



# **Educational Visits Policy**

## **Including Early Years Foundation Stage**

### **INTRODUCTION**

The purpose of this policy is to provide practical information that will be helpful to staff who are organising and taking part in an educational visit or an away sports fixture. It has regard to the DCSF guidance "*Health & Safety of Pupils on Educational Visits*" (HASPEV).

A full reference copy of HASPEV may be found in the Senior School and Pre Prep staff rooms.

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## **1. PLANNING**

Any trip must be approved by the Headmaster well in advance, to ensure that the timing may be incorporated without undue difficulty into the busy school calendar. The trip organiser must ensure they have adequately researched all key aspects of the trip before seeking the approval of the Headmaster.

**The trip organiser must complete the Trip Plan form (see Appendix II), Risk Assessment form (see Appendix III) and draft a letter to Parents and then pass all of these to the Headmaster for his approval, together with any other relevant information.**

### **a. Trip Plan**

The form provides a record of the following essential, practical arrangements:

- Educational purpose of the visit;
- Details of external organising company / agency (if appropriate);
- Date and timing;
- The venue;
- Number and age / gender composition of pupil group;
- Number, gender, experience and general/specific competencies of staff;
- Special / medical arrangements for both pupils and staff;
- Transport (refer also to Minibus Policy);
- Meals and drinks;
- Accommodation arrangements (if appropriate);
- Trip budget including full costs, and charges to parents / school subsidy;
- Insurance;
- Emergency procedures.

### **b. Risk Assessment**

The risk assessment for a visit need not be complex but it should be comprehensive. Specialised information for some visits may be necessary depending on the nature of the trip and the itinerary / activities involved.

A formal assessment of the risks that might be met on a visit should be completed by the trip organiser, with the aim of preventing the risks or reducing them. Advice or assistance should be sought if appropriate.

Pupils must not be placed in situations which expose them to an unacceptable level of risk. Safety must always be the prime consideration. The risk assessment should be recorded using the form included at Appendix 3.

### **c. Letter to Parents**

The letter to Parents should provide all relevant practical information about the trip. For residential trips, a Medical and Consent form should be completed for all pupils (and

adults) attending.

## **2. SUPERVISION**

All staff accompanying a school trip must have an Enhanced DBS disclosure. Volunteers accompanying trips must also have an Enhanced DBS disclosure if the trip involves an overnight stay. As a minimum, volunteers' identity must be checked and a List 99 check carried out in advance of the trip. Volunteers should never be left in sole charge of pupils.

As a guide, Senior School trips should aim to have 1 adult to 10 pupils, but should never exceed 15. Pre-Prep trips should have no more than 8 pupils per adult. EYFS trips will comply with at least the statutory ratios of 1:4 for two year olds and 1:8 for three to five year olds. In addition, for EYFS, at least one person will be paediatric first aid trained.

### **a. Responsibility**

The trip organiser is responsible overall for the group at all times. In delegating supervisory roles to other adults in the group, it is good practice for the organiser to:

- allocate supervisory responsibility to each adult for named pupils;
- ensure that each adult knows which pupils are in the group they are responsible for;
- ensure that each pupil knows which group they are in and the adult responsible for them;
- ensure that all adults understand that they are responsible to the organiser for the supervision of the pupils assigned to them;
- ensure that all adults and pupils are aware of the expected standards of behaviour.

Each **group leader** should:

- have a reasonable prior knowledge of the pupils including any special educational needs, medical needs or disabilities, as recorded in Medical Notes and IEPs;
- carry a list/register of all group members, including staff mobile numbers and medical needs or disabilities of pupils in the group;
- directly supervise the pupils (except during remote supervision) - particularly important when they are mingling with the public and may not be easily identified;
- regularly check that their entire group is present;
- have a clear plan of the activity to be undertaken and its educational objectives;
- have the means to contact the organiser/other staff by mobile 'phone;
- have prior knowledge of the venue – the organiser should normally have made an exploratory visit;
- anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of hazard before the pupils do, and acting promptly where necessary;
- continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions;
- be competent to exercise appropriate control of the group, and to ensure that

pupils abide by the agreed standards of behaviour;

- clearly understand the emergency procedures and be able to carry them out;
- have appropriate access to First Aid;

Each **pupil** should:

- know which group they are in and which adult is responsible for them at any given time and how to contact him or her;
- have been given clear, understandable and appropriate instructions prior to departure and on arrival;
- rarely if ever be on their own;
- alert a member of staff if someone is missing or in difficulties;
- have a meeting place to return to, or an instruction to remain where they are, if separated;
- understand and accept the expected standards of behaviour as set out in the Code of Conduct.

#### **b. Head counts etc.**

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. It is good practice for all staff to:

- carry a list/register of all pupils and adults involved in the visit at all times;
- ensure that pupils are readily identifiable, especially if the visit is to a densely populated area. School uniform / sports kit can help identify group members more easily;
- avoid identification that could put pupils at risk e.g. name badges (though some schools find it useful to provide pupils with badges displaying the name of the school or hotel and an emergency contact number, or for visits abroad a note in the language of the country being visited);
- ensure that all pupils are aware of rendezvous points;
- ensure that all pupils know what to do if they become separated from the group.

#### **c. The 'Buddy' system**

If appropriate, each child may be paired with a buddy. Each regularly checks that the other is present and is OK.

#### **d. Remote Supervision (Residential Trips)**

Supervision can be close or remote but is always 24 hours:

- close supervision occurs when the group remain within sight and contact of the group leader;
- remote supervision occurs when, as part of planned activities, a group works away from the group leader but is subject to stated controls (e.g. during certain Duke of Edinburgh's Award expeditions). The group leader is present though not necessarily

near or in sight, but his or her whereabouts are known;

- down time (or recreational time) – for example during the evenings – may involve close or remote supervision, but should not be unsupervised - the group leaders continue to be in charge;
- it is essential that everyone involved in the visit understands the supervision arrangements and expectations.

When supervision is remote:

- groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures. Remote supervision will normally be the final stage of a phased development programme;
- pupils will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous;
- clear and understandable boundaries will be set for the group;
- there must be clear lines of communication between the group, the organiser and the school. Do not rely exclusively on mobile phones;
- the group leader should monitor the group's progress at appropriate intervals;
- the group leader will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an emergency;
- there should be a recognisable point at which the activity is completed;
- there should be clear arrangements for the abandonment of the activity where it cannot be safely completed.

#### **e. Rearranging Groups**

Potential danger points can occur when rearranging groups. In particular:

- when a large group is split into smaller groups for specific activities;
- when groups transfer from one activity to another and change group leader;
- during periods between activities;
- when small groups re-form into a large group.

It is therefore important that the group leader:

- clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all group members are aware of the changeover;
- clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next leader is.

#### **f. Down Time (Residential Trips)**

Group leaders should ensure that pupils continue to be properly supervised during downtime before, between and after activities, including the evenings on residential visits. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time in a residential programme can allow time for mischief, bullying, homesickness and wandering off from the body of the

group.

It is good practice to:

- ensure that all staff and pupils understand the standards of behaviour that apply at all times, not just during activities;
- ensure that handover between activities is properly supervised, with a named adult responsible for the group if there is down-time between activities;
- ensure that all group leaders understand that their supervisory role continues in the evening – however hard a day it has been, that it is not a time to relax in the bar or in front of the TV;
- use down-time in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times etc.;
- use down time after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day;
- apply the advice contained in “Remote Supervision” above, adapted as necessary, if it is felt reasonable to allow pupils some time without close supervision;
- occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks.

### **g. Night Time**

Group leaders should ensure that:

- the group’s immediate accommodation is exclusively for the group’s use;
- teachers (of both genders where appropriate) have sleeping accommodation on the same floor immediately adjacent to the pupils’ accommodation;
- there is a teacher present on that floor whenever the pupils are there;
- child protection arrangements are in place to protect both pupils and staff;
- where hotel/hostel reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visits;
- in the absence of 24 hour staffing of reception, external doors must be made secure against intrusion and windows closed as necessary to prevent intrusion;
- where possible, internal doors are lockable but staff must have reasonable access to the pupil accommodation at all times;
- where pupils’ doors are locked, teachers have immediate access, as necessary, to a master key;
- all staff and pupils know the emergency procedures/escape routes in the event of a fire. Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

Don’t be lulled into a sense of false security by local assurances, such as “no need to lock doors in this part of the country”. The presence of the group may attract unwelcome attention that is unusual in the locality.

## **h. Travel**

A driver may not always be able to safely drive and supervise children at the same time.

Organisers should ensure that:

- transport by road has seat belts and that the pupils wear them;
- there is adequate supervision at all times when travelling;
- group leaders have reserved seats that allow them to supervise properly
- pupils are supervised when boarding and leaving;
- extra care is taken when leaving a vehicle in a country that drives on the right as some doors may open onto the road side;
- standards of behaviour are met, and in particular that drivers are not distracted
- smoking/alcohol etc. bans are observed;
- pupils are occupied on long journeys – this will help the journey pass quickly;
- evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- there are adequate rest stops;
- head counts are carried out when the group is getting off or onto transport.

## **3. ONGOING RISK ASSESSMENT**

Risk assessment does not end when the visit begins. Changes to the itinerary, changes to the weather, incidents (whether minor or major), pupil or staff illness – all or any of these may bring pupils face to face with unexpected hazards or difficulties and give rise to the need to re-assess risk.

The organiser and other staff will need to make judgements and decisions as the need arises. They are not usually recorded until after the visit, in the context of the generic and visit / site specific risk assessments.

On residential trips, each night, the staff should take stock and assess the circumstances for the next day, and to spend time the next morning explaining arrangements to the pupils.

### **a. Check the local weather forecast**

- to inform decisions on appropriate clothing;
- to be aware of whether water activities might be in areas prone to flash floods, high winds etc.;
- to be aware of whether trekking or climbing at altitude might be subject to dramatic changes of weather; potential for fallen trees, avalanches etc.

### **b. Seek local knowledge of potential hazards, e.g.**

- tides;



- rivers/streams prone to sudden increases in flow;
- difficult terrain;
- crossing points for road, rail or water;
- unstable cliffs.

### **c. Plan B**

- good forward planning will always include alternative plans in case the itinerary needs to be changed;
- a flexible itinerary can allow activities from later in the visit to be substituted for earlier activities if those are prevented by unexpected circumstances;
- organisers faced with potential difficulties will feel more confident to change the itinerary if a pre-assessed alternative is available;
- regardless of whether alternatives have been pre-assessed, always take time to reassess risks if the itinerary changes;
- on arrival at an alternative site or activity that has not previously been risk assessed, we recommend that the group leader should risk assess the situation before allowing the pupils to disembark from the transport;
- an unknown location might involve hazards not covered in the original risk assessment, for example if the original intention to visit a land-only site has to be changed at short notice to a lake or seaside location.

### **d. Behaviour problems, illness or injury**

- poor behaviour may be reduced by ensuring that all pupils are signed up to agreed standards of behaviour before (or at least at the beginning of) the visit;
- educational visits can be a good opportunity for school staff to get to know pupils away from the confines of the school. But the organiser should resist any temptation to accept lower standards of behaviour. The different hazards that pupils may be exposed to away from the school will require them to observe standards of behaviour that are at least as high as, or higher than, in the classroom;
- if one adult has to give prolonged attention to one group member, the organiser should reassess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his or her attention to the group;
- organisers should trust their own knowledge of the young people and use their own professional judgement;
- this may include challenging an activity leader where the organiser's knowledge of the group is superior, or intervening to prompt a change of plan.

## **4. EMERGENCY PROCEDURES**

### **a. Preparation**

By their nature, emergencies are usually unexpected. Careful emergency planning can mitigate the trauma of being caught up in an emergency, and the organiser should:

- agree an emergency action plan, which includes 24-hour (i.e. constant cover) contact points at the school and clear roles for the organiser, school, head teacher e.g. use of Clarion Call, supporting parents of an injured pupil, transport arrangements etc.;
- ensure that all members of the group know what action to take if there is a problem;
- hold evening briefings with group leaders to discuss issues for the next day;
- spend time early the next morning explaining arrangements to the pupils;
- hold, or ensure that other adults in the group hold, up-to date competence in first aid and other life saving competence as necessary for the activities;
- ensure that the first aid kit is properly stocked and accessible;
- ensure that all pupils' medical needs (e.g. asthma, diabetes, anaphylaxis) are known and that staff are competent to handle them;
- be aware that some diseases are more common in some countries and know what preventative action to take and what to do if a group member becomes infected;
- recognise that many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep;
- if appropriate, advise group members about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea;
- in warm climates, keep fluid levels high, take extra salt and wear loose, lightweight clothing – preferably made of cotton or other natural fibres – and use suitably factored sun protection creams and sun hats/glasses;
- ensure that drivers take adequate rest breaks on long journeys;
- ensure that all pupils understand and follow the Code of Conduct;
- practice emergency drills e.g. evacuation of mini-bus;
- if abroad, know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.

#### **b. Emergency procedures framework during the visit**

If an emergency occurs on a school visit the organiser should maintain or resume control of the group overall. 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;
- ensure that a teacher accompanies casualties to hospital with any relevant medical information, and that the rest of the group are adequately supervised at all times and kept together;
- notify the police if necessary;
- ensure that all group members who need to know are aware of the incident;
- ensure that all group members are following the emergency procedures and the roles allocated to them – revise procedures and re-allocate roles as necessary;
- inform the school contact and provider/tour operator (as appropriate). 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);
- school contact should notify parents, providing as full a factual account of the incident as possible;
- notify insurers, especially if medical assistance is required (this may be done by the school contact);
- notify the British Embassy/Consulate if an emergency occurs abroad;
- ascertain phone numbers for future calls. Try not to rely solely on mobile phones;
- write down accurately and as soon as possible 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 an accident report form as soon as possible;
- no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families;
- no-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability;
- keep receipts for any expenses incurred – insurers will require these.

## **5. ADVICE ON SPECIFIC ACTIVITIES**

### **a. Coastal visits**

There are dangers on the coast quite apart from those incurred in swimming. The organiser must 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;
- group members should be aware of warning signs and flags;
- establish a base on the beach to which members of the group may return if separated;
- look out for hazards such as glass, barbed wire and sewage outflows etc;
- some of a group's time on a beach may be recreational. Organisers should consider which areas of the terrain are out of bounds, and whether the risk assessment allows swimming in the sea;
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to a safe distance from the cliff edge at all times – a “buffer zone” between the pupils and the hazard. Be aware that cliff falls can mean that cliff paths stop abruptly at the cliff edge;
- organisers should not normally allow pupils to ride mountain bikes on any route that

is near a sheer drop e.g. coastal path or canal towpath. If the risk assessment indicates that the risk could be managed adequately, then there should be a small known group of skilled and experienced riders accompanied by appropriately qualified staff;

- the local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

## **b. Swimming in the sea or other natural waters**

Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. The pleas of children to be allowed to bathe – because it is hot weather, for example, or after a kayaking exercise - should be resisted where the bathing has not been prepared for. In-water activities should take place only when a proper risk assessment has been completed and proper measures put in to control the risks. The activities should be formal and supervised.

It is good practice that, wherever possible, organisers seek out recognised bathing areas that have official surveillance i.e. qualified lifeguard cover. But, even then, organisers should be aware that pupils might mingle with members of the public and be lost to view. Pupils should always be in sight and reasonable reach of their supervisors.

The **organiser** should:

- be aware that many children who drown are strong swimmers;
- ascertain for themselves the level of the pupils' swimming ability;
- check the weather;
- be aware of the local conditions – such as currents, weeds, rip tides, a shelving, uneven or unstable bottom – using local information from the lifeguard, coastguard, harbourmaster, police or tourist information office;
- beware of rocks, breakwaters and other potential hazards;
- look out for warning signs and flags: a red flag means it is unsafe to swim; yellow flags mean that lifeguards are on patrol in the area between the flags; a black and white flag means it is an area used by surfers and not suitable for swimming;
- designate a safe area of water for use by the group;
- brief the group about the limits of the swimming area;
- avoid crowded beaches where it is harder to see pupils;
- be aware of the dangerous effects of sudden immersion in cold water;
- be aware of the dangers of paddling especially for young pupils;
- ensure that pupils have not eaten (at least half an hour) before swimming;
- ensure the activity is suitable for the pupils, especially any with special needs or disabilities;
- adopt and explain the signals of distress and recall;
- ensure that buoyancy aids, lifejackets etc. are used where appropriate;
- carry out regular head counts;
- be aware that it is not always possible to tell when someone is in difficulties.

### **Group leaders** should

- have clear roles – at least one group leader should always stay out of the water for better surveillance, even where lifeguards are on duty;
- take up a best position from which to exercise a constant vigilance;
- divide their careful watching between staff who stand in the sea and look landward towards the group and staff who stay on land and watch the group from that vantage point;
- give the children their full, undivided attention;
- always follow the advice or directions of a lifeguard;
- should assess whether they would be putting themselves in danger if they swam to assist before going in the water,
- never put themselves in danger, raising the alarm to emergency services if this is the best course of action;
- not join in any of the children's games;
- ensure that no child is allowed to wade out or swim further than his or her waist height;
- nevertheless, be aware that it is possible to drown in one's own depth, and to act immediately when a child appears to be in difficulties;
- ensure that children leave the water immediately if they get too cold, especially if toes and fingers look blue or feel numb - could suggest the onset of hypothermia;
- recognise that a child in difficulty is unlikely to wave or shout – all of their energies will be in trying to keep afloat.

It is good practice for the organiser, or another designated adult in the group, to hold a relevant life saving award, especially where lifeguard cover may not be available.

### **c. Farm Visits**

There is a link between farm visits and E.coli 0157 infection in young children. This means that some simple and sensible precautions should be taken.

Organisers should check the provision at the farm to ensure that

- eating areas are separate from those where there is any contact with animals;
- there are adequate clean and well-maintained washing facilities;
- there is clear information for visitors on the risks and the precautions to take.

Ensure that

- there is adequate trained adult supervision wherever children can come into contact

with animals and need to wash their hands;

- all children wash their hands thoroughly immediately after touching animals and before any eating or drinking;
- shoes are cleaned and then hands are washed on leaving the farm.

Never let pupils:

- place their faces against the animals;
- put their hands in their own mouths after touching or feeding the animals;
- eat or drink while going round the farm;
- eat or drink until they have washed their hands;
- sample any animal foodstuffs;
- drink from farm taps (other than in designated public facilities);
- touch animal droppings - if they do then wash and dry hands;
- ride on tractors or other machines;
- play in the farm area, or in other areas that are out of bounds such as grain storage tanks, slurry pits etc.

The Chief Medical Officer's guidance suggests:

- ratios up to one adult for eight children for children between ages five and eight;
- higher standards for washing facilities.

*Reviewed by the Board of Governors: June 2023  
To be reviewed by the Board of Governors: June 2025*

## **APPENDIX 1 – REGULAR CALENDAR OFF-SITE TRIPS**

<b>AGE GROUP</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>RECEPTION</b>			<ul style="list-style-type: none"><li>▪ PAULTONS PARK</li><li>▪ LONG MEADOW</li></ul>
<b>YEAR 1 &amp; 2</b> <b>[2 year rotation]</b>	<ul style="list-style-type: none"><li>▪ COUNTRYSIDE EDUCATION TRUST</li><li>▪ NEW FOREST</li></ul>	<ul style="list-style-type: none"><li>▪ MARWELL ZOO</li><li>▪ LONGDOWN ACTIVITY FARM</li><li>▪ BARTON BEACH</li></ul>	<ul style="list-style-type: none"><li>▪ FRIARS CLIFF BEACH</li><li>▪ LONG MEADOW</li></ul>

<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>▪ HENGISTBURY HEAD</li> <li>▪ FIELD TRIP TO BARTON ON SEA</li> </ul>	<ul style="list-style-type: none"> <li>▪ BOVINGTON TANK MUSEUM</li> </ul>	<ul style="list-style-type: none"> <li>▪ BEACH DAY</li> <li>▪ EXBURY GARDENS</li> </ul>
<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>▪ VICTORIAN DAY AT BEAULIEU</li> <li>▪ FIELD TRIP TO NEW MILTON RECREATION GROUND</li> </ul>	<ul style="list-style-type: none"> <li>▪ HURN RECYCLING CENTRE</li> <li>▪ FIELD TRIP TO SOPLEY VILLAGE</li> </ul>	<ul style="list-style-type: none"> <li>▪ BEACH DAY</li> <li>▪ HABITATS AT MOORS VALLEY</li> </ul>
<b>YEAR 5</b>	<ul style="list-style-type: none"> <li>▪ FISHBOURNE ROMAN VILLA</li> </ul>	<ul style="list-style-type: none"> <li>▪ AVON TYRRELL</li> </ul>	<ul style="list-style-type: none"> <li>▪ BEACH DAY</li> <li>▪ LYMINGTON RIVER / BUCKLERS HARD</li> </ul>
<b>YEAR 6</b>	<ul style="list-style-type: none"> <li>▪ HOLLYCOMBE (DT)</li> </ul>	<ul style="list-style-type: none"> <li>▪ SKI WARWICK/STRATFORD ON AVON TRIP (*)</li> </ul>	<ul style="list-style-type: none"> <li>▪ BEACH DAY</li> <li>▪ BIG SLEEPOVER</li> </ul>
<b>YEAR 7</b>	<ul style="list-style-type: none"> <li>▪ IISLE OF WIGHT PGL RESIDENTIAL.</li> </ul>	<ul style="list-style-type: none"> <li>▪ SKI / FRENCH*<sup>A</sup></li> <li>▪ JERSEY SPORTS (*)</li> </ul>	<ul style="list-style-type: none"> <li>▪ BEACH DAY</li> <li>▪ BIG SLEEPOVER</li> </ul>
<b>YEAR 8</b>	<ul style="list-style-type: none"> <li>▪ GEOGRAPHY FIELD TRIP</li> </ul>	<ul style="list-style-type: none"> <li>▪ SKI / FRENCH*<sup>A</sup></li> </ul>	<ul style="list-style-type: none"> <li>▪ KELLY COLLEGE*</li> <li>▪ POST-CE TRIPS (BIKE, BEACH, ETC)</li> <li>▪ BIG SLEEPOVER</li> </ul>
<b>CHOIR</b>			<ul style="list-style-type: none"> <li>▪ ST STEPHEN'S</li> <li>▪ CHOIR OUTING</li> </ul>

\*indicates residential trip

<sup>A</sup>indicates alternate academic years

## APPENDIX 1 – AWAY SPORTS FIXTURE VENUES

	<b>POSTCODE</b>	<b>MILES</b> <sup>1</sup>	<b>JOURNEY TIME</b> <sup>1</sup>
Ballard	BH25 5SU	1.8	5 mins
Boundary Oak	PO17 2DY	41.7	1 hr 7 mins
Bournemouth Collegiate	BH5 2DY	9.8	22 mins
Bradfield College	RRG7 6AU	73.7	1 hr 46 mins
Bryanston	DT11 0PX	29.7	1 hr 1 min
Canford	BH21 3AD	16.2	36 mins
Castle Court	BH21 3RF	20.7	44 mins
Chafyn Grove	SP1 1LR	33	57 mins
Clayesmore	DT11 8LL	36.2	1 hr 6 mins
Dumpton	BH21 7AF	19.5	44 mins
Farleigh	SP11 7PW	53.2	1 hr 19 mins

Forres Sandle Manor	SP6 1NS	22.6	46 mins
Hampshire Collegiate	SO51 6ZE	23.9	49 mins
Hordle Walhampton	SO41 5ZG	7.6	17 mins
Meoncross	PO14 2EF	39.8	1 hr 8 mins
Moyles Court	BH24 3NF	18.4	39 mins
Parkside (London)	KT11 3PX	88.7	1 hr 54 mins
Pilgrims	SO23 9LT	33.7	58 mins
Port Regis	SP7 9QA	43.5	1 hr 18 mins
Portsmouth Grammar School	PO1 2LN	47.2	1 hr 9 mins
Poulner High 5's			mins
Ryde	PO33 3BE	28.3	1 hr 38 mins
Salisbury Cathedral	SP1 2EQ	32.6	58 mins
Sandroyd	SP5 5QD	39.6	1 hr 22 mins
Sherborne	DT9 3AP	49.5	1 hr 34 mins
Stanbridge Earls	SO51 0ZS	25.6	54 mins
St Neots	RG27 0PN	65.1	1 hr 36 mins
Stroud	SO51 9ZH	25.5	53 mins
Twyford	SO21 1NW	33.3	57 mins
Uplands	BH14 9JY	15.3	33 mins
Warminster	BA12 8PJ	53.9	1 hr 31 mins
West Hill Park	PO14 4BS	37.4	1 hr 3 mins
Yarrells	BH16 5EU	20.1	42 mins
South Area 6's - Elstree			
IAPS Hockey - Millfield	BA16 0YD	83.4	2 hrs 12 mins
IAPS Hockey - Clifton College	BS8 3QD	89.3	2 hrs 21 mins
IAPS Swimming - Winchester College	SO23 9NA	33.7	58 mins
IAPS Athletics - Alexander Stadium	B42 2LR	157.5	3 hrs 16 mins
New Forest x-country - Gang Warily	SO45 1GA	16.9	46 mins
New Forest x-country - Ashley			
New Forest soccer - Ringwood			
Hampshire athletics - Mountbatten	PO2 9QA	45.7	1 hr 7 mins
Senior Wessex - Kings Park	BH1 4NN	10.7	24 mins

<sup>1</sup>AA Routeplanner

## APPENDIX 2 - TRIP PLAN

<b>Educational purpose of the visit</b>			
<b>ORGANISER</b> External organising company <i>if applicable</i>			
<b>DATE &amp; TIMING</b>			
Single day <input checked="" type="checkbox"/>	Depart from school:	Return to school:	
Overnight stay <input checked="" type="checkbox"/> <i>see Accommodation</i>			
<b>VENUE</b>			
Name:	Full address: <i>including postcode</i>		



Distance from school: <i>miles</i>		Telephone contact at venue:				
Estimated journey time: <i>hours</i>						
<b>COMPOSITION OF GROUP</b> Year Group(s)    Boys    Girls		<b>SPECIAL MEDICAL / OTHER ARRANGEMENTS</b> <i>For pupils or staff – attach details</i>				
		<b>Residential trip: Medical Consent Form MUST be completed for all pupils and staff</b>				
Minimum 1 teacher with First Aid training: ▪ Years 3 – 8 : 1 adult to 10 pupils ▪ Years 1 – 2 : 1 adult to 8 pupils ▪ Reception: 1 adult to 8 pupils MUST include 1 paediatric first aider	<b>Adult</b>	<b>Staff / Volunteer</b>	<b>Male / Female</b>	<b>Enhanced CRB*</b>	<b>First Aider?*</b>	<b>Driver?*</b>
<i>*confirm with Bursar</i>						
<b>TRANSPORT</b>						
Minibus <input checked="" type="checkbox"/> <i>see Minibus Policy</i>		Minibus driver ( <i>include above</i> )		A driver is required for a trip / fixture if:		
Other <input checked="" type="checkbox"/> <i>provide details below</i>				▪ Journey time > 1.5 hours and		
				▪ Departure before 8.15 am or		
				▪ Departure to Return >8 hours		
<b>MEALS / DRINKS</b>						
Outward journey		During day		Return journey		
<b>ACCOMMODATION</b> <i>attach details if applicable</i>						
<b>COSTS</b>						
Venue entry		Total trip cost £		Cost per pupil £		
Transport						
Meals		Parents pay all costs <input checked="" type="checkbox"/>		Subsidy £		
Accommodation						
Other		School subsidy <input checked="" type="checkbox"/>				
<b>INSURANCE</b>						
<i>School policy details attached – confirm cover sufficient OR provide details of additional cover required</i>						
<b>EMERGENCY PROCEDURES</b> <i>Standard procedures attached</i>						
School Contact .....				Clarion Call <input checked="" type="checkbox"/>		

### APPENDIX 3 – RISK ASSESSMENT

The risk assessment should be based on the following considerations:

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

When completing the risk assessment, the types of visit listed below must be assumed to present a level of hazard which requires particular care when planning.

The guidance “Health and Safety of Pupils on Educational Visits” (HASPEV) should be consulted (as referenced below) if a trip itinerary includes any of the activities listed.

Reference copies of HASPEV are available in the Senior School and Pre Prep staff rooms.

Adventure Activities *HASPEV para 157*

Coastal visits *HASPEV para 181*

Swimming in the sea or other natural waters *HASPEV para 183*

Swimming Pools *HASPEV para 187*

Farm visits *HASPEV para 190*

Residential Visits – *HASPEV para 195*

Visits Abroad – *HASPEV chapter 9*

## **First Aid**

The organiser should assess what level of first aid might be needed, given the planned activities and any medical needs of pupils and adults. The organiser should have a good working knowledge of first aid, and an appropriately stocked first-aid box should be taken on all trips.

For adventurous activities, visits abroad or residential visits it is preferable for at least one member of staff to be a trained first-aider. All adults in the group should know how to contact the emergency services.

## **External Organisations**

The organiser should obtain documentary assurance that external providers such as tour operators have themselves assessed the risks and have appropriate insurance and safety measures in place.

## **Ongoing Risk Assessment**

The organiser and group leaders should monitor the risks throughout the visit and take appropriate action as necessary.



**DURLSTON**  
PREP & SENIOR SCHOOL

## RISK ASSESSMENT PRO-FORMA

The completed Trip Plan, Risk Assessment and draft Letter to Parents must be passed to the Headmaster for approval

**TRIP / ACTIVITY:**

**ORGANISER:**

<b>What are the hazards?</b> <i>e.g. due to the nature of the activity / situation, medical conditions or due to an unplanned occurrence</i>	<b>Who might be affected by them?</b> <i>e.g. Pupils, Staff, Public</i>	<b>What safety measures need to be in place to reduce risks to an acceptable level?</b> <i>e.g. supervision</i>	<b>Who will ensure the necessary safety measures are in place?</b> <i>e.g. staff member</i>
1.			
2.			
3.			
4.			
5.			

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**What steps will be taken in an emergency?**

*e.g. contact at school, supervision arrangements*

**ORGANISER:** .....  
*signature*

**DATE:** .....

**APPROVED BY HEADMASTER:** .....

**DATE:** .....

**APPENDIX 4 - Medical and Consent Forms** *for residential trips*

[TRIP]

All information requested is solely for the purpose of helping to ensure the health, safety and welfare of your child, and will be kept confidential.

Name of Pupil: .....

Date of birth: .....

Does your child have any condition requiring medical treatment, including medication?

YES/NO

If YES, please give brief details:

Please advise if your child has any special dietary requirements:

Please advise what pain/flu relief medication may be given to your child if necessary:

Has your child been in contact with any contagious or infectious diseases or suffered from anything in the last 4 weeks that may be contagious or infectious? YES/NO

If YES, please give brief details:

Is your child allergic to any medication? YES/NO

If YES, please specify:

When did your child last have a tetanus injection? dd/mm/yy

/ /

Please inform the school as soon as possible of any changes in the medical or other circumstances between now and the commencement of the trip.

Contact telephone numbers:

**Declaration**

I agree to my child receiving medication as instructed, and I agree to a member of school staff giving consent for my child to receive any emergency medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present, **if it is impossible for me to be contacted personally.**

Signed: ..... Date dd/mm/yy / /

Name: .....

Relationship to child: .....

**APPENDIX 4 - Medical and Consent Form** *for residential trips*

[TRIP]

All information requested is solely for the purpose of helping to ensure your health, safety and welfare, and will be kept confidential.

Name of adult: ..... Date of birth: .....

Do you have any condition requiring medical treatment, including medication? YES/NO  
If YES, please give brief details:

Please outline any special dietary requirements:

Have you been in contact with any contagious or infectious diseases or suffered from anything in the last 4 weeks that may be contagious or infectious? YES/NO  
If YES, please give brief details:

Are you allergic to any medication? YES/NO  
If YES, please specify:

When did you last have a tetanus injection? dd/mm/yy / /

Please inform the school as soon as possible of any changes in the medical or other circumstances between now and the commencement of the trip.

Next of kin emergency contact telephone numbers:

**Declaration**

I agree to a member of school staff giving consent for me to receive any emergency medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present, **if it is impossible for my next of kin to be contacted personally.**

Signed: ..... Date dd/mm/yy                    /       /

Name: .....