



# Day Trips and Visits Policy

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Next review (date):	May 2024
Signed: (Director)	
Signed: (Head)	

## Overview

### Policy statement

An educational trip or visit has enormous potential for enriching the school curriculum. Such enterprises, though demanding, can be enjoyable experiences for both students and staff. Thousands of school trips and visits take place every year, the vast majority safely and without incident. However, we are all aware that very occasionally things can and do go wrong. It is therefore very important that all trips and visits are properly planned and organised and that all staff involved with school trips and visits take all reasonable steps to ensure that risks are managed.

### Purpose

For the purpose of this policy, a school trip or visit is defined as any occasion when a student or group of students are away from the school campus, undertaking a school activity and under the supervision of a member of staff. In order to avoid unnecessary repetition, the word 'trip' will largely be used throughout this policy but where this occurs, please understand 'trip and/or visit', as appropriate. This policy only refers to day trips. For overnight trips, please refer to the Global Classroom Policy.

### Applicability

This policy applies to ICS staff, parents, guardians and students.

This policy has links with:

- Global Classroom Policy
- Behaviour Policy
- Safeguarding Policy

- Risk Assessment Policy
- Health and Safety Policies and Documentation

### **Access**

This policy is available on request from the school and can also be found on our school website.

This policy is provided to all staff (including temporary staff and volunteers) at induction alongside our ICS Professional Code of Conduct.

### **Failure to comply**

The safety and welfare of our students is of paramount importance to us. Staff must comply with this policy, and Senior Leadership will intervene where non-compliance is evident. Non compliance may result in disciplinary procedures as outlined in Section D of the Staff Handbook and the Code of Professional Conduct.

## **Trips and Visits Policy**

### **1 Definition**

1.1 This policy pays attention to the following DfE guidance (Health and Safety: Responsibilities and Duties for Schools , April 2022):

- children should be able to experience a wide range of activities. Health and Safety measures should help them to do this safely, not stop them;
- it is important that children learn to understand and manage the risks that are a normal part of life;
- common sense should be used in assessing and managing the risks of any activity. Health and safety procedures should always be proportionate to the risks of an activity;
- staff should be given the training they need so they can keep themselves and the children safe and manage risks effectively.

1.2 The law requires employers to:

- assess the risks to staff and others affected by school activities in order to identify health and safety measures that are necessary. In certain circumstances they must keep a record of significant findings of that assessment
- introduce measures to manage risk (risk management/control measure)
- inform staff about risks and risk management
- train staff on health and safety matters.

1.3 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
- cooperate with employers on health and safety matters
- carry out duties in accordance with training and instructions
- inform their employer of any work situation representing serious and immediate danger, so that remedial action can be taken
- discuss with the Head of School any health and safety procedure that they feel is inappropriate (e.g. too bureaucratic). The Head of School will work with the Principals and Health and Safety Representative to ensure procedures are proportionate, effective and appropriate.

## 2 Day Trips from School

2.2 The School Principals **must** be notified of all occasions when a student or group of students leaves the school premises, accompanied by members of staff. This forms a key part of the duty of care we owe to students. It is not easy to give a definitive list of such trips but examples include trips to museums, local areas (e.g. local shops), galleries and theatres, trips to educational conferences, and sports fixtures. If staff are in doubt about the nature of a trip or visit, then they should seek the advice of the Primary/Secondary School Principal.

**2.3 All staff must complete a School Trip/Visit Authorisation Form (Sample in Appendix 1) before departing on a school trip.**

2.4 The Principal **must** give permission before any trip can take place. After the calendar has been checked for clashes, the Principal will give approval for the proposed trip/s.

2.5 Staff must not spend any money or inform students or parents that a trip or visit is going ahead until it has been formally approved.

2.6 Staff must carry out a risk assessment on the proposed trip in advance of the trip taking place. The Principal will ensure that the person assigned with the risk assessment task understands the risk and is familiar with the trip planned.

2.7 A specific assessment of significant risks will be carried out.

2.8 If the activity is annual or infrequent, a review of the existing risk assessment **must** be carried out.

2.9 A termly risk assessment will be carried out for frequent visits and must be relevant to the age of students taking part (e.g. Forest School)

- 2.10 For information on trips abroad and overnight trips, please see our Global Classroom Policy.

### **3 Guidelines for offsite trips**

- 3.1 The Principal must be satisfied that staff are competent to lead or supervise a visit.
- 3.2 Staff organising and taking part in visits off site accept responsibility for the care and welfare of students and act *in loco parentis*.
- 3.3 On adventurous activities (e.g. caving, climbing, trekking or water sports) leaders with specific skills and qualifications will be needed for the activity elements of the trip. Teachers/members of ICS staff will be in charge at other times.
- 3.4 Those planning trips should decide the staff to student ratio on the basis of their risk assessment, taking into account the activities to be undertaken and the age/maturity/needs of the students.
- 3.5 Staff will set clear boundaries and clear lines of communication during school trips.
- 3.6 Staff organising trips involving water based activities and farm visits should also refer to the guidance provided by the UK Government [here](#).
- 3.7 Injuries occurring on school trips within Great Britain must be reported to HSE (See further guidance in sections 6.6).

### **4 Responsibilities**

#### **4.1 Responsibilities of Principal:**

- child protection procedures are in place
- the trip is assessed by a competent person and the needs of students have been considered (e.g. behaviour, language, SEND)
- the group leader has experience supervising the age group
- teachers are competent to instruct the activity and are familiar with the location
- non-teacher supervisors have been suitably vetted (DBS checks where appropriate)
- ratio of supervisors to students is appropriate
- group leader has arrangements in place for first aid and students with particular requirements
- travel arrangements have been organised
- parents have been informed and have signed and returned the consent waivers (sent back at the beginning of academic year)

- trips that have not been listed at the beginning of the year will require trip leaders to obtain additional consent letters
- travel times have been established for picking up and dropping off, and venue details, including phone numbers, are known
- group leader and supervisors and the school contact have a copy of emergency procedures
- contingency plan for delays or late return are in place

#### **4.2 Responsibilities of Group Leader (teacher)**

- obtain prior agreement from Principal before any off-site visit takes place
- follow local/national regulations, policies and guidelines
- appoint a deputy
- assign supervisor roles and communicate duties
- familiarity with location of trip/activities
- aware of child protection issues
- ensure first aid provision is available and leader aware of students with particular requirements
- plan, prepare and brief group members and parents
- complete risk assessment and plan for control measures that are reasonably practical
- undertake a regular review of visits and activities and advise where adjustments are needed
- have enough information about students to confirm the trip is well suited
- ensure ratio of supervisors to students is appropriate for the needs of the group
- consider stopping the visit if the risk to health and safety is unacceptable, and have a plan in place for this
- ensure all other adults on the trip are briefed regarding their role during the visit.

#### **4.3 Responsibilities of Students**

The group leader should communicate to students that they:

- do not take unnecessary risks and be aware of possible risks on trips
- follow leader's and supervisor's instructions, including those at the venue
- dress and behave sensibly and responsibly
- demonstrate school behaviour expectations
- tell the group leader or supervisor about anything they see that may hurt or threaten anyone in the group
- may be stopped from going on a trip or participating in an activity if their behaviour is considered a danger to themselves or others.

## 5 Supervision

### 5.1 Supervision ratios

As a general guide, the following ratios are recommended as a **minimum** with regard to adult to student supervision ratios:

- Early Years (3-4) - 1:4
- Lower Primary (5-8) - 1:6
- Upper Primary (9-12) - 1:10
- Secondary (13+) - 1:10

The need for consideration of the following should also be factored into deciding the appropriate supervision ratio required:

- sex, age and ability of group
- medical/learning/behaviour needs
- type of activity
- experience of the adults in off-site supervision
- requirements of the activity/visit
- Minimum of two adults per trip in Primary and Secondary, regardless of number, with further adults identified as per risk assessment
- HSE guidance on supervision ratios

### 5.2 Parent volunteers

Where a high adult/student ratio is required, parents and volunteers may be used to supplement the supervision ratio. These adults must be carefully selected and well-known to the school. Anyone who has not had a DBS check must **never** be left in sole charge of students. Please ensure that all parents/volunteers have read our leaflet entitled *Safeguarding and Child Protection Advice for Volunteer* leaflet.

### 5.3 Head counts

Whatever the length of the trip, regular head counting should take place, especially before leaving any venue. ICS wristbands (Primary) are used for off-site trips as identifiers. Group leaders should establish *rendezvous* points and tell students what to do if they become lost or separated.

### 5.4 Allocation of Groups

The Trip Leader ensures specific teachers are assigned students to be responsible for in line with recommended ratios.

Students with any behaviour, medical or SEND needs must be identified on the Risk Assessment and a named staff member to be responsible for them

Any out of bounds area needs to be supervised by a named staff member.

## **6. Preparation for the trip**

### **6.1 Preparing students**

Students should be prepared in advance and group leaders and teachers should communicate:

- the aim of the trip/activity
- some background information about the venue
- awareness of risks and how to avoid specific dangers
- safety precautions for students with learning differences
- behavioural expectations including personal and social conduct
- who is responsible for the group
- what to do if they are approached by anyone outside the group
- the *rendezvous* procedures
- what to do if they become separated from the group
- emergency procedures
- transport safety

### **6.2 Communication with Parents**

Parents need to be aware of the following, at least one week in advance of the planned trip or activity. The following will be communicated in writing:

- dates of visit and educational objectives
- activities planned during the trip
- any specific requirements
- any specific medical or learning requirements that are needed for individual students, in line with the ICS Health and Safety Policy.

### **6.3 Planning Transport**

- Contact Kura, giving the date, venue, location, number of students and number of adults. If alternative travel arrangements are made, these need to be evaluated and approved on the risk assessment.
- Teachers and group leaders are responsible for ensuring seat belts are always on before the bus moves.

### **6.4 Risk Assessments**

The Risk Assessment Form Template and guidance can be found in Appendix 2 of the policy. The template can also be sent on request to the School Principals or the Educational Trips Coordinator.

When writing a risk assessment include:

- site-specific and class/year group specific information
- potential hazards

- groups of people especially at risk from any significant hazard identified
- existing safety measures to reduce risks to an acceptable level (e.g. boundaries to be marked or supervised)
- safety measures that the group leader puts into place to control risks including the deployment of staff
- steps to be taken in an emergency
- Key aspects listed in the risk assessment template provided to you

All adult supervisors read and sign the risk assessment form, following Principal approval.

Many educational institutions/venues provide risk assessments for school groups. These are to be submitted in addition to the risk assessment completed by the trip leader.

The trip leader is responsible for obtaining all staff signatures involved on the trip and handing a copy to the Principal.

The risk assessment must be signed off by the Principal for final approval.

All copies of risk assessments are held by the Principal.

## 6.5 First Aid

First aid should form part of the risk assessment. The minimum first aid provision should be:

1. a suitably stocked first aid kit
2. first aid trained supervisors/teachers as indicated on the risk assessment.

## 6.6 Incidents to students or visitors

Injuries to students and visitors who are involved in an accident at ICS or on an activity organised by the school must be reported to HSE if the accident results in:

- death of the person, and arose out of or in connection with a school activity
- injury arising out of or in connection with a school activity **AND** resulting in the person being taken directly from the scene of the accident to hospital for treatment (examinations and diagnostic tests do not constitute treatment). This injury would be something caused by failure in the way a school activity was organised (e.g. inadequate supervision of a field trip), the way substances or equipment were used (e.g. lifts, machinery, experiments) and/or the condition of the premises (e.g. poorly maintained or slippery floors).

Not all sports injuries to students are reportable to HSE, as organised sports activities can lead to sports injuries not connected with how the school manages risk from the activity. The essential test is whether the accident was caused by the condition, design or maintenance of the premises or equipment, or because



of inadequate arrangements for supervision of the activity. If a student injured in an incident remains in school, is taken home or is simply absent from school for a number of days the incident is not reported.

## **6.7 School vehicles**

If another vehicle strikes a minibus while students are getting on or off and students are injured and taken to hospital, this must be reported to the HSE.

Deaths or injuries of students or staff resulting from a road traffic accident involving a school vehicle travelling on a public highway does not have to be reported to the HSE as it will be investigated by the police.

### **Resources**

**Incident reporting in school to HSE:**

**HSE's Frequently Asked Questions on school trips**

**HSE school trips and outdoor learning activities – tackling the health and safety myths**

**Planning and Leading Visits and Adventurous Activities RoSPA**

**Keeping Children Safe in Education**

## Appendix 1: ICS day trip/visit authorisation form

**Print and attach to authorized risk assessment and hand in to Principal.**

<b>Name of trip organiser &amp; class:</b>	<b>Date of trip:</b>	
<b>Name of Venue, address and telephone number:</b>		
<b>Students will be able to:</b> (explain student behaviours and learning outcomes)		
<b>Transportation: BUS/ WALK/ PUBLIC TRANSPORT</b> (highlight as appropriate):		
<b>Time leaving school:</b>	<b>Time returning to school:</b>	
<b>Number of students: Ratio of students to adults:</b>	<b>Names of adult chaperones:</b>	
<b><u>Total</u></b> (cost of trip/ school visitor/ buses/ additional costs):		

<b>Risk Assessment (RA)</b> completed and reviewed by the Principal. <ul style="list-style-type: none"> <li>Includes reference to the venue's own RA if they have one which must be read prior to construction of the ICS RA.</li> <li>Trip organiser must have all staff members sign printed RA after authorization from the Principal.</li> </ul>	At least TWO week in advance	
<b>CHECKLIST FOR SCHOOL TRIPS</b>		<b>Timeline</b>
	Date when completed	
Enter dates/ times on the gmail Academic Calendar		At least TWO week in advance
Risk Assessment completed		At least TWO week in advance
Bus booking confirmed with Kura - email: <a href="mailto:peggydavies@ridekura.com">peggydavies@ridekura.com</a>		At least ONE week in advance
Paediatric First Aider included on the Trip (EY children only)		At least ONE week in advance
Packed lunch confirmed with the catering team. <b>Note allergies/ dietary requirements</b>		At least one week in advance
Communication with parents about the trip		At least one week in advance
Specialist teachers are informed of missed lessons (including swimming/ PE) and Kura is informed of cancelled buses		At least one week in advance
Therapies, EAL and student support have been accounted for- trips organised around therapies preferably or therapies rescheduled		At least one week in advance
Exchange duties with another staff member and indicate on the duty rota		At least one week in advance

Teachers plan and deliver student safety expectations, guided by the trip risk assessment(s)		Week of trip (preferably before departure)
Trip organiser issues all adult chaperones with a copy of the Risk Assessment which they review and sign (master copy) as a team.		Week of trip
Authorised PO must be submitted to the Principal with an invoice, where necessary.		At least one week in advance
First Aid Kit Taken (First Aider to check prior to the trip it is fully stocked)		Day of trip
Trip Leader to ensure school phone charged and number shared on risk assessment		Day of trip
Risk assessment signed by all staff going on trip and filed to Principal with a copy of this form taken on the trip.		Day of trip
Transport status checked on TFL <a href="https://tfl.gov.uk/tube-dlr-overground/status/">https://tfl.gov.uk/tube-dlr-overground/status/</a>		Day of trip
Current London safety alerts checked via <a href="#">Met Police News</a>		Day of trip
<b>Trip authorised (Principal):</b>		<b>Date:</b>

## Appendix 2: Trip Risk Assessment Form Template

### Health & Safety Trip Risk Assessment Form Template

<b>School Site / Location:</b> <b>Name of year group:</b> <b>Date of proposed trip:</b>			<b>Staff supervision ratio:</b> <b>Names of supervisory staff:</b>	
<b>Activity or Work Area:</b>		<b>Assessor (print name and initial):</b>  <b>Approved by:</b>	<b>Date of Assessment:</b>	<b>Date for Review:</b>
<b>The venue, provider, or visitor has been approved by what UK standard (ex. LOTC Quality Badge, AALA licence, Adventure Mark, SchoolSafe, etc.):</b>				
<b>Name of documents reviewed and received by venue (ex. venue risk assessment, visitor guidance, links to website, etc.)</b>				
<b>HAZARD</b>	<b>HARM</b>	<b>PERSONS AT RISK</b>	<b>CONTROL MEASURES</b>	<b>RISK RATING after control measures are in place</b> <b>L x S = R</b>

		Must include all individuals, including volunteers		
Kura <Replace with tube hazards from appendix below. >				
Student behaviour				
Road Vehicles				
Trip, slips, and falls				
Child protection / safeguarding including high profile students				
Child protection / missing child				
Extreme risk and disaster including increased risk of terrorist acts				
Existing or new health, allergy, or sickness				
SEND needs				
Unknown hazard identified at point of arrival to site			Alternate plan for time:	

MAP OF ROUTE TO EXTREME RISK SAFETY SPOT  
(INSERT GOOGLE MAP HERE)

MAP OF ROUTE IF USING THE TUBE  
(INSERT GOOGLE MAP HERE)

**Likelihood:**

**Severity:**

1	Improbable
2	Remote
3	Possible
4	Probable
5	Very likely to occur

1	No injury
2	Minor injury – first aid only
3	Three day or over injury
4	Major injury
5	Fatal injury

**Risk Rating:**

Numerical value	Risk Rating	Action
1 - 9	Low	No further action needed
10 – 15	Medium	Action needed soon
16 - 25	High	Immediate action needed

**Risk rating is calculated by multiplying the likelihood by the severity:**

**e.g. a possible chance of an accident resulting in a major injury =  $3 \times 4 = 12$   
therefore, a medium risk – action needed soon - to reduce the risk to as low as is reasonably practicable.**

#### Appendix A: Possible Tube Hazards

Walking to _____ Underground station
Walking from _____ Underground Station to the _____ On the tube
Getting on and off the train/tube
Missing the tube due to crowding
Movement on train/tube
Train/Tube breaks down / delayed for long time /



## Guidance

### Hazard

Something that has the POTENTIAL to cause harm

When undertaking a risk assessment, the specific activity must, wherever possible, be conducted within recognised guidelines, rules, laws and standards  
e.g. sports – in accordance with the national body for that sport

- Football – the Football Association
- Rugby Union – Rugby Football Union
- Netball – International Netball Federation
- Rock climbing - Mountain Instructor Award (MLTUK)

The websites of these bodies usually have these rules, standards, laws etc. freely available and some very good examples of best practice. In many cases, they will have plans and processes that might save you a tremendous amount of work or at least give you a starting point to planning your activity.

Typical examples:

When crossing a road – the hazards are cars, buses, taxis, motorbikes, bicycles etc ... **road vehicles**

When playing in the park or undertaking sports in the park, the hazards may be –

- ruts, potholes, 'lumps and bumps' .... **surface condition**
- rocks, fallen branches, litter, human and animal detritus ..... **debris** or **cleanliness**
- changes in level (steps and ramps), wet grass, long grass, no grass (patchy), snow/ice .... **slips, trips and falls**
- strong winds, rain, snow, fog, flooding, waterlogged play areas etc ..... **adverse weather**

'People' type hazards may be:

- student or staff becoming ill, hyperthermia, hypothermia (heat and cold extremes) .... **Illness**
- worsening of existing medical condition/s, adverse reaction to an allergy etc .... **existing medical episode**
- student/staff behaviour .... **behaviour**
- 'stranger danger', safeguarding, public disorder, acts of violence and aggression from public (others), students wandering off .... **personal safety** and/or **security**\*

\*When dealing with children and young persons, Personal Safety and Security must be included in each risk assessment as a hazard on its own. The risk assessor **must** consider the risks associated with this heading.

Students that require specific individual support must be covered by a separate assessment to ensure their needs are being met and then reviewed against the activity RA to ensure overall risk levels are maintained as low as is reasonably practicable (ALARP).

## Harm

What sort of harm could you **reasonably** expect when the groups of people identified in the 'Persons at Risk' column come into contact with the **hazard**?

Typical harms could be:

- Grazing
- Bruising
- Cuts
- Amputation
- Sprains and strains
- Fractures (broken bones)
- Unconsciousness
- Paralysis
- Death

Or

- Worsening of existing medical condition
- Worsening of existing injuries
- Allergic reaction
- Anaphylactic shock

## Control Measures

What are you doing or putting in place to prevent harm from the hazard? ALWAYS use **the hierarchy of control – ERIC PD**:

**E** – eliminate – get rid of the hazard completely

**R** – reduce – OK so we cannot eliminate but can we improve it by putting in place some additional controls so that we need to do it less often, can we reduce the number of people who are allowed to come in contact or be exposed to the hazard.

**I** – isolate – completely separate the hazard from people or people from the hazard

**C** – control - this is where we consider organisational and technical controls such as safe systems of work, procedures, training, supervision, local exhaust ventilation, machine guards, safety devices and tools to carry out the task

**P**- PPE (personal protective equipment) – where you can't make everybody safe, then, having applied the above principles, you safeguard the individual by providing PPE, training them in its safe use and make sure they use correctly and at all times when exposed to the hazard

**D** – discipline – enforce the safety process through disciplinary processes and be prepared to give sanctions against offenders, but mostly to instil personal discipline on those that may be exposed to the hazard

## **Risk Rating**

This is where you make a judgement call ... taking your experience, knowledge and training into consideration and all the control measures listed, what could you reasonably expect the chances of harm being realised?

Using the keys provided, multiply the figures provided for the likelihood and severity. Be realistic ... if in doubt, always err on the side of caution – it's better to be over cautious than not cautious enough. You need to be REALISTIC – it's no good saying that falling off a kerb stone could cause death – 5 (after all, it can in reality) and saying the likelihood is remote – 1, making a risk rating of 5, when the realistic assessment would be minor injury – 3 and this being possible – 2 and a risk rating of 6.

Once complete, attach it to your activity plan, process or procedure, share the information with those involved in your activity, monitor the risk during the activity and revise:

- if you think it can be improved
- if there are significant changes
- prior to carrying out that activity again
- if the law changes
- if you feel it's no longer accurate or applicable

## **Top Tips**

Don't try and do everything at once in 'one hit', break up the activity into 'bite sized chunks' or phases, then join them together.

Start doing the risk assessment when you start planning the activity that way you can 'factor out' hazards in your planning and thereby embedding the 'safe ways of working' into the 'routine' of the activity.

Get others to help, the more views, opinions, observations, personal experiences you can bring to the risk assessment, the better the quality of the outcomes.

Look and see what others are doing ... there's some very good examples of best practice available freely on-line.

Don't wrap everything up in cotton wool .... or at least don't let those participating in the activity know they're being wrapped in cotton wool.

Above all, DON'T PANIC or be put off by this very important process, provided you take a systematic approach, identifying hazards that you could REASONABLY be expected to identify, record your significant findings and act on your control measures, then you should be OK. The problems come when you start to ignore or operate outside the scope of your activity plans and risk assessment controls.

When planning your activities, always consider a 'Plan B' and a 'What If'.