



# Educational Visits Policy

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<b>Date of next review:</b>	2019	<b>Written by:</b>	Richard Liggitt/Bob Sterling (EVCs)
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<b>Signature:</b>			

## Introduction

Pupils can derive a good deal of educational benefit from taking part in visits with the school. In particular they have the opportunity to undergo experiences not available in the classroom. Visits help develop a pupil's investigative skills and longer visits in particular encourage greater independence.

This guide is designed to help ensure that the pupils and staff stay safe and healthy on school visits.

**Headteacher – Rebecca Garratt**  
**Educational Visits Coordinator (EVC) – Richard Liggitt/Bob Sterling**

**Visit Leader Training –**

**IF THE PROCEDURES ARE NOT FOLLOWED THEN THE VISIT WILL NOT BE AUTHORISED AND WILL NOT BE ALLOWED TO TAKE PLACE.** Failure to follow procedures could also lead to disciplinary procedures.

## Offsite Visits, Field Studies and Outdoor Education Guidelines

All schools need to be familiar with and must respond to LA policy on health and safety matters. **This document refers to the use of LA policy and schools are under a legal duty to implement its requirements.** A copy of the document is kept in the school office and is also available from Wyre Forest School Educational Visits Coordinators – Richard Liggitt/Bob Stirling.

**This policy is written to help you complete the process so that we can identify hazards and minimise risks. It is important to identify which of the following visits/activities it is and ensure the appropriate planning and preparation is undertaken.**

- 1. Off-site educational visit led by the school**
- 2. Off-site educational visit where an external provider and facilities are used**
- 3. Off-site educational residential visit**

## Planning and Preparation

This is crucial to safety and educational effectiveness. On the few occasions when things do go wrong the cause can almost always be traced back, to at least some extent, to faults in planning.

**It is essential that formal planning takes place before setting off on ANY visit.** This involves considering the dangers and difficulties that may arise and making plans to reduce them.

The **Headteacher – whose agreement must be obtained** and who is **responsible** for planning visits – **will often delegate the detailed planning to the organiser of the visit or the group leader.**

Off-site educational visits led by the school or when an external provider and facilities are used, require approval by the Headteacher. Visit organisers should complete a **Social Educational Visit (SEV) Form (Appendix 1) four weeks** before the intended trip and a **Risk Benefit Assessment (RBA) (Appendix 2) two weeks** before the intended trip. Once the Social Educational Visit (SEV) Form has been completed and signed-off by all relevant people, it should be passed to the office. The office staff will then send a text message or compose a letter (and any other documentation) to send to all applicable pupils.

Off-site educational residential visits require the approval of the Headteacher, governors and the LA and therefore at least a terms notice is required.

**The LA must be notified** of all residential off-site educational visits **at least four working weeks before the departure date** using the EVOLVE electronic system. This will be completed by the EVC.

The aims of all visits should be clearly established from the outset –

- Why are we doing this?
- What will it achieve?
- Who will benefit from it?
- Will it be worth doing – do the expected outcomes justify the means?

You should discuss the outlines of proposed trips with one or more colleagues and with the Headteacher. This will enable ideas to be shared and supplemented.

## **Risk Assessment**

The language of risk assessment requires an understanding and use of two essential definitions:

- **“Hazard”** means anything that can cause harm.
- **“Risk”** is the possibility that someone will be harmed by the hazard.
- **“Control”** is how to manage the risk and/or hazard.

**Risk assessments are carried out by the group leader.** Assessments should be completed well before the visit and **should be approved by the EVC and then signed-off by the Headteacher.**

A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Pupils and staff must not be placed in situations which expose them to an unacceptable level of risk. **Safety must always be the prime consideration. NB. If the risks cannot be contained then the visit must not take place.**

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 group leader put the safety measures in place?
- What steps will be taken in an emergency?

At Wyre Forest School the risk assessment findings are recorded in written form using the pro-forma **Risk Benefit Assessment (RBA) (Appendix 2)**. All staff who may be group leaders (**EVL**) of off-site visits **MUST** be familiar with the forms.

The person carrying out the risk assessment should give copies of the Risk Benefit Assessment (RBA) for off-site visits to all staff on the visit, with details of the measures to avoid or reduce the risks.

**Frequent visits to local venues** such as swimming pools may not need a risk assessment every time. **Nevertheless, it is essential not to become complacent.** A generic assessment of the risks of such visits should be made at regular intervals, and careful monitoring should take place. The group leader and other staff should monitor the risks throughout the visit and take appropriate action as necessary.

### **Exploratory Visit**

An exploratory visit **must** be made by any teacher who is to lead a group on a visit, including a residential visit to the location even if the location is familiar to them but they have never led a visit there.

#### **The teacher must:**

- Ensure at first hand that the venue is suitable to meet the aims and objectives of the school visit.
- Ascertain if it has the LOTC mark or other quality marks which might suggest the venue is appropriate
- Obtain names and addresses of other schools that have used the venue in order to gain quality assurance.
- Obtain advice from the manager.
- Assess potential areas and levels of risk; it is not necessary for staff to undertake risk assessments although they should satisfy themselves that risk assessments have been undertaken by a competent person and have a copy if parents wish to scrutinise.
- Ensure that the venue can cater for the needs of the staff and pupils in the group and ensure they are fully aware of the levels of need of our pupils.
- Become familiar with the area before taking a group of pupils there.

#### **If using a provider, research them appropriately:**

- Do the values and ethos of the provider match your expectations?

- Is there a clear understanding about the responsibility for supervision at all times during the visit?
- What are the respective roles of provider staff and your staff?
- What provision will be made for our pupils' special needs?
- How flexible is the programme to meet changing circumstances?
- To what extent will you be able to involve the provider in evaluation of the visit's learning objectives?

**YOU HAVE A DUTY OF CARE TO ENSURE THAT ANY PROVIDER YOU USE MEETS ACCEPTABLE STANDARDS.**

When using external providers and facilities ensure you have read National Guidance from OEAP (<https://oeapng.info>).

**First Aid**

**First Aid should form part of the risk assessment.** Before undertaking any off-site activities, the Headteacher or the group leader should assess what level of first aid might be needed.

On any kind of visit the group leader should have a **good working knowledge of First Aid** and **ensure that an adequate first aid box is taken.** There must be one member of staff with a first aid qualification if the visit is off site.

**For residential visits** it is **sensible** for **at least one of the group's teachers to be a fully-trained first-aider.** The person given designated responsibility for administering any regular medication will hold a copy of **medication details** for all pupils involved with the visit.

All adults in the group should know how to contact the emergency services.

The **minimum** first aid provision for a visit is:

- A suitably stocked first aid box or pack.
- A person appointed to be in charge of first aid arrangements.

Other considerations when considering first aid should include:

- The number in the group and the nature of the activity.
- The likely injuries and how effective first aid would be.
- The distance of the nearest hospital.
- First aid should be available and accessible at all times.

The Health and Safety Executive recommends the following minimum contents for a travelling first aid box where no special risk has been identified:

- A leaflet giving general advice on first aid.
- Six individually wrapped sterile adhesive dressings.

- One large sterile un-medicated wound dressing approximately 18 cm x 18 cm.
- Two triangular bandages.
- Two safety pins.
- Individually wrapped moist cleansing wipes.
- One pair of disposable gloves.
- A 'resuscitator' (for hygienic mouth to mouth resuscitation).

## **Ratios**

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

- Sex, age and ability of the group.
- Pupils with special educational or medical needs.
- Nature of activities.
- Experience of adults in off-site supervision.
- Duration and nature of the journey.
- Type of any accommodation.
- Competence of staff, both general and on specific activities.
- Requirements of the organisation/location to be visited.
- Competence and behaviour of the students.
- First aid cover.

At our school due to the complex special needs it is vital that group leaders speak to staff about their classes and potential risks when going offsite in order to appropriately staff.

## **Residential Visits**

Other issues 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.
- There must be separate male and female sleeping/bathroom facilities for pupils and adults.
- The immediate accommodation area should be exclusively for the group's use.
- Ensure there is appropriate and safe heating and ventilation.
- Ensure 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 of the accommodation should be asked for assurances that all staff, including temporary workers, have been checked as suitable for work with students.

- Locks on doors should work in the group's rooms but appropriate access should be available to teachers at all times.
- There should be drying facilities.
- There should be adequate space for storing clothes, luggage, equipment, etc., and for the safe keeping of valuables.
- Adequate lighting – it is advisable to bring a torch.
- There should be provision for students with special needs and those who fall sick.
- Balconies should be stable, windows secure and electrical connections safe.
- Where possible, younger students should not be lodged in ground floor rooms.
- The fire alarm must be audible throughout the accommodation.
- There should be recreational accommodation/facilities for the group.
- The hotel/hostel should be able to meet any particular cultural or religious needs of the group.
- There should be an appropriate number of group supervisors on standby during the night.

**After arrival at any accommodation it is advisable to carry out a fire drill as soon as possible.**

## **Farm Visits**

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

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

There are some basic safety rules. **Never let pupils:**

- Place their faces against the animals or put their hands in their own mouths after feeding the animals.
- Eat until they have washed their hands.
- Sample any animal foodstuffs.
- Drink from farm taps (other than in designated public facilities).
- Ride on tractors or other machines.
- Play in the farm area.

Further advice is contained on the Health and Safety Executive's website – [Preventing or Controlling Ill Health from Animal Contact at Visitor Attractions or Open Farm](#).

## **Clothing**

Specific clothing will be determined by:

- Weather.
- The nature of the activity.
- Where and when the activity takes place.

Consideration must be given to the need for appropriate clothing to suit the situation, e.g. waterproofs, appropriate footwear. Although it is acknowledged that wearing the full Wyre Forest School uniform may not always be practical (this should be the first option if possible), the distinctive elements of the uniform are useful and should be worn as this gives a distinct visual advantage to the leader and supervisors, including the ability to distinguish our students from other school parties. When using providers, it is important to know what clothing/equipment is required and that it is suitable.

## **Communicating With Parents**

Parents should be informed in writing of any off-site activity unless it is a regular part of the school curriculum which parents have already been informed about.

Before residential visits parents should be encouraged to attend a briefing meeting where written details of the proposed visit should be provided. There should be alternative arrangements for parents who cannot attend or who have difficulty with communication in English. This is a legal requirement. Parents need to be aware that the teachers and other staff on the visit will have a 'duty of care'.

The following information on matters that might affect pupil health and safety should be imparted to parents:

- Dates of the visit.
- Visit objectives.
- Times of departure and return – parents must have agreed to meet their child on return.
- The location where the pupils will be collected and returned.
- Mode(s) of travel including the name of any travel company.
- The size of the group and the level of supervision at all times
- Details of accommodation with security and supervisory arrangements on site.
- Details of provision for educational or medical needs.
- Procedures for pupils who become ill.
- Names of leader, of other staff and of other accompanying adults.
- Details of the activities planned and of how the assessed risks will be managed.
- Standards of behaviour expected and general group discipline, including prohibited items. This information may take the form of a code of conduct which parents should sign.
- What pupils should not take on the visit or bring back.
- Details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover.
- Clothing and equipment to be taken.

The pro-formas '**Information Required from Parents/Guardians Prior to Residential Off-Site Visits – OS3**' (2 sides) (Appendix 3a) and '**Consent Form for Off-Site Visits – OS4**' (Appendix 3b) will need to be completed and returned for each pupil in the group.

Medical consent forms part of the parental consent form. Parents are asked to agree to the pupil's receiving emergency treatment, including the administration of a general anaesthetic and to surgical operations in the case of an emergency (in accordance with the recommendation of a qualified medical practitioner).

If parents do not agree to this, the Headteacher may decide to withdraw the child from the visit – given the additional responsibility this would entail for the group leader.

### **Contact with Parents during a Residential Visit**

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

- Know the destination details.
- Be aware of the emergency contact arrangements at home and at all the venues the group will visit.
- Provide contact numbers for day and night use in an emergency.
- Group leaders should arrange for parents to be told by the school of the group's safe arrival using ScholarPack SMS Service.

### **Use of Mobile Telephones**

Pupils will not be permitted to take their mobile phones on visits, including residential visits.

### **Students with Special Educational or Medical Needs**

Every effort should be made to include pupils with special educational or medical needs in school visits, whilst maintaining the safety of everyone in the group.

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

Additional safety measures to those already in place in school may be necessary to support pupils with medical needs during visits. Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required.

All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures.

Summary sheets held by all teachers, containing details of each student's needs (within their assigned responsibility group), and any other relevant information provided by parents/carers, is one way of achieving this.

If appropriate, a volunteer teacher should be trained in administering medication, if they have not already been so trained, and should take responsibility in a medical emergency.

If the pupil's safety cannot be guaranteed, it may be appropriate to ask the parent or a teaching assistant to accompany a particular pupil.

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

The group leader should check that the insurance policy covers staff and pupils with pre-existing medical needs.

Any limitations or problems that a pupil with special educational needs may have, should be taken into account at the planning stage and when carrying out the risk assessment.

Off-site visits may pose additional difficulties for a pupil with SEN and the behaviour of some pupils may prove challenging. The following factors should be taken into consideration:

- Is the pupil capable of taking part in and benefiting from the activity?
- Can the activity be adapted to enable the pupil to participate at a suitable level?
- Will additional/different resources be necessary?
- Is the pupil able to understand and follow instructions?

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

### **Scope of Educational Visits**

Visits should be arranged that will support and enhance the planned curriculum. This may also be used as either a spring board to learning or as a summing up of learning. As an open-minded special school, we will likely include visits to all places of worship. These visits will both underpin the differing values and beliefs of other cultures and faiths and allow the students opportunities to explore different cultures and beliefs.

### **Procedure on the Day of a Planned Visit**

On the day of a planned visit, staff must complete one of the following forms: **Student Risk Assessment (Weekly/regular) (Appendix 4a)** or **Student Risk Assessment (Single Visit) (Appendix 4b)**. These forms confirm the details of the visit (class name, day, location, time out, time in, staff involved with the visit and staff emergency contact

details), the names of all pupils involved, the pupils' medical information, permission and that they are actually present on the day so that the school office know who is off-site if there is a fire alarm or evacuation.

Staff should also ensure that they take a copy of the **Visit Emergency Procedures Crib-card (Appendix 5)** with them on the day of any visits.

## **APPENDICES**

- 1 Social Educational Visit Form (SEV)
- 2 Risk Benefit Assessment Sheet for School Trip
- 3a Information Required from Parents/Guardians Prior to Residential Off-Site Visits – OS3
- 3b Consent Form for Off-Site Visits – OS4
- 4a Student Risk Assessment (Weekly/Regular)
- 4b Student Risk Assessment (Single Visit)
- 5 Visit Emergency Procedures Crib-card

## Appendix 1: Social Educational Visit Form (SEV)

### Social Educational Visit (SEV) Form

"Social Educational Visits **must** be part of a planned scheme of work with differentiated and resourced Learning Objectives. SEVs should not be regarded as an entitlement to a weekly minibus trip to provide a treat or a break."

This form must be completed for **each** educational activity which takes place out of school and then be approved by a member of SLT. In certain circumstances approval may also be given for block or regular activities which meet the same criteria; however, planned **progression of learning will need to be evident** in the planning.

<b>Class:</b> <small>If specific groups of pupils, please attach list of names</small>		<b>Date of activity:</b>		<b>Time out:</b>		<b>Time in:</b>	
<b>Member of staff organising visit:</b>		<b>Staff involved on day of visit:</b>					
<b>Destination:</b>		<b>Purpose of visit:</b>					
<b>Main learning objectives (please refer to your planning or attach):</b>		<small>Do these LOs show differentiated outcomes for your learners? Will it be of value for all your pupils? If so please tick the box below:</small>		<small>If this visit is part of a sequence of visits, please check that your planning shows progression and tick the box below:</small>		<small>Please attach your planning to this form and tick the box below:</small>	
<b>Minibus requirements (if booked, please write registration no. here):</b> <small>Please check minibus allocated is suitable for the needs of the pupils for whom the visit is organised, e.g. no. of seats, tail lift, etc. It is the responsibility of class staff to find a driver.</small>		<b>Do students require a packed lunch?</b>					
		<b>If NO, what are your intended plans for lunch?</b>					
<b>Do you require a voluntary contribution from pupils for this visit?</b>	<b>YES / NO</b>	<b>If YES, amount:</b>	<b>Are students required to wear school uniform?</b>				
			<b>Are there any special clothing requirements (e.g. change of clothes, dress for suitable weather conditions, etc.)?</b>				

**Appendix 1 (continued): Social Educational Visit Form (SEV)**

Are pupils allowed to bring spending money?	YES / NO	If YES, amount:	Any other special requirements or notes:
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**CHECKLIST:** Once Sections 1-3 of the SEV Form have been signed off by the relevant people, please take the SEV Form and the Risk Benefit Assessment Form to Richard Liggitt/Bob Stirling for approval signature.

1. Minibus booked	Signed:	GS	<input type="checkbox"/>	4. Order Form complete and handed to Alan Mansell (Finance) (if applicable)	<input type="checkbox"/>
2. Lunchtime cover approved	Signed:		<input type="checkbox"/>	5. Request for Packed Lunches Form complete and handed to Mandy Price (Kitchen) (if applicable)	<input type="checkbox"/>
3. Any cover required	Signed:		<input type="checkbox"/>	6. Food Technology staff informed of planned visit (if applicable)	<input type="checkbox"/>

<b>Agreed by PHASE LEADER</b>		<b>Agreed by EVC (Richard Liggitt/Bob Stirling)</b>	
Signature:		Signature:	
Print Name:		Print Name:	
Date:		Date:	

## Appendix 2: Risk Benefit Assessment Sheet for School Trip



### Wyre Forest School

#### Venue Activity Group Specific Risk Benefit Assessment

This document is designed to complete the requirement for a written risk assessment, applying the LEA generic risk assessment to the specific requirements of the user.

**Specified nature of activity and environment/venue:**

**Class:**

**Date:**

**Visit leader:**

**Pre Visit (Date):**

**Benefits of Experience:**

- 1.
- 2.

Significant Hazards and Identification of Risk	Those that might be harmed:	Action to Control measures:	Residual Risk Rating

**RBA's To be Shared with all Staff**

**Headteacher: R Garratt** .....

**Appendix 3a: Information Required from Parents/Guardians Prior to Residential Off-Site Visits – OS3**



**OS3 FORM**

**INFORMATION REQUIRED FROM PARENTS/GUARDIANS PRIOR TO RESIDENTIAL OFFSITE VISITS**

Please complete and return this form to the school office as soon as possible.

**PUPIL NAME:** FORENAME & SURNAME

**SCHOOL:** Wyre Forest School

**SECTION A**

1. Address and telephone number where parent/guardian or other person with parental responsibility can be contacted in case of an emergency:

(a) Daytime	Name/Address:	(b) Evening	Name/Address:
	Tel:		Tel:

2. Does your child suffer from any allergies? If so, please give details:

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3. If your child is taking medication, please give details of name, dosage, etc.:

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4. If your child has suffered any infectious, contagious or other conditions in the last 3 months, please give details:

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5. Has your child received a Tetanus injection in the last 5 years? **YES / NO**

6. Please give the name, telephone number and address of your family doctor:

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**Appendix 3a (continued): Information Required from Parents/Guardians Prior to Residential Off-Site Visits – OS3**

7. Does your child have any specialist dietary requirements? If so, please tick the applicable boxes:

Vegetarian	<input type="checkbox"/>	Please specify: .....
Diabetic	<input type="checkbox"/>	
Other	<input type="checkbox"/>	

8. Does your child suffer from travel sickness? **YES / NO**

If so, what arrangements need to be made?

9. Is your child confident in water and if so, how far can they swim?

Cannot swim	<input type="checkbox"/>
Still at the beginner stage	<input type="checkbox"/>
Able to swim 25 metres	<input type="checkbox"/>
Able to swim longer distances (greater than 25 metres) with ease	<input type="checkbox"/>
A successful Bronze/Silver/Gold Life Saving Award holder	<input type="checkbox"/>

Please give any other details below:

10. Is there anything else (medical or otherwise) that you think we should know about your child?

**SECTION B** (to be completed in addition to SECTION A by parents/guardians of primary aged pupils and pupils with special needs)



1. Has your child been away from home without you before?	<b>YES / NO</b>
2. Does your child sleep with the light on?	<b>YES / NO</b>
3. Please give details of any significant bedtime routine:	

Signed: ..... (Parent/Guardian) Date: .....

This form should be completed in full, signed, dated and returned to school with the OS4 Form.

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**CONSENT FORM FOR OFFSITE VISITS**

Please complete and return this form to the school office as soon as possible.

**WYRE FOREST SCHOOL**

I agree that my child, **FULL NAME**, may take part in a range of outdoor activities at **LOCATION** on **DATE**.

I agree that medical and dental treatment may be given to my child if necessary, including the administration of a general anaesthetic and to surgical operations in the case of an emergency, in accordance with the recommendation of a qualified medical practitioner.

1. Pupils are not insured by the County Council against personal accidents. Personal Accidents Insurance can be arranged for pupils taking part in offsite visits and staff can give advice about a policy specifically designed for such parties. The policy covers personal accident, loss of personal possessions, medical expenses and the cost to parents of visiting their children if they are detained in hospital away from home.
2. The County Council accepts no responsibility for accidents or injury to pupils or for loss of or damage to personal effects, unless caused by the negligence of the County Council or any member of its staff.
3. Parents/guardians must provide staff with telephone numbers (day and night) at which they can be contacted in case of emergency, in particular should urgent medical treatment be necessary.

I have received full information and agree to my child's participation in all outlined activities.

Signed: .....		(Parent/Guardian)	Date: .....
Address:	..... ..... .....		
Telephone Numbers:	Home:	.....	
	Work:	.....	
	Other:	.....	

**N.B. For residential visits this form should be returned together with the OS3 Form:**

*"Information Required From Parent/Guardians Prior to Residential Offsite Visits."*

**Appendix 4a: Student Risk Assessment (Weekly/Regular)**



**STUDENT RISK ASSESSMENT  
Weekly/Regular Visit**

CLASS NAME:									
DAY:		LOCATION OF VISIT:							
TIME OUT:		TIME IN:							
STAFF NAMES:		STAFF EMERGENCY CONTACT DETAILS:							
NAME OF STUDENT	MEDICATION/MEDICAL CONDITIONS/ALLERGIES/NOTABLE POTENTIAL ISSUES, E.G. BEHAVIOUR, FEARS, ETC.	PERMISSION FORM RETURNED ✓	WEEK 1 DATE:	WEEK 2 DATE:	WEEK 3 DATE:	WEEK 4 DATE:	WEEK 5 DATE:	WEEK 6 DATE:	WEEK 7 DATE:

Should ANY incident or 'near miss' occur during the visit, the VAGRA Form must be updated with more appropriate control measures

V:\Learning Outside the Classroom (LOtC)\PROTOCOL FOR SCHOOL TRIPS\FORMS\5a Student Risk Assessment - Weekly Visit.docx



## Appendix 5: Visit Emergency Procedures Crib-card

### Visit Emergency Procedures Crib-card

Ensure that copies of this document, along with emergency telephone contacts crib-card, are distributed to all staff and kept available throughout the activity/visit.

Emergency procedures are an essential part of all visit planning.

Whilst taking reasonable care for themselves and others, leaders should not hesitate to take life saving action in an extreme situation.

The group leader retains the legal duty of care and should take charge of an incident until formally relieved by police, doctor, ambulance crew or rescue team.

Emergency procedures should cover the following:

#### Pre Planning:

- Talk through emergency procedures at a planning meeting and as part of your risk management process;
- Where appropriate, involve young people;
- All leaders should have easy access to a copy of the procedure throughout the visit;
- Laminate the procedure card;
- Where there will be significant periods of remote supervision, young people will also need an appropriate version of the procedures.

#### In the event of an accident:

- The leader should ensure their own safety;
- Ensure the safety of the group;
- Attend to any casualties;
- Send for help.

#### Aim to:

- Preserve life;
- Prevent the condition worsening;
- Promote recovery.

#### First aid checks:

- Airway - ensure airway is clear and remains clear;
- Breathing - where necessary provide artificial ventilation;
- Circulation - check for pulse - external chest compression?
- Bleeding - Look and feel - provide pressure & elevation as necessary;
- Fractures - Look and feel for irregularities - support;
- NOTE: - Do not move a casualty if you suspect serious neck or back injury.

#### Essentials:

- Monitor - record all events, times and details - establish witness contact details;
- Treat for shock - reassure and keep warm;
- Remember the rest of the group - safety, comfort, shock;
- Avoid splitting the group - unless it is the only way to get help - leave nobody on their own;
- Control indiscriminate use of mobile phones by the rest of the group;
- Ensure that a leader accompanies any casualties to hospital;
- Continue to monitor the situation and respond accordingly.

**Action:**

- Get qualified help ASAP – note your location accurately
- Contact your school, centre, unit or base – you may be in shock and need support
- News travels fast – your school, centre, unit or base, will need accurate information
- Do not admit anything
- Do not sign anything
- Do not talk to the press

**Recording an incident:**

Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused.

Record the following:

- time, date and nature of the incident;
- accurate incident location;
- names of casualties;
- details of injuries;
- names of others involved but not injured;
- locations of all involved when moved from the site;
- names and contact details of witnesses;
- action taken;
- action still to be taken;
- an agreed plan for further action.

**Notifying Key Parties**

Consider the following:

- notify the police if necessary;
- notify the British Embassy/Consulate if abroad;
- notify your designated establishment Emergency Contact;
- avoid notifying parents – leave this to your senior Emergency Contact;
- notify insurers;
- notify the tour operator/provider;
- notify any designated media contact;
- avoid any media enquiries and refer them to your Emergency Contact;
- avoid discussing legal liability with others;
- complete accident forms – remember RIDDOR Regulations 1995

**Further Action**

- continue to monitor the situation;
- assess the needs of other group members who have not been injured;
- continue to observe the group and seek professional advice;
- review and revise any guidance and/or risk management plan as a result of the incident.