Procedures for Visits, Activities and Outings

Burton Hathow Preparatory School Including EYFS

Burton Hathow Preparatory School is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

Reviewed September 2026 RM Next Review Date September 2027

1 RESPONSIBILITIES FOR VISITS

1.1 Legal Framework

Legislation and Statutory Guidance

This policy has been developed with reference to the following legislation and guidance, as applicable:

- Health and Safety at Work etc. Act 1974.
- Management of Health and Safety at Work Regulations 1999.
- Education (Independent School Standards) Regulations 2014.
- Keeping Children Safe in Education 2026 (Department for Education).
- Statutory Framework for the Early Years Foundation Stage 2026 (Department for Education).
- Health and Safety on Educational Visits (Department for Education).
- First Aid in Schools, Early Years and Further Education (Department for Education).
- Supporting Pupils at School with Medical Conditions (Department for Education), where applicable, and the school's own medical needs procedures.
- Equality Act 2010.
- Adventure Activities Licensing Regulations 2004.
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR).
- Relevant Department for Transport, DVSA and RoSPA guidance on school transport and minibus safety.
- Health and Safety Executive guidance on school trips and outdoor learning.

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Health and Safety Policy, First Aid Policy, Supporting Pupils with Medical Conditions Policy, SEND Policy and relevant emergency procedures.

1.3 Approval for visits

All educational visits must be authorised in accordance with the school's agreed approval procedures.

Routine, low-risk visits that form part of the normal curriculum may be approved through established school procedures, provided that appropriate risk management arrangements are already in place.

Non-routine visits, adventurous activities, residential visits and overseas visits must receive the Headteacher's approval before bookings are confirmed or arrangements finalised.

Residential and overseas visits must also receive approval from the Board of Directors.

The Visit Leader is responsible for ensuring that all necessary documentation, including risk assessments, supervision arrangements, parental information and emergency procedures, has been completed before the visit takes place.

All residential trips must be planned well in advance although the timescales will depend on the nature of the trip. The following timings should be observed as far as possible:

- Major overseas residential trips, tours or expeditions – 6 months.
- UK residential tours, tours or expeditions – 3 months.

1.4 The Directors of Burton Hathow Preparatory School Limited

The Directors should:

- provide written guidelines for head teachers and teachers including advice on risk assessment.
- assess proposals for certain types of visit.
- provide emergency telephone contact for the duration of the visit where necessary.
- ensure training needs have been addressed.
- provide access to named staff for advice.
- maintain appropriate insurance cover.
- assess proposals for certain types of visit, which should include visits involving an overnight stay or travel outside the UK.

1.5 Head Teacher

The Head Teacher should ensure that visits comply with regulations and guidelines provided by the Advisory Body and Board of Directors and the school's own health and safety policy and that:

- all necessary actions have been completed before the visit begins.
- the risk assessment has been completed.
- staff training needs have been assessed.
- the group leader has experience in supervising the age groups going on the visit and will organise the group effectively.
- group leaders are allowed sufficient time to organise visits properly.
- ratio of supervisors to pupils is appropriate.
- arrangements have been made for the medical and special educational needs of all pupils.
- adequate first-aid provision will be available.
- the mode of travel is appropriate.
- there is adequate and relevant insurance cover.
- school contact has been nominated.
- SLT have a copy of the agreed emergency procedures.
- the nominated school contact has the names of all adults and pupils travelling in the group and the contact details of parents and the teachers' next of kin.

1.6 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
- have been appointed by the Head Teacher.

The Group Leader should also:

- ensure that each visit has been authorised in accordance with the school's agreed approval procedures, obtaining the Headteacher's specific approval where required under Section 1.3.
- follow school guidelines and policies.
- appoint a deputy.
- clearly define each teacher'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/where the activity will take place.
- be aware of child protection issues.
- ensure that adequate first-aid provision will be available.
- complete the planning and preparation of the visit including the briefing of group members and parents.
- ensure that a proportionate assessment of the risks has been undertaken, using existing risk management arrangements for routine visits where appropriate, and a specific written risk assessment where required.
- review regularly undertaken visits/activities and advise head teacher where adjustments may be necessary.
- ensure that teachers are fully aware of what the proposed visit involves.
- ensure the ratio of supervisors to pupils is appropriate.
- consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such eventuality.
- ensure that all teachers have details of the school contact, emergency, procedures, medical information and contact details of all party members.

1.7 Accompanying Teachers

Accompanying teachers should:

- do their best to ensure the health and safety of everyone in the group.
- follow the instructions of the group leader and help with control and discipline.
- consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable.

1.8 Adult volunteers

Non-teacher adults should:

- do their best to ensure the health and safety of everyone in the group.

- not undertake unsupervised or one-to-one responsibilities unless expressly authorised by the school following appropriate safeguarding checks, risk assessment and consideration of the volunteer's suitability.
- follow the instructions of the group leader and teacher supervisors and help with control and discipline.

1.9 Responsibilities of pupils

The group leader should make it clear to pupils that they must:
- follow the instructions of the leader and other supervisors including those at the venue of the visit.
- dress and behave sensibly and responsibly.
- look out for anything that might hurt or threaten themselves or anyone in the group and tell the group leader about it.

1.10 Parents

Parents should:
- be told how they can help prepare their child for the visit through advice on suitable clothing, equipment, physical preparation and other relevant requirements.
- provide the group leader with emergency contact number(s).
- Provide written consent where required under Section 5.2 and ensure that emergency contact details and relevant medical information are accurate and up to date.
- give the group leader information about their child's emotional and physical health which might be relevant to the visit.

2 PLANNING VISITS

2.1 Planning

It is essential that formal planning take place before setting off. This involves considering the dangers and difficulties which may arise and making plans to reduce them. The Head Teacher will often delegate the detailed planning to the organiser of the visit or the group leader.

2.2 Risk assessment

All educational visits must be planned and managed using a proportionate, risk-based approach.

For routine, low-risk visits, existing school policies, procedures and generic risk assessments may be sufficient, provided they remain appropriate to the activity, location and pupils involved.

For non-routine visits, residential visits, adventurous activities and visits involving additional or significant hazards, a specific written risk assessment must be completed and approved through the school's agreed procedures.

Risk assessments must identify significant hazards, consider who may be harmed, establish appropriate control measures and take account of the individual needs of pupils, including those with SEND, disabilities and medical conditions.

The Visit Leader must review arrangements where circumstances change and undertake dynamic risk assessment throughout the visit. Activities must be modified, postponed or cancelled where risks cannot be adequately controlled.

The risk assessment should be based on the following considerations:

- what significant 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 a copy to the HSO for approval. Approval of the risk assessment by the designated Health and Safety Officer confirms that the risk management arrangements have been reviewed. Final authorisation for the visit remains subject to the school's agreed approval procedures. All teachers/supervisors on the visit are to be given a copy of the approved risk assessment by the group leader. Risk assessments should be saved on the data drive.

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

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 being undertaken.
- the location and modes of transport.
- the competence, experience and qualifications of supervisory staff.
- the ratios of teachers to pupils.
- the group members' age competence, fitness and the suitability of the activity.
- the special educational or medical needs of pupils.
- the quality and suitability of available equipment.
- seasonal conditions, weather.
- emergency procedures.

- how to cope when a pupil becomes unable or unwilling to continue.

The Visit Leader should consider whether an exploratory visit is necessary, taking account of the nature of the activity, the familiarity of the venue, the needs of the pupils and the information available from the provider. Where a preliminary visit is unnecessary or impracticable, sufficient information must be obtained through other reliable means.

Other factors which should form part of the planning stage include

- the facilities/equipment the group will need to take on the visit.
- the facilities/equipment to be provided at the venue.
- staff training needs.
- transport arrangements.
- insurance arrangements.
- information to the provider.
- communication arrangements.
- supervision ratios.
- contingency measures for enforced change of plan.
- information to parents.
- preparing pupils.
- emergency arrangements.

2.3 First Aid

Appropriate first-aid arrangements must be established for all educational visits, taking account of the age and number of pupils, the nature of the activities, the location, access to emergency services and individual medical needs.

A suitably stocked first-aid kit must be available, together with any necessary medication and emergency medical equipment. Staff must know how to summon emergency assistance and follow the school's First Aid and Supporting Pupils with Medical Conditions procedures.

For outings involving children within the Early Years Foundation Stage, at least one person holding a current full paediatric first-aid certificate, meeting the requirements of the statutory EYFS framework, must accompany the children.

For higher-risk, adventurous, residential or overseas visits, the risk assessment must determine whether additional first-aid qualifications, specialist training or equipment are necessary.

All staff accompanying the visit must be informed of relevant medical conditions, allergies, emergency procedures and individual healthcare arrangements, subject to appropriate information-sharing safeguards.

3 SUPERVISION

3.1 Ratios

The factors to take into consideration include:

- 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.
- competence and behaviour of pupils.
- first aid cover.

Staffing and supervision arrangements for educational visits must be determined through a risk assessment, taking account of pupils' ages, developmental stages, individual needs, behaviour, the nature of the activity, the location and any additional hazards.

As a general planning guide, the school will normally consider the following minimum adult-to-pupil ratios for routine, low-risk visits:

- Nursery: 1 adult to 4 pupils.
- Reception to Year 3: 1 adult to 8 pupils.
- Years 4 to 6: 1 adult to 10 pupils.

These ratios are school guidelines rather than statutory requirements. Higher levels of supervision must be provided where the risk assessment identifies additional needs or hazards.

For EYFS outings, the school must assess the risks and hazards, including the suitability of adult-to-child ratios, in accordance with the statutory EYFS framework. All visits must have a designated Visit Leader, and arrangements must ensure appropriate supervision, including in the event of an emergency or where a member of staff must accompany a pupil away from the group.

3.2 Parents/Volunteers

Parents and other suitable adult volunteers may accompany educational visits to support the supervision of pupils.
The Visit Leader must ensure that all volunteers are appropriately selected, briefed and supervised, and that their responsibilities are clearly defined.

Before a volunteer participates, the school must determine whether the role constitutes regulated activity and ensure that appropriate safeguarding checks have

been completed in accordance with Keeping Children Safe in Education 2026 and current legislation.

The school must assess the duties of each volunteer, including those accompanying residential visits, to determine whether the role constitutes regulated activity. Where a volunteer undertakes regulated activity, the school must obtain an enhanced DBS check with children's barred list information. For volunteers who are not undertaking regulated activity, the school must determine the appropriate checks and supervision arrangements in accordance with Keeping Children Safe in Education 2026 and relevant legislation.

Occasional volunteers assisting on a school day visit will not automatically require a barred list check. The school will determine whether other checks are appropriate following a safeguarding risk assessment.

Volunteers must follow the school's safeguarding procedures and must report any concerns immediately to the Visit Leader or Designated Safeguarding Lead. Volunteers must not be given responsibilities beyond those agreed by the Visit Leader and the school. Any arrangements involving one-to-one supervision must be specifically authorised and appropriately safeguarded.

3.3 Competences if Leading an Adventure Activity

If the school is leading an adventure activity such as canoeing the Board must ensure that the group leader and other supervisors are suitably competent to lead or instruct pupils in the activity.

3.4 Head Counts

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.

Brightly coloured T-Shirts/caps or a school uniform can help identify group members more easily.

3.5 Remote Supervision

The group leader remains responsible for pupils even when not in direct contact with them. Parents should be told, before the visit, whether any form of remote supervision will take place.

4 PREPARING PUPILS

4.1 General

Pupils who are involved in a visit's planning and organisation, and who are well prepared will make more informed decisions and will be less at risk. Pupils should

clearly understand what is expected of them and what the visit will entail. Pupils should also be told about any potential dangers and how they should act to ensure their own safety and that of others.

4.2 Participation

Pupils should be encouraged to take on challenges during adventurous activities but should not be coerced into activities of which they have a genuine fear. 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.

4.3 Information to Pupils

Pupils should understand:

- the aims of the visit/activity.
- how to avoid specific dangers and why they should follow rules.
- why safety precautions are in place.
- what standard of behaviour is expected.
- who is responsible for the group.
- what not to bring back either within the UK or from abroad.
- what to do if approached by anyone from outside the group.
- rendezvous procedures.
- what to do if separated from the group.
- emergency procedures.

For residential visits all group members should carry the address and telephone number of the accommodation in case an individual becomes separated. Pupils should be aware of who is responsible in any instances where the group leader has delegated responsibility to an instructor.

4.4 Preparing Pupils for Remote Supervision

During any time that remote supervision takes place the group leader must ensure that pupils are aware of the ground rules and are adequately equipped to be on their own in a group. The size of each group should also be considered. 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.
- Pupils must know how to contact the Visit Leader or another designated adult in an emergency, including what to do if they do not have access to a working mobile telephone.
- The Visit Leader must establish appropriate communication arrangements, a clearly identified meeting point and procedures to follow if a pupil becomes separated from the group.

- a knowledge of how to summon help.
- a knowledge of out of bounds areas or activities.
- identity cards and a rendezvous point.

Remote supervision must only be permitted where it is appropriate to the age, maturity, competence and individual needs of the pupils and where the risks have been specifically assessed. Remote supervision will not ordinarily be appropriate for pupils in the Early Years Foundation Stage or younger primary year groups.

4.5 Transport and Pupils

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

- do not rush towards the transport when it arrives.
- wear your seatbelt and stay seated whilst travelling on transport.
- bags must not block aisles or cause obstructions.
- never lean out of or throw things from the window of the transport.
- never distract or disturb the driver.
- if you feel unwell tell a teacher or supervisor.

4.6 Pupils With Special Educational and Medical Needs

Head teachers should make every effort to include pupils with special educational or medical needs in school visits, whilst maintaining the safety of everyone in the group.

4.7 Pupils With Medical Needs

All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures. The group leader should check that the insurance policy covers staff and pupils with pre-existing medical needs. There should be a risk assessment in place for any pupil with medical needs.

4.8 Pupils With Special Educational Needs

The school is committed to ensuring that educational visits are inclusive and accessible to pupils with special educational needs and disabilities (SEND).
In accordance with the Equality Act 2010, the school will consider and make reasonable adjustments for disabled pupils to enable their participation and avoid substantial disadvantage.

The Visit Leader must consider individual needs during planning, including accessibility, communication, sensory needs, emotional regulation, mobility, medical requirements and any additional supervision or support.

Where necessary, the school will consult parents, relevant staff and external providers to identify appropriate adjustments and support arrangements.

A pupil must not be excluded from a visit solely because of a disability or special educational need. Where participation raises significant concerns, an individual assessment must be undertaken to consider reasonable adjustments and whether risks can be adequately managed.

5 COMMUNICATING WITH PARENTS

Communication with parents during educational visits must take place through school-approved communication channels.

The Visit Leader may provide updates through the school office or another communication platform expressly authorised by the school.

Staff must not use personal messaging accounts or personal social media to communicate with pupils or parents about school visits.

Any photographs, personal information or medical details shared during a visit must be handled in accordance with the school's Data Protection and Online Safety Policies.

In the event of a safeguarding concern or serious incident, communication must follow the school's established safeguarding and emergency procedures.

5.1 Information to Parents

Parents should be encouraged to attend a briefing meeting where written details of the proposed visit should also be provided. 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.
- 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 levels 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 and deputy of other staff and of other accompanying adults.
- details of the activities planned.
- standards of behaviour expected.
- 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.
- details on the cost of the visit.

5.2 Parental Consent

For children within the Early Years Foundation Stage, the school must obtain written parental permission before taking children on outings. This may be obtained through an appropriate general permission covering routine outings, with separate permission obtained where necessary for particular activities or circumstances.

For pupils who are no longer within the Early Years Foundation Stage, specific written consent is not normally required for routine educational visits taking place during normal school hours and forming part of the curriculum, provided that the school has appropriate arrangements for informing parents.
Parents will nevertheless be informed of such visits and given the opportunity to withdraw their child.

Written parental consent must be obtained for visits requiring a higher level of risk assessment, residential visits, adventurous activities, overseas visits and visits taking place outside normal school hours, in accordance with Department for Education guidance and the school's procedures.

The school may use a general consent form, completed on admission or renewed periodically, for appropriate categories of visits. Where the nature or risks of a visit

require additional information or specific agreement, separate consent must be obtained.

The Visit Leader must ensure that relevant medical information, emergency contact details and any necessary individual arrangements are up to date before departure. Where consent is required but has not been provided, the pupil must not participate in the visit.

General issues to consider include:

- any allergies or phobias the pupil may have.
- any medication pupil is taking (if so what the dosage is and who is to administer it).
- whether the pupil administers their own medication.
- the name, phone number of the pupil's GP.
- any special/medical dietary requirements.
- whether the pupil suffers from travel sickness.
- toileting difficulties.
- night time tendencies such as sleepwalking (for residential visits).
- 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.

5.3 Emergency Medical Treatment

Before an educational visit, the school must ensure that relevant medical information, emergency contact details and any necessary parental permissions have been obtained.
In the event of a medical emergency, staff must seek appropriate medical assistance without delay and take reasonable steps to safeguard the pupil's welfare.
Parents or carers must be contacted as soon as reasonably practicable.
Consent to medical treatment will be determined by the treating healthcare professionals in accordance with applicable law and clinical guidance. Any parental consent obtained by the school does not replace the legal requirements governing consent to medical treatment.
For overseas visits, the Visit Leader must ensure that relevant medical information, insurance details and emergency arrangements are readily accessible.

5.4 Other Consent

Parental consent should be obtained for the transporting of pupils in the private vehicle of another pupil on the visit.

5.5 Early Return

The group leader should tell parents if they would be expected to fund the early return of a pupil whose conduct gives cause for concern on a visit.

5.6 Contact with Parents during the Visit

The Head Teacher 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:

- be aware of the emergency contact arrangements at home. (Particularly important during holiday periods when the school may be closed) and at all the venues the group will visit.
- provide contact numbers for day and night use in an emergency.

5.7 Pupils' Contact With Parents

Group leaders should arrange for parents to be told by the school of the group's 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. The main factors to consider include:

- passenger safety.
- number of driving hours required for the journey and length of the driver's day (including non-driving hours).
- type of journey – will the visit take place locally or will it include long distance driving i.e. motorways.

6.1 Supervision of Transport

Supervision of transport should be considered as part of the risk assessment for the journey. The driver should not normally however be responsible for supervision. This may be sufficient if a small number of older children are being taken on a short journey. All group members should be made aware of the position of the emergency door and first-aid and anti-fire equipment on transport. Factors that the group leader should consider when planning transport include:

- level of supervision that will be necessary on buses/coaches.
- safety when crossing roads as part of the journey pupils should know the Green Cross Code.
- safety on buses, trains, ferries and boats – the group leader should make clear to pupils how much freedom they have to roam. Pupils should also be made aware of what to do in an emergency and where emergency procedures are displayed.
- safety of the group in the event of an accident or breakdown.
- head counts by the group leader should always be carried out 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.
- travel sickness tablets should only be administered to a pupil with previous authorisation from the parents.

6.2 Hiring Coaches and Buses

The group leader is responsible for ensuring that coaches are hired from a reputable company. When booking the group leader should ensure that seat belts are available for pupils

6.3 Private Cars

Teachers must ensure their passengers' safety and that they have appropriate licence and insurance cover for carrying the pupils. The driver is responsible for making sure that pupils have a seat belt and use it at all times.

6.4 School Minibus Drivers

Only drivers authorised by the school may drive a school minibus.
Before authorisation, the school must verify that the driver holds the appropriate driving licence entitlement for the vehicle and the circumstances in which it will be operated.

The school must ensure that its minibus arrangements comply with applicable licensing, insurance, vehicle safety and permit requirements, including the conditions of any Section 19 permit where relevant.

Drivers must be familiar with the vehicle and must complete the school's pre-journey vehicle safety checklist before each journey. Any safety-critical defect must be reported immediately, and the vehicle must not be used until it is safe.

Drivers must comply with applicable speed limits, passenger and luggage capacity restrictions, seat-belt requirements and driving hours rules.

Appropriate supervision arrangements must be in place for pupils travelling in the vehicle, taking account of the number and age of passengers and the nature of the journey.

7 TYPES OF VISIT

7.1 Adventures Activities Using Licensable 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.

    - Certain adventure activities are subject to the Adventure Activities Licensing Regulations 2004.

    - These include specified forms of caving, climbing, trekking and watersports. Whether an activity requires a licence depends on the nature of the activity, the location and the circumstances in which it is provided.

- Where an external provider is legally required to hold an Adventure Activities Licensing Authority (AALA) licence, the Visit Leader must verify that the provider holds a current licence covering the specific activity.

- Where a licence is not required, the Visit Leader must nevertheless obtain appropriate assurances regarding the provider's competence, qualifications, safety arrangements, equipment, insurance and emergency procedures.

- Adventure activities must be identified and approved during the planning process and must not be added during a visit without appropriate authorisation and risk assessment.

7.2 Adventures Activities Using Non-Licensable Providers

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. Competence could be demonstrated by holding the relevant NGB award where it exists or through successful participation in an approved in-house scheme.
- the equipment is appropriate and that its safe condition is checked before each use.
- operating procedures conform to the guidelines of the National Advisory Body and Board of Directors 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 addresses of the group members and that the group will have a fire drill as soon as possible on arrival at the provider's base.

7.3 Other issues to consider with all adventure activity providers

The group leader should agree the arrangements for supervision and recreation during the evenings and between adventure activities. Clear handover and handback procedures should be in place. The group leader and teachers retain ultimate responsibility for pupils at all times during adventure activities, even when the group is under instruction by a member of the provider's staff. Assurances may be sought that the provider has:

- checked the suitability of the staff who work with children people.
- the appropriate security arrangements.

7.4 School-led Adventure Activities

If a member of the school staff is to organise, lead and instruct pupils on adventure activities. The Advisory Body and Board of Directors should satisfy themselves that the group leader and other supervisors are competent to act as leaders and/or instructors of pupils in the activity.

7.4.1 Remote Supervision During School-led Adventurous Activities

The group leader should be satisfied that the pupils have the necessary skills experience, confidence, physical ability and judgement to be left without direct supervision.

7.5 Coastal Visits

Many of the incidents affecting pupils have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming. 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 outflow etc.
- some of a group's time on a 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.

7.6 Swimming in the Sea or other Natural Waters

Swimming in the sea, rivers, lakes or other natural waters must only take place as a planned, authorised activity supported by a specific risk assessment. The school must ensure that appropriate supervision, qualified rescue provision and emergency arrangements are in place, taking account of local conditions, water hazards and pupils' swimming abilities. Swimming must not proceed where these arrangements cannot be adequately assured. Incidental or unsupervised swimming is not permitted.

The group leader should:

- be aware that many children who drown are strong swimmers.
- ascertain for themselves the level of the pupil's swimming ability.
- be aware of the local conditions, currents, weeds, a shelving, uneven or unstable bottom – using local information from the lifeguard, coastguard, harbourmaster, police or tourist information office.
- designate a safe area of water for use by the group.

- be aware of the dangerous effects of sudden immersion in cold water
- be aware of the dangers of paddling.
- ensure that pupils are fit to participate, appropriately hydrated and not experiencing illness or discomfort that could affect their safety in the water.
- adopt and explain the signals of distress and recall.

7.7 Swimming Pools

Swimming activities must be subject to a specific risk assessment and must take place only where appropriate safety and supervision arrangements are in place.

The Visit Leader must establish the required supervision arrangements in consultation with the swimming provider or pool operator, taking account of pupils' ages, swimming abilities, individual needs, the pool environment and the nature of the activity.

Appropriate qualified lifeguard cover and swimming instruction must be provided, as required by the activity and the pool's operating procedures.

The number of accompanying school staff must be sufficient to ensure effective supervision before, during and after swimming, including in changing areas and during emergencies.

The school must not rely on a fixed adult-to-pupil ratio as the sole means of determining safe swimming supervision.

If considering the use of a swimming pool not used before it is advisable to observe and check the following:

- is there constant pool supervision by a sufficient number of qualified lifeguards?
- where qualified lifeguard cover is not provided by the pool operator, swimming must not take place unless the school has established and approved alternative arrangements that provide appropriately qualified rescue and supervision cover, supported by a specific risk assessment and the pool's operating procedures.
- is the water temperature appropriate?
- is the water clear?
- are there signs clearly indicating the depth – is there a shallow end and is the water there shallow enough?
- are pupils prohibited from diving unless this is part of a specifically planned, appropriately supervised activity that has been risk assessed and authorised by the pool operator?
- is there a poolside telephone?
- is appropriate first-aid, rescue and resuscitation equipment available, and are suitably trained personnel present to use it?
- is there a changing room for each sex?
- 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?

Parental consent does not mean that group leaders should not check for themselves the level of a pupils' swimming ability.

7.8 Farm Visits

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 O157 food poisoning and other infections.

Check that the farm is well-managed, that it has a good reputation for safety standards and animal welfare, that it maintains good washing facilities and clean ground and public areas. Consider the merits of an exploratory visit.

The following precautions must be observed during farm visits:

- Pupils must wash their hands thoroughly with soap and running water after touching animals, fences, gates, equipment or other potentially contaminated surfaces.
- Pupils must wash their hands before eating or drinking and before leaving the farm.
- Hand sanitiser and antibacterial wipes must not be used as substitutes for handwashing with soap and running water.
- Younger children must be directly supervised when washing their hands to ensure that this is completed effectively.
- Eating and drinking must only take place in designated areas away from animals and animal enclosures.
- Pupils must not kiss animals, place their faces close to animals or put their fingers in their mouths during animal contact activities.
- Pupils must not consume animal feed, unpasteurised milk or other products unsuitable for human consumption.
- Pupils must not enter restricted farm areas or approach machinery without appropriate authorisation and supervision.
- The Visit Leader must ensure that the farm has suitable handwashing facilities before the visit takes place.
- Appropriate additional precautions must be considered for particularly vulnerable individuals, including pregnant staff and those with relevant health conditions.

7.9 Field Studies

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.

8 RESIDENTIAL VISITS

Issue for the group leader to consider include the following:

- 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.
- Residential visits must have sufficient appropriately trained and experienced staff to ensure the effective supervision, safeguarding and welfare of all pupils throughout the visit, including overnight.
- Staffing arrangements must be determined through a specific risk assessment, taking account of the age and needs of pupils, sleeping and washing arrangements, privacy and dignity, personal care requirements and emergency cover.
- For mixed groups, the school should normally consider the inclusion of both male and female staff where this is appropriate to the needs of the group. The absence of a member of staff of a particular sex does not automatically prevent a visit from proceeding, provided that suitable safeguarding and supervision arrangements have been assessed and approved by the Headteacher. Sleeping and washing arrangements must protect pupils' privacy, dignity, safety and welfare. Staff must have separate sleeping accommodation from pupils, and suitable toilet, washing and changing facilities must be available in accordance with applicable requirements and the assessed needs of the group.
- Room allocations and overnight supervision arrangements must be agreed before departure, with appropriate arrangements for pupils requiring additional support or personal care.
- the immediate accommodation area should be exclusively for the group's use.
- 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 – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors.
- the manager 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 the safe keeping of valuables.
- adequate lighting – it is advisable to bring a torch.
- there should be a provision for pupils who fall sick.
- balconies should be stable, windows secure and electrical connections safe.
- the fire alarm must be audible throughout the accommodation.
- there should be recreational accommodation/facilities for the group.
- there should be an appropriate number of group supervisors on standby duty during the night.

Before booking a 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

9.1 General

Travelling abroad can be hugely rewarding for pupils and adults alike, but it is important that careful preparation takes place. Much of the earlier advice in this policy applies to visits abroad, but there are some additional factors that need to be considered, not least because the legislation may be different from that of the UK. Group leaders should always comply with the school policy on visits abroad. School visits abroad can be made in a number of ways.

9.2 Organising Your Own Visit

Where the school organises an overseas visit independently, the Headteacher and Visit Leader must ensure that all applicable legal, financial protection, insurance, safeguarding and travel requirements have been considered.

Where travel arrangements are purchased through a tour operator, the school must verify the operator's suitability and any applicable ATOL or other insolvency protection arrangements.

Specialist advice must be sought where the school is uncertain about its legal responsibilities when arranging travel packages.

9.3 Organising Your Own Transport

Group leaders should ensure that drivers taking groups abroad are familiar with driving the minibus in the countries being visited and those en route. Applicable rules concerning drivers' hours, rest periods and tachograph requirements must be checked for the specific vehicle, journey and countries concerned.
Before transporting pupils abroad in a school minibus or other vehicle, the Visit Leader must ensure that the school has verified the applicable legal requirements for each country being visited or travelled through.

This must include consideration of driver licensing and entitlements, vehicle documentation, insurance, international driving permits where required, drivers' hours, tachograph requirements and any additional requirements applying to the vehicle or journey.

The school must consult current Department for Transport, Driver and Vehicle Standards Agency and Foreign, Commonwealth & Development Office guidance, together with relevant destination-country requirements.
The Headteacher must be satisfied that all necessary documentation and safety arrangements are in place before the journey is authorised.

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.
- special documentation is required for minibuses taken abroad.
- all group members should be aware of unfamiliar traffic systems, including driving on the right-hand side of the road. Where travel is on the right hand side of the road, extra care will be necessary when the group is climbing in and out of the vehicle. Detours may be necessary to ensure safety.

9.4 Using a Tour Operator

Before using a tour operator group leaders should ensure it is reputable. Ascertaining this should form part of the risk assessment. The group leader must check whether or not the whole package being supplied is covered by the ATOL. If it is not, the organiser must show evidence of other forms of security to provide for the refund of advance payments and the costs of repatriation in the event of insolvency.

9.5 Planning and Preparation

The Visit Leader must consider whether an exploratory visit is necessary, taking account of the destination, activities, available information and risks involved. Where an exploratory visit is not undertaken, sufficient information must be obtained from reliable sources to support safe planning.

9.6 Preparing Pupils for Visits Abroad

Factors to consider for visits abroad include:

- language – particularly common phrases.
- food and drink – group members should be warned of the dangers of drinking tap water in certain countries. In some countries it is safer to drink bottled water, and care needs to be taken with raw vegetables, salads and unpeeled fruit, raw shellfish, underdone meat or fish.
- Money and valuables – pupils must be advised on the safe handling of money and personal belongings. The Visit Leader must establish suitable arrangements for access to funds during the visit, including emergency expenditure, taking account of the age of the pupils and the destination.
- Communication – the Visit Leader must ensure that reliable communication arrangements are in place throughout the visit, including access to emergency services, the designated school contact and parents where necessary. Arrangements must take account of international roaming, mobile coverage, device availability and alternative means of communication.
- Pupils and accompanying adults must be briefed on what to do in an emergency.

9.7 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 vaccination.

9.8 Insurance

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

9.9 Foreign Legislation

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

9.10 Language Abilities

One of the adults with the group should be able to speak and read the language of the visited country. It is also advisable that pupils have a basic knowledge of the local language before the visit.

9.11 Visas/Passports

The group leader should ensure that all members of the group have valid passports and visas (if appropriate) in the early stages of planning the trip. Photocopies of the group's passports should be made in case someone other than the designated leader has to accompany an injured pupil back to the UK.

9.12 Nationality and Immigration requirements

The Visit Leader must establish the nationality, passport requirements and immigration status relevant to each pupil and accompanying adult before an overseas visit.

The school must check the current entry, visa and travel authorisation requirements for the destination country and any countries through which the group will travel. Particular attention must be given to pupils who are not British citizens, as their entry and re-entry requirements may differ from those applying to British passport holders. Where a school-group travel arrangement or visa exemption is available, the school must verify that all eligibility criteria and documentary requirements are satisfied before relying upon it.

The Visit Leader must also consider whether parental authorisation or additional documentation is required for children travelling without their parents.
All necessary permissions and documentation must be obtained before departure.

9.13 Emergency Medical Facilities

Before travelling abroad, the Visit Leader must establish the arrangements for accessing emergency medical treatment in the destination country.
Where applicable, pupils and accompanying adults should hold a valid UK Global Health Insurance Card (GHIC) or other appropriate healthcare entitlement documentation.

A GHIC does not replace comprehensive travel insurance. The school must ensure that suitable insurance arrangements are in place, including cover for emergency medical treatment and repatriation where required.
The Visit Leader must have access to relevant medical information, emergency contact details and the insurer's emergency assistance arrangements.

9.14 Paperwork

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

- travel tickets, passports and visas. It is also advisable to carry a separate list of the numbers of any travel documents/passports, and photocopies of all the group's documents in a sealed waterproof bag.
- a copy of the contract with the centre.
- relevant healthcare entitlement documentation, where applicable, together with medical information and emergency treatment arrangements.
- copies of any required parental consent forms, relevant medical information and emergency contact details, together with arrangements for obtaining emergency medical assistance in accordance with applicable law.
- the phone numbers and addresses, at home and in school, of the head teacher 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.
- a copy of the risk assessment.

The group leader may wish to ask parents for passport size photographs of the pupils. It might be useful to have photographs of the adults in the group as well.

9.15 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.
- emergency contact numbers.

It is the Head Teacher's responsibility to ensure this information is available at all times. This is particularly important if the visit takes place when the school is closed.

9.16 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 or to take them to the police station. They should also carry the group leader's name and the duty contacts phone number.

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

9.17 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.

Many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep. If appropriate, parents should be asked to provide suitability factored sun protection creams and sun hats/glasses. Group members should be advised about the dangers of over-exertion in the heat and of dehydration. Warm climates it is important to keep fluid levels high, take extra salt and wear loose lightweight clothing.

9.18 Contacts at Home

It is advisable to have a teacher/contact at home with a valid passport, who could go to the area being visited to provide support to the group in the event of an emergency.

9.19 Travel by air

Taking a school group on an aircraft requires careful planning and preparation. The group leader should resist any attempt by the airline to split the group between different aircraft.

9.20 Trips that finish after the end of the normal school day

Pupils who are not collected from school after any activity / trip organised by a member of staff after school hours are the responsibility of that member of staff. If pupils have not been collected from an evening activity, the member of staff in charge should then contact the parents by telephone. A copy of the pupil address list can be found in Matron's Office by the telephone. If this is unsuccessful, the Head Teacher should be informed. It is also the duty of the member of staff concerned to check that all pupils have been picked up.

10 PROCEDURE IN THE EVENT OF A MAJOR SCHOOL TRIP INCIDENT

10.1 General

All staff accompanying educational visits have a duty to take reasonable care for the health, safety and welfare of pupils in their care.

The school, as employer, must take reasonably practicable steps to protect employees and others affected by its activities, including pupils participating in educational visits.

Staff must act in accordance with their training, the school's policies and procedures, and the arrangements established for the visit. They must exercise appropriate professional judgement and take reasonable steps to prevent foreseeable harm.

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/ies.
- inform the emergency services, followed by the Head Teacher or designated school contact.

10.2 Who will take charge in an Emergency

10.2.1 The group leader would usually take charge in an emergency and would need to ensure that the emergency procedures are in place and that back up cover is arranged. The group leader should liaise with the representative of the tour operator if one is being used.

10.2.2 Pre-arranged school home contact. The school contact's main responsibility is to link the group with the school, the parents and the Directors and to

provide assistance as necessary. The Head Teacher or designated school contact should have all the necessary information about the visit.

10.3 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 names, back up cover and what they are expected to do in an emergency.

10.4 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 an adult accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together by the teacher.
- inform the Head Teacher or designated school contact. The school contact number should be accessible at all times during the visit.
- details of the incident to pass on to the school should include: nature, date and time of 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).
- ascertain telephone numbers for future calls with the designated contact. Mobile phones, though useful, are subject to technical difficulties, and should not replace usual communication procedures.
- notify the British Embassy/Consulate if an emergency occurs abroad.
- notify insurers, especially if medical assistance is required (this may be done by the school contact).
- notify the provider/tour operator (this may be done by the school contact).
- write down accurately and within 24 hours all relevant facts and witness details and preserve any vital evidence.
- keep a written account of all events, times and contacts after the incident .
- complete the relevant accident report form as soon as possible.
- no-one in the group should speak to the media. Media enquiries should be referred to the Head Teacher or designated media contact in the home area.
- no-one in the group should discuss legal liability with other parties.

10.5 Emergency Procedures Framework for School Base

Prior to the visit, the name and school and home telephone numbers of the Head Teacher or designated school contact should be identified. The Head Teacher and

group leaders should bear in mind that the contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful.

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. The school contact should act as a link between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency.
- liaison with Advisory Board and Board of Directors. The school contact should act as a link between the group and Chair of Directors and arrange for the group to receive assistance, if necessary.
- liaison with media contact. If a serious incident occurs, the school contact should liaise with the designated media contact as soon as possible.
- the reporting of the incident using appropriate forms, if necessary. Some incidents are reportable under (RIDDOR).

10.6 Media Contact

Each trip should have a designated person to deal with media enquiries – this is usually through a member of the Senior Management Team or a Governor. The media contact should liaise with the school contact, the group leader and, where appropriate, the emergency services. In the event of an emergency all media enquiries should be referred to the media contact. The name of any casualty should not be given to the media.

10.7 After a Serious Incident

It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other pupils or staff in the school have been affected. In some cases reactions do not surface immediately. Schools have sometimes found it helpful to contact local community support services and to seek professional advice on how to help individuals and the school as a whole cope with the effects of a tragedy.

10.8 Safeguarding and Missing Pupils During Visits

The school's safeguarding responsibilities apply equally to all activities undertaken away from the school premises.

All staff and volunteers must follow the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2026.

The Visit Leader must ensure that arrangements are in place to respond promptly to safeguarding concerns, allegations, pupils becoming separated from the group and pupils reported missing.

If a pupil cannot be located, staff must immediately implement the visit's missing-pupil procedure, ensure the continued safety of the remaining pupils and contact the emergency services without delay where the circumstances indicate that the pupil may be at risk.

The Headteacher or designated school contact must be informed as soon as practicable.

All safeguarding concerns must be reported to the Designated Safeguarding Lead and recorded in accordance with the school's safeguarding procedures.
Staff must not delay contacting the police or emergency services where immediate action is necessary to protect a child.

Appendix 1 — Visit Leader Checklist

Complete before departure. Mark each item Yes, No or N/A and record actions where necessary.

Visit / destination

_____

Date(s) and times

_____

Visit Leader / deputy

_____

Year groups / pupil numbers

_____

School emergency contact

_____

Approval and planning

Check	Y / N / N/A	Notes / action
Visit approved through the school's agreed procedures		
Visit objectives, itinerary and suitable venue confirmed		
Proportionate risk assessment / existing routine arrangements reviewed		
Significant hazards and contingency arrangements communicated to staff		
External provider suitability, safety assurances and insurance checked		
Any required adventure activity licence verified		

Pupils, staff and safeguarding

Check	Y / N / N/A	Notes / action
Staffing levels and roles appropriate to pupils and activity		
SEND, disability, accessibility and		

reasonable adjustments considered		
Individual medical needs, allergies, medication and healthcare plans addressed		
First-aid kit and appropriate trained first-aid provision confirmed		
For EYFS outings, a current qualified paediatric first aider accompanies the group		
Volunteer roles assessed and appropriate safeguarding checks completed		
Missing-pupil, safeguarding and emergency procedures briefed		
Head counts and transition points planned		

Transport and communication

Check	Y / N / N/A	Notes / action
Transport, seat belts, driver permissions and vehicle checks confirmed as applicable		
Parental information issued and consent obtained where required		
Emergency contacts and secure access to pupil details confirmed		
Communication and out-of-hours school contact arrangements tested		
Pupils briefed on behaviour, boundaries and emergency actions		

Final checks and follow-up

Check	Y / N / N/A	Notes / action
Weather / conditions checked and plans adjusted as needed		
Equipment, medication, contact list and documents ready		
Incident, near-miss and post-visit review arrangements understood		

Authorisation and sign-off

Visit Leader signature / date

_____

Reviewer / approver (where required) / date

_____

Outstanding actions and resolution

_____

Appendix 2 — Educational Visit Risk Assessment

Visit / destination

Date(s) / duration

Visit Leader / assessor

Pupil numbers / age range

Staff and volunteers

Activities / travel arrangements

Assessment date / review date

Significant hazards and controls

Hazard / activity	Who may be harmed?	Controls in place / further actions	Responsible / by when

Individual needs and arrangements

SEND / accessibility / reasonable adjustments

Medical conditions, allergies, medication and first aid

Supervision ratios, groupings and volunteer responsibilities

EYFS paediatric first-aid cover (where applicable)

Provider / transport assurance and relevant licences

Emergency and contingency planning

Emergency services / nearest appropriate help

Missing-pupil procedure and head-count arrangements

_____

School contact / communication arrangements

_____

Bad weather, delay, transport failure or cancellation plan

_____

Safeguarding reporting and incident recording

_____

Review and approval

Dynamic review: staff must reassess risks if conditions, activities or pupil needs change; modify or stop activities if risks cannot be adequately controlled.
Assessor signature / date

_____

Reviewed by / date

_____

Visit approved by / date

_____

Changes identified during visit / evaluation

_____