infected.

Exchange visits

Pupils must be aware of the ground rules agreed between the group leader and the host family.

In addition, the following should be ensured by the group leader:

- ⇓ a good personal knowledge of the host school and counterpart;
- ⇓ satisfactory 'pairing' arrangements;
- ⇓ matches should be appropriate;
- ⇓ parents, pupils and the host school should be clear about the arrangements for collecting and distributing pupils to families, and for transporting pupils throughout the visit;
- ⇓ the Principal should retain a list of all the children involved and their family names and addresses;
- ⇓ parents should be made aware that their children living with host families will not always be under direct teacher-supervision.

Vetting host families

Group leaders need to be clear about procedures in the relevant country for vetting the suitability of host families including criminal background checks insofar as these are available.

10. EMERGENCY PROCEDURES

General

Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

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

If an accident happens, the priorities are to:

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

Who will take charge in an emergency?

The group leader would usually take charge in an emergency.

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

Emergency procedures framework

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

Emergency procedures framework during the visit

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

- ⇓ establish the nature and extent of the emergency as quickly as possible;

- ⇓ ensure that all the group are safe and looked after;
- ⇓ establish the names of any casualties and get immediate medical attention for them;
- ⇓ ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures;
- ⇓ ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;
- ⇓ notify the police if necessary;
- ⇓ notify the British Embassy/Consulate if an emergency occurs abroad;
- ⇓ inform the school contact;
- ⇓ details of the incident to pass on to the school should include: nature, date and time of the incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);
- ⇓ notify insurers, especially if medical assistance is required;
- ⇓ notify the provider/tour operator;
- ⇓ ascertain telephone numbers future calls;
- ⇓ write down accurately and as soon as possible all relevant facts and witness details and reserve any vital evidence;
- ⇓ keep a written account of all events, times and contacts after the incident;
- ⇓ complete an accident report form as soon as possible;
- ⇓ no-one in the group should speak to the media;
- ⇓ no-one in the group should discuss legal liability with other parties.

Emergency procedures framework for school base

Prior to the visit, the name and school and home telephone numbers of the school contact should be identified.

The main factors for the school contact to consider include:

- ⇓ ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school base;
- ⇓ contacting parents;
- ⇓ liaison with media contact;
- ⇓ the reporting of the incident using appropriate forms, if necessary.

After a serious incident:

It may not be possible to assess whether group members not injured or directly involved in the incident have been traumatised. It may be necessary to seek professional advice on how to help individuals or school to cope with a tragedy.

BREDON SCHOOL

**FORM TV1
INITIATING THE TRIP OR VISIT**

Destination:

Proposed Date of Visit:

Length of Visit:

Staff Organising the Visit:

Other Staff on the Visit:

Pupil Group:

Trip Objectives:

.....

.....

Resources Required:

.....

Is this trip in the Calendar? Y / N Is this a C.E. day? Y / N

Costs Involved:

Department Budget:

Signed: Date:

Note: All MAJOR trips are required to be initiated at least 1 month in advance of the intended date of departure.
 In the case of foreign travel, trips should be organised in the preceding term.

BREDON SCHOOL

FORM TV2 - PLANNING - Trip Approval & Visit Organisation Form

Person(s) organising the visit:

Destination:.....

Date of application for approval:..... Date of visit:

Have you got parental consent for the trip/visit? Y/N

Have you checked pupils' medical requirements? Y/N

Is there a current Medical Emergency Consent Form? Y/N

Which members of staff are First Aid Trained.....

Method of travel to be used: Staff Car Mini Bus Coach

Correct car insurance? Y/N Approved minibus driver? Y/N

Have you booked transport? Y/N Is there sufficient room? Y/N

Number of pupils Number of staff Pupil/staff ratio
 (See Section 3 & 8)

Do you require catering supplies? Y/N

Have all adults on the trip been DBS, Disclosure and Barring System checked by Bredon School? Y/N

Are you going to a licensed activity? Y/N

Have you performed a risk assessment for the journey? Y/N

Y/N

Have you performed a risk assessment for the venue or activity?

Does the venue have its own published risk assessment available?

Have you checked the planned route.

Will the weather be suitable for your journey and your visit?

Do any pupils require specific supervision on the trip / visit?

Signed: Date:

BREDON SCHOOL

FORM TV3 - Confirmation from the Principal for a visit to proceed

To be completed by the Principal

To the group leader

1. I have studied this application and am satisfied with all aspects including the planning, organisation and staffing of this visit. Approval is given.

- a. Please ensure that I have all relevant information including a final list of group numbers, details on parental consent and a detailed itinerary at least 14 days before the party is due to leave.

Principal's signature: _____ Date: _____

- b. Your report and evaluation of the visit including details of any incidents should be with me as soon as possible but no later than 7 days after the party returns. (Form 5).
- c. You are required to complete all emergency contact information (Form 4) as well as all risk assignments in accordance with the 'Health and Safety of Pupil's on Educational Visits' policy.

Group leader's signature: _____ Date: _____

Copies to:

The Principal

Deputy Head Operations
 Medical Centre
 Catering
 Visits Co-ordinator
 Bursary

BREDON SCHOOL

FORM TV4
EVALUATION OF THE VISIT TO BE COMPLETED BY THE GROUP LEADER AND GIVEN TO THE PRINCIPAL NO LATER THAN 7 DAYS AFTER RETURN

<u>Pupil Group:</u>	
<u>Group Leader:</u>	
<u>Number in Group:</u>	<u>Boys:</u> _____ <u>Girls:</u> _____ <u>Supervisors:</u> _____
<u>Date(s) of Visit:</u>	
<u>Purpose(s) of Visit:</u>	
<u>Venue:</u>	
<u>Commercial Organisation:</u>	

Please comment on the following features:

	<u>Rating out of 10</u>	<u>Comment</u>
<u>1. The Centre's pre-visit organisation</u>		
<u>2. Travel arrangements:</u>		

<u>3. Content of education programme provided:</u>		
<u>4. Instruction:</u>		
<u>5. Equipment:</u>		
<u>6. Suitability of environment:</u>		
<u>7. Accommodation:</u>		
<u>8. Food:</u>		
<u>9. Evening activities:</u>		
<u>10. Courier/Representative:</u>		
<u>11. Other comments and evaluation including "close calls" not involving injury or damage.</u>		

Signed: _____

Date: _____

Group leader's full name: _____

To be completed after all RELEVANT TRIPS AND VISITS and passed to the Principal

BREDON SCHOOL

FORM TV5 - CHECKLIST FOR PUPILS GOING ON A VISIT

BREDON SCHOOL

**FORM TV6
PARENTAL CONSENT FOR A SCHOOL VISIT**

School/Group

1. Details of visit to:

From: _____ Date/Time: _____ To: _____ Date/Time: _____

I agree to _____ (name)
taking part in this visit.

I agree to _____'s participation in the activities
described. I acknowledge the need

for _____ to behave responsibly.

MEDICAL/DIETARY DISCLOSURE

Name: _____ Date of Birth: _____

Address: _____

Tel home: _____ Mobile: _____

Email address: _____

Emergency contact (next of kin) Other:

Relationship: _____ Relationship: _____

Address: _____ Address: _____

Tel number: _____ Tel number: _____

G P Name and Medical details

GP name: _____ Tel number: _____

Address: _____

Has the above named had any of the following:

Asthma or bronchitis Yes No

Sight or hearing disabilities Yes No

Any allergies, e.g. food, material, dust, pollen, plasters Yes No
If yes please list: _____

Any phobias e.g. heights, dogs Yes No

Please specify: _____

Travel Sickness Yes No

Toileting difficulties: Yes No

Night time tendencies i.e. sleep walking (residential trips only) Yes No

If the answer to any of the above is YES please give details including medication dosage, who to administer below. _____

Tetanus vaccination in last five years Yes No

Contagious or infectious diseases suffered within family during preceding 4 weeks, or any other relevant illnesses suffered by pupil: _____

Ability to swim in pool or sea Yes No

Does the above named have any fears or conditions which may affect their enjoyment of this trip/visit?

Any other information including special dietary, cultural, medical or other needs:

- As the parent/guardian I have read, fully understood and am satisfied with the details supplied regarding the Residential Activities and agree for my child to take part in them.
- I know of no medical reason why my child should not participate.
- In the event of a minor accident and when I cannot be contacted, I agree for First aid to be administered by a qualified First Aider or a Doctor.
- **I do agree** to my child being taken to hospital, or to being seen by the nearest doctor available should an emergency arise. This includes emergency treatment including anaesthetic or blood transfusion or as considered necessary by the medical authorities.
- I agree that if my child does not adhere to the code of conduct or behaviour that he/she will return early from the trip/visit at my own cost.

Signed: _____

Date: _____

**BREDON SCHOOL
FORM TV7 - EMERGENCY CONTACT INFORMATION**

To be completed before the visit. Copies to be held by the group leader and school home contact.

1. School/group: _____

2. Name of group leader: _____ Home Phone No: _____

3. Visit departure information: _____

4. Return information: Date: _____ Time: _____ Location: _____

5. Group: Total Number: _____ Adults: _____ Group Members: _____

6. Do you have an emergency contact list for everyone in the Group?

Yes/No

(If no, obtain one. If yes, attach it to this sheet)

7. Emergency contact information:

a. During school hours:

Principal: _____ Tel: _____

Deputy Head: _____ Tel: _____

b. Out of school hours:

Principal: _____ Tel: _____

Deputy Head: _____ Tel: _____

c. Travel Company:

Name/Address: _____ Tel: _____ Fax: _____

Company Travel Rep: Name: _____ Tel: _____ Fax: _____

Insurance/Emergency Assistance: _____ Tel: _____ Fax: _____

Hotel: _____

Address: _____

_____ Tel: _____ Fax: _____

Hotel contact (e.g. Rep/Manager) _____

- d. Other emergency numbers: _____
(e.g. telephone tree) _____

BREDON SCHOOL

**FORM TV8
CONSENT FORM FOR SWIMMING ACTIVITIES OR
ACTIVITIES WHERE BEING ABLE TO SWIM IS ESSENTIAL**

Consent does not remove the need for group leaders to ascertain for themselves the level of the pupil's swimming ability.

SWIMMING ABILITY

- Is your child able to swim 50 metres? YES/NO
- Is your child water confident in a pool? YES/NO
- Is your child confident in the sea or in open inland water?
YES/NO
- Is your child safety conscious in water? YES/NO

1. I would like _____ (name) to take part in the specified visit and having read the information provided agree to him/her taking part in the activities described.

2. I consent to any emergency medical treatment required by my child during the course of the visit.

3. I confirm that my child is in good health and I consider him/her fit to participate.

Signed: _____ Date: _____

Full name of parent/guardian: _____

Telephone numbers:

Home: _____ Work: _____ Mobile: _____

My home address is: _____

Name, address and telephone number of family doctor: _____

**THIS FORM OR A COPY SHOULD BE TAKEN BY THE GROUP LEADER
OF THE VISIT.
A COPY SHOULD BE RETAINED BY THE SCHOOL CONTACT.**

BREDON SCHOOL

FORM TV9

OFF-SITE SWIMMING CHECK-LIST

See also: 'Bredon School Disability Risk Assessment Record' and 'Bredon School Fire Risk Reduction Assessment Record.' Available for all staff on the U:\Admin\HEALTH & SAFETY, TRIPS & TRAVEL, RISK ASSESSMENTS\Policy docs.

	<u>YES</u>	<u>NO</u>
• <u>Is there regular testing of the water quality?</u>		
• <u>Are accurate signs displayed indicating the depth?</u>		
• <u>Is the depth of the water less than 1.5 meters? (if so diving should not be permitted).</u>		
• <u>Is there a resuscitator? Are the lifeguards trained in its use?</u>		
• <u>Is there poolside rescue equipment?</u>		
• <u>Are there a poolside telephone and an alarm?</u>		
• <u>Is an emergency action plan displayed?</u>		
• <u>Are normal operating procedures available?</u>		
• <u>Is there constant pool supervision?</u>		
• <u>Is the swimming pool room, in the case of an indoor pool, locked when not in use?</u>		
• <u>Do the supervisors have current National Pool Lifeguard Qualifications?</u>		
• <u>Is the number of pupils/students supervised by one qualified adult fewer than 20?</u>		
• <u>Are the changing facilities in keeping with basic hygiene and personal safety?</u>		
• <u>Do the pupils/students know how not to leave any group member alone at any time in the pool?</u>		

Sample risk assessments available: U:\Admin\HEALTH & SAFETY, TRIPS & TRAVEL,

Trips and visits on Handsam

Stage 1

User inputs outline proposal for visit. Sent to Deputy head operations for approval

Stage 2

After deputy head approval sent to EVC

Stage 3

User inputs full details for trip inc student list. Sent to EVC for approval

Stage 4

User inputs Risk assessments for transport and activities. Sent to EVC for approval

Stage 5

User sends offsite notification to staff and EVC. Sent to HM for Approval

Stage 6

Evaluation of trip. Trip archived.

RISK ASSESSMENTS\Policy docs.

Date: March 2017

Review Cycle: Annually

Next Review Date: March 2018

Approved



Mr D A T Ward
Principal

Approved



Mr A Hassan
Proprietor