

# Castle Wood School

## Residential Visits policy

2015-2018

There is an expectation that all staff, volunteers and students **must** work within the requirements of this guidance; therefore employees **must** follow the **requirements** of "OEAP Employer Guidance", as well as the requirements of this Policy Statement.

Staff are also advised to follow any **recommendations** contained in OEAP EG. Updates are ongoing and regular viewing is strongly recommended. [www.oeap.info](http://www.oeap.info)

Planned visits will need to reflect the nature and complexity of the several variables that can impact on any given activity. These variables can be remembered as "**SAGED**":

- ) Staffing requirements – trained? experienced? competent? ratios?
- ) Activity characteristics – specialist? Overnight / accommodation issues? 'down' time? near water?
- ) Group characteristics – prior experience? ability? behaviour? special and medical needs?
- ) Environmental conditions – like last time? impact of weather? water levels? Other people?
- ) Distance from support mechanisms in place at the home base – transport? residential?

Employees also have responsibilities through the 1974 Act and the 1999 Management of Health and Safety at Work Regulations:

- To take reasonable care of their own and other's health and safety
- To carry out activities in accordance with training and instructions

## **Roles and Responsibilities**

### **Governing Body**

The School governors will need information on:

- Full details of the visit, where possible half a term before the visit is taking place
- Information on any training required
- The procedures for emergency action if required
- Details about significant provision i.e., accommodation, minibus, travel

### **The Headteacher**

The Headteacher will ensure that:

- All residential trip activities comply with LA and school policy procedures
- Staff are suitably accountable, experienced, confident and competent
- Risk assessments are in place
- Child protection procedures are understood
- Visits are inclusive

## **Roles and Responsibilities**

### **Educational Visits Co-ordinator (EVC)**

The Educational Visits Co-ordinator must:

- Ensure residential trips meet the LA's and school's requirements
- Support the Headteacher and governors with approval and other decisions
- Assess the competence of prospective leaders and staff
- Ensure risk assessments are suitable for the purpose
- Organise training and induction
- Ensure parents are informed and give consent
- Co-ordinate emergency arrangements
- Keep records of visits, accident or incident reports
- Review systems and monitor practice
- Liaise with the Outdoor Education Advisor (Sarah Atkins)

### **Group Leader**

Be approved to carry out the visit and obtain the permission of the Headteacher before an activity takes place

Must assess the risks of all activities, introduce measures to manage those risks and tell other

staff about those measures.

Ensure there is a clearly identified purpose to the whole programme or parts of the programme are appropriate to the age and ability of the group.

Keep parents, pupils and relevant authorities informed about proposed activities and gain approval where necessary

Carry out risk assessments that take account of the health, safety and welfare of all participants - record the significant findings. (Do not forget that adults are not immune from accidents)

Ensure parental consent for the residential trip is obtained

Be suitably competent, confident, accountable and knowledgeable about school and LA procedures (National Guidance) Work within the standards of competence and guidance recommended by national governing bodies and The National Guidance

### **Plan emergency arrangements**

- ) Define roles and responsibilities of other staff and pupils and ensure effective supervision of what they do
- ) Liaise with the headteacher or EVC over any matters where advice is required
- ) Evaluate the visit on return to school and record/report any accident, incident or near miss – use the planning feedback form to complete all activities with staff involved in the residential
- ) Utilise the school planning checklist to ensure all procedures have been followed.
- ) Seek advice when there is doubt about safe practice
- ) Carry out a pre-visit to the area
- ) Ensure compliance with any statutory requirements
- ) Work within the standards of competence and guidance recommended by national governing bodies and The National Guidance; that the qualities of leadership, judgement, anticipation and control are present on the part of all who accompany the visit
- ) Ensure that appropriate clothing and equipment is available – school equipment may be included but must be checked prior to use
- ) Have clearly established codes of behaviour, agreed and understood by all (pupils and staff)
- ) Ensure adequate supervision at all times that relates to the level of risk being encountered
- ) Know your group
- ) Have a responsible attitude to the environment
- ) Ensure adequate supervision at all times that relates to the level of risk being encountered
- ) Know your group
- ) Arrange breaks that do not compromise the safety of both pupils and adults
- ) Ensure all adults carry a full list of group members, (including adults) with the appropriate contact numbers, medical details and consent forms
- ) Maintain professional and personal experience related to specific activities and environments
- ) All incidents, accidents, or near misses must be recorded and maintain a school visit log giving details of places visited, staff involved and their roles, pupils taken and activities experienced. All supporting documentation, especially the risk assessments relating to the visit, should be retained to enable the monitoring of procedure and practice to take place.
- ) Define roles and responsibilities of other staff and pupils and ensure effective supervision of what they do
- ) Liaise with the headteacher or EVC over any matters where advice is required
- ) Evaluate the visit on return to school and record/report any accident, incident or near miss – use the planning feedback form to complete all activities with staff involved in the residential
- ) Utilise the planning checklist to ensure all procedures have been followed.

## **Pupils**

### **Pupils must have information about the residential and their choices are to be considered - a Total Communication approach must be used**

During the activities, pupils should be made aware of, by the group leader or other members of staff, for their own health and safety and that of the group.

- Follow the instructions of the group leader, activity leader or other members of staff
- Behave sensibly, keeping to the agreed code of conduct
- Inform a member of staff of any significant hazards

## **Parents**

Parents have an important role in deciding whether any residential trip is suitable for their child, informed by the information presented to them in the initial proposal for the trip

Subject to their agreement to the trip, parents should:

- Inform the group leader about medical, psychological or physical conditions relevant to the trip
- Provide emergency contact numbers
- Sign the consent form
- Support the school in its work to ensure the health, safety and welfare of all those who are taking part in the trip.

Communication with parents will be clear, as full as required and interactive, so that questions can be asked and queries answered. Parents' consent to a visit or venture should be based on a good understanding of the purposes, nature and programme for a visit or venture.

## **Checklist for Residential Trips**

### **Group Leader**

Is there a clearly defined Group Leader who has overall responsibility for planning and organisation?

### **Purpose**

Has the trip a clearly defined educational purpose related to the aims and needs of the school or the personal and social development of the pupils?

### **Age, Aptitude, Experience**

Is the activity suited to the age, aptitude and experience of the pupils?

### **Location**

Is the location of the residential trip appropriate to the activity to be undertaken?

### **Information Gathering**

Has the group leader made a preliminary visit to check arrangements and suitability?

### **Advice and Approval**

Has the group leader discussed plans with any other suitably qualified and experienced staff?

### **Staff**

Are members of staff suitably qualified and experienced for leading the proposed activities?

Are all adult roles clearly defined?

Is the adult/pupil ratio within the guidelines for the proposed trip?

Will this include male and female supervision?

### **Parental Consent**

Has parental consent been obtained for all pupils

### **The Programme**

Will all pupils and staff have appropriate clothing and equipment?

Will another provider be offering additional clothing or equipment?

Are alternative activities available, planned and risk assessed?

### **Finance and Insurance**

Have adequate arrangements been made for finance, additional activities?

Is there a contingency fund where necessary?

Has additional insurance been arranged?

## **General Organisation**

Is there an adult with appropriate First Aid qualifications assisting with supervision?

Is the group leader aware of any dietary, medical or other special needs?

Is appropriate transport available?

## **Pre-Visit Briefings**

Briefings will be held for:

- ) Pupils Code of behaviour – knowledge of all pupils who have existing behavioural plans
- ) What to do if lost – how will the groupings be affected?
- ) Emergency recall and action – emergency card with contact details
- ) Pupil groupings – information from different sources
- ) Relevance to prior and future learning (Targets for all children)
- ) Code of conduct - staff
- ) Activities to be undertaken
- ) Transport arrangements
- ) Equipment list including prohibited items (alcohol)
- ) Staff Responsibility is continuous -
- ) Anticipation of hazards
- ) Pupil groupings
- ) Location of all relevant documentation
- ) Own copies of all emergency contact information
- ) Accident and emergency procedures.
- ) Emergency contact point at home base

## **Communication**

Has all relevant information been retained at the establishment?

Has a named point of contact been identified at base in the event of an emergency?

Is there an emergency telephone number known to all adults at base and at the site?

Has a system of communicating with parents been arranged for notifying events such as late return?

## **Risk Assessment**

Have all aspects of the trip been properly risk assessed and the findings recorded by the group leader?

## **Emergency Procedures**

Has a copy of the emergency procedures been taken by all adults accompanying the party?

## **After the Residential Trip**

Have arrangements been considered for appropriate follow-up work, evaluation and contacts on return?

This should include:

- Report back to Headteacher
- Collate and file all documentation
- Produce an accounts sheet with relevant receipts
- Ensure any accident forms are given to the headteacher

## **Pre Visits**

A preliminary visit to a site or venue should be made prior to any trip taking place. The ideal person to undertake the preliminary visit is the group leader.

## **Supervision**

It is important that use is made of the current Behavioural Support Plans of pupils when determining the degree of support they need for residential trips. As with all pupils, those with physical needs should be encouraged to participate in a wide-ranging and rich variety of activities to promote their cognitive and physical development.

Residential Trips should be a natural extension of their cross-curricular, class-based experiences. The group leader should have a good knowledge of the physical, cognitive, sensory and behavioural needs of the group and the implications of these for the planned activities. Parents

should be consulted and kept informed at all stages of the planning process. All other supervising adults should be involved in discussing the type of support pupils will require in a given setting. Where instructors at a centre are to be used, the respective roles must be clearly identified and the instructor informed of the needs of the group. Ideally some time should be given to establish a relationship with the group. For pupils with emotional and behavioural needs it is vitally important that secure relationships between the group leader and the group have been established.

Procedures for withdrawing pupils from activities should be arranged with instructors if the situation demands.

For pupils with physical needs, medical and dietary requirements must form part of the risk assessment and any emergency medical procedures need to be fully understood by all staff on the visit and any centre staff working with the group.

Where a pupil requires 'one to one' support, such supervisors should not be counted in the overall supervision ratio.

- Follow the instructions of the group leader, activity leader or other members of staff
- Behave sensibly, keeping to the agreed code of conduct
- Inform a member of staff of any significant hazards

### **Parents**

Parents have an important role in deciding whether any residential trip is suitable for their child, informed by the information presented to them in the initial proposal for the trip

Subject to their agreement to the trip, parents should:

- Inform the group leader about medical, psychological or physical conditions relevant to the trip
- Provide emergency contact numbers
- Sign the consent form
- Support the school in its work to ensure the health, safety and welfare of all those who are taking part in the trip.

### **Planning Checklist for Residential Trips**

Staff planning a residential trip should check through the planning checklist and log accordingly

#### **Group Leader**

Is there a clearly defined Group Leader who has overall responsibility for planning and organisation?

#### **Purpose**

Has the trip a clearly defined educational purpose related to the aims and needs of the school or the personal and social development of the pupils?

#### **Age, Aptitude, Experience**

Is the activity suited to the age, aptitude and experience of the pupils?

#### **Location**

Is the location of the residential trip appropriate to the activity to be undertaken?

#### **Information Gathering**

Has the group leader made a preliminary visit to check arrangements and suitability?

#### **Advice and Approval**

Has the group leader discussed plans with any other suitably qualified and experienced staff?  
Which category of trip does this fall within?

### **Pupils with Medical Needs**

Every effort should be made to include pupils with medical needs in school residential. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed during planning.

- All staff engaged in the visit are aware of any medical needs with details recorded on the summary sheet (Form EV1a)
- The pupil's needs have been discussed with parents
- That any specific facilities or arrangements for such pupils are raised at the planning stage with residential centres

- Activity leaders are reminded of specific issues prior to the start of an activity.

### **Transport and Travel**

Some of the factors to take into account at the planning stage are:

- That the journey is appropriate to the nature of the visit
- The time and distance of the journey
- Stopping points for refreshments and toilets

Breakdowns – refreshments available

- Supervision
- The effect of the weather
- Insurance arrangements
- The journey is interesting and boredom is avoided

### **Use of the Minibus**

Staff should follow guidelines on use of vehicles for school trips. Refer to the school's charging policy

### **Information to Parents**

The information for parents should include:

- Dates
- Objectives of the visit or activity
- Times of departure and return
- Meeting for parents – time, location, and agenda. What to do if unable to attend.
- Method of travel, including name of Travel Company or private hire company.
- Accommodation details, contact numbers in emergency.
- Details of leader and other staff
- Names and status of additional adults (eg. Parents)
- Details of planned activities, specify clearly any hazardous activity
- Charges, remissions or voluntary contributions, what they do and do not cover.
- Methods of payments, deposits, cancellations etc.
- Insurance arrangements, what the cover entails. Ensure parents know they may view schedule on request
- Clothing list and include prohibited items
- Pocket money details
- Code of conduct
- Medical form for all visits and written consent for emergency treatment
- Emergency home contact details and alternatives

The organisation of parent/carer meetings for residential visits

Feedback information to parents/carers

### **FORMS**

The following forms should be completed as appropriate:

Pre Visit

EV19

EV1A

Parental Consent

Emergency forms

Local procedures for recording incidents

Evaluation form

Pupil comments

Pictures/video

Employees also have responsibilities through the 1974 Act and the 1999 Management of Health and Safety at Work Regulations:

- To take reasonable care of their own and other's health and safety
- To carry out activities in accordance with training and instructions

This policy and procedure is informed by:

- ) The Schools' Health and Safety Policy
- ) The School Policy for the Management of Trips, Visits and out of the Classroom Learning
- ) Health and Safety of Pupils on Educational Visits
- ) Standards for local Health and Safety of Pupils on Educational Visits (HASPEV), 1998
- ) Employer Guidance, September 2011, <http://oeapeg.info>
- ) Group Safety at 'Water Margins'
- ) Keeping Children Safe in Education April 2014

The following should be included in the log:

- Locations visited with dates
- Purpose of the visit and link to curriculum
- Staff involved and their respective roles
- Ages and groups of pupils
- Activities undertaken with supporting risk assessments
- Evaluation form LEV4 where appropriate. Include incidents or 'near misses'
- Transport used
- Details of staff training, e.g. First Aid courses, specialist qualifications

**I agree to follow procedures within the Educational Visits Policy and procedures**

**Name.....**

**Date.....**

**Signature .....**