



# THE LOUGHBOROUGH Schools Foundation

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**Procedure to be followed for Out-of-School Visits arranged for pupils of the  
Loughborough Schools Foundation**

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## **OUT-OF-SCHOOL VISITS**

### **Procedures to be followed for out-of-school visits arranged for pupils of the Loughborough Schools Foundation**

#### **Introduction**

Loughborough Schools Foundation (LSF) recognises that well-planned and facilitated opportunities to learn in the real world, away from the classroom, and to experience adventure, help to improve the lives of young people. Learning outside of the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils/students develop their risk awareness and prepares them for their future working lives. LSF strives to strike the right balance between protecting pupils/students from risk and allowing them to learn to realise all these benefits in practice.

#### **Policy**

This policy is intended to minimise the real risk to pupils/students (and, when applicable, staff) who are involved in out-of-school visits arranged for pupils/students of the Loughborough Schools Foundation. It covers out-of-school visits that take place for educational purposes within the hours of the normal school day and other 'routine' day-trips, such as theatre and museum trips, or as a representative of the School, or Foundation, at a sporting fixture, music concert or event, inter-school competition, etc. either locally, nationally or internationally and includes residential and visits leaving before the hours of a normal school day and/or returning after normal school hours.

It focuses on the real risks when planning trips so that those running trips understand their roles, are supported and are competent to lead or take part in them so that the learning opportunities are experienced to the full. It is about putting sensible precautions in place as well as incorporating an emergency procedure to be used in the event of any critical incident.

#### **Legislation/Guidance**

The Management of Health and Safety at Work Regulations (1999) require employers to assess the risks of activities, introduce measures to control those risks and inform their employees and others who may be affected by them, about these measures. The Education (Independent School Standards) (England) Regulations 2014 require a written policy to be drawn up and implemented to safeguard and promote the health and safety of pupils on activities outside the school.

This policy has been drawn up to comply with these requirements and with regard to the Council for Learning Outside the Classroom (CLOtC) [www.lotc.org.uk](http://www.lotc.org.uk) and the Outdoor Education Adviser's Panel (OEAP) National Guidance [www.outdooreducationadvisers.co.uk](http://www.outdooreducationadvisers.co.uk). Staff must follow this policy and in the event of any apparent conflict between this or National Guidance, then this policy must be followed and clarification sought from the schools Educational Visits Coordinator (EVC) or LSF Health and Safety Officer.

## **Glossary and Definitions**

<b>Activity</b>	Any specific element within a Visit. This might be a particular activity (such as pond dipping) but could equally refer to a specific element of the Visit (such as travel or residence). Visits should be regarded as comprising a number of consecutive and interdependent activities.
<b>Activity Leader</b>	A member of the Visit Leadership Team who is responsible for the management, supervision and safe conduct of the group (or sub-group) taking part in a specific activity within a Visit. See definition of Visit Leader.
<b>Assistant Leader</b>	A member of the Visit Leadership Team who supports the Visit Leader and is capable of taking over from the Visit Leader whenever this may be necessary.
<b>Critical Incident</b>	An incident which overwhelms the coping mechanisms of both the Visit Leadership Team and the Establishment, and which requires the Employer's Critical Incident Plan to be initiated. The Employer takes control of the situation and supports the Establishment, the Visit Leadership Team and Participants e.g. fatal road traffic accident.
<b>Critical Incident Plan</b>	A plan agreed in advance by the Employer, detailing the actions to be taken when alerted in the event of a Critical Incident.
<b>Educational Visit Coordinator (EVC)</b>	A member of Establishment staff appointed to coordinate all Visits and with the status to effect change and be the focus of good practice.
<b>Emergency</b>	An incident which overwhelms the coping mechanisms of the Visit Leadership Team and which requires the Establishment's Emergency Plan to be initiated. This may, perhaps, involve some communication with the Employer and support from it, but the Establishment takes control of the situation and is able to cope, e.g. vehicle breakdown
<b>Emergency Contact</b>	The person at the Establishment who can be contacted by the Visit Leadership Team at any time (day or night) during a Visit, and who has the competence to provide support and, if necessary, take initial charge of the situation.
<b>Emergency Plan</b>	A plan agreed in advance by an Establishment, detailing the actions to be taken when alerted in the event of an Emergency.

<b>Emergency Procedures</b>	A plan for actions to be taken by the Visit Leadership Team in the event of an Incident or Emergency. The plan should be based on a Risk Assessment. It should include procedures for alerting the Establishment's Emergency Contact in the event of an Emergency.
<b>Employer</b>	Loughborough Schools Foundation (the Foundation) which is responsible under the Health and Safety at Work etc. Act, 1974 for any of the Participants and Visit Leadership Team.
<b>Establishment</b>	The setting where children or young people are based, such as Fairfield Preparatory School, Loughborough Grammar School, Loughborough High School, Loughborough Amherst School or The Nursery.
<b>Helper</b>	An adult who has an agreed role during a Visit, but who is not a Visit Leader, Assistant Leader, Activity Leader or Participant. For example, a Helper might be: a non-teaching member of staff; a Parent; an apprentice, student or trainee; a carer. Any child or young person in a helping role should be regarded as a Participant.
<b>High Risk Activity</b>	Any activity with a risk of serious or long term harm to participants, which requires the activity leader to have specialist competence to manage it. Often associated with Hazardous Environments.
<b>Incident</b>	An incident that is dealt with by the Visit Leadership Team. This may, perhaps, involve some communication back to the Establishment or to Parents, and some support from the Establishment, but the Visit Leadership Team remains in control and is able to cope, e.g. participant requiring hospital treatment.
<b>Out-of-School</b>	The term describing any Visit or Activity taking place outside the physical boundaries of the organising Establishment.
<b>Parent</b>	Those parents, legal guardians or others who have parental responsibility for a Participant. If a Parent takes part in a Visit as a member of the leadership team, they will have another role within the supervision arrangements for the visit: care must be taken to ensure that the role of Parent does not conflict with this other role.
<b>Participants</b>	All members of the party who are not members of the Visit Leadership Team. As well as the children or young people from one or more Establishments, <i>or other Schools</i> , this might also include Parents or other adults (on a family outing, for example) or children of adults on the staff team.

<b>Provider</b>	Any third-party person or organisation contracted to organise and/or deliver a Visit or Activity, and/or supervision of Participants.
<b>Visit</b>	The term that describes the entire period between departing from and returning to the Establishment or home setting, including time devoted to travel. The Visit will usually comprise a number of Activities.
<b>Visit Leader</b>	The designated person responsible for the Visit and who will have overall responsibility for the safety and conduct of Participants and the Visit Leadership Team.
<b>Visit Leadership Team</b>	All the adults on a visit who share the responsibility for supervision, including the Visit Leader and any Assistant Leaders, Activity Leaders and Helpers. All should be well briefed by the Visit Leader to be clear about their roles and the task allocated to them.

### **Organisation**

The key personnel responsible for the preparation of and safe control of any Out-of-School Visit are as follows:

- a. The Visit Leader
- b. Assistant/Activity Leaders
- c. Helpers.
- d. Educational Visits Co-ordinator (EVC).
- e. The Establishment Heads
- f. Emergency Contact
- g. Providers
- h. Participants
- i. Parents

The responsibilities of these personnel are as follows:

- a. The Visit Leader: Is responsible for the overall planning and organising of the visit, including informing parents of the visit details, finance and insurance arrangements. The Visit Leader has overall responsibility for the learning, development and supervision of the participants and the safety of all, including the rest of the visit leadership team. (Note: There should always be a single designated leader and, if this role changes, there should be a clear handover).

The Visit Leader must:

- be competent to lead, confident and accountable. Being **competent** means that the leader has demonstrated the ability to lead to the level demanded by the visit, and has sufficient relevant experience and

- knowledge of the activities, the participants, and the environments they will operate in;
- be approved by the Head to carry out the lead role and obtain the Head teachers prior agreement before any visits take place;
  - follow all the LSF regulations, guidelines and policies relating to Out-of-School Visits;
  - define the roles and responsibilities of other Assistant/Activity Leaders and Helpers (and participants) to ensure effective supervision, appointing a deputy wherever possible;
  - ensure that there is effective supervision and that the ratio of adults: participants is appropriate and suitable;
  - ensure that child protection procedures are in place (e.g. good safeguarding practice is followed and adults are appropriately vetted and checked, especially the names of all assistant/activity leaders and helpers, involved in the visit but not employed at the Schools);
  - ensure that parental consent forms have been issued and returned signed, if required;
  - ensure that suitable arrangements have been made for the medical and special needs of all participants, as required;
  - ensure that there is adequate first aid provision at all times;
  - ensure that the mode of transport is appropriate and that outward/inward journey times are clear;
  - ensure that there is relevant insurance cover;
  - undertake and complete the planning and preparation and brief all participants and parents as required (i.e. arrange a pre-visit information meeting(s) for all residential visits);
  - provide relevant information to *all* other Leaders/Helpers including the aims and how they can contribute to achieving these, the location, the participants (age, health information, capabilities, special needs, safeguarding and behavioural issues as required), etc.;
  - ensure that if the visit leadership team includes someone with a close relationship to a member of the group, this is managed to avoid any possible compromise of effective supervision;
  - take a lead on risk management. It is good practice to involve all the visit leadership team to ensure wide understanding and to give clarity about what they need to do. It is also good practice to involve young people wherever appropriate;
  - complete a risk assessment, and ensure all control methods identified to eliminate or reduce the level of real risk, are implemented;
  - organise the emergency arrangements and ensure there is an emergency contact for each visit;
  - liaise with their establishment's Educational Visits Co-ordinator (EVC) to ensure that visits have clear aims and are planned to appropriately balance benefits and risks;
  - report any accidents, incidents or near-misses.
- b. Assistant/Activity Leaders: Are responsible for supporting the Visit Leader during the visit and should be fully conversant with the organisational arrangements of the visit in order to be able to take over administrative duties if the visit leader is incapacitated in any way.

Assistant/Activity Leaders must:

- be specifically competent to carry out the role, requiring them to demonstrate, as far as is necessary, the ability to meet the responsibilities specifically allocated to them and the ability to operate to current standards of recognised good practice;
  - Ensure that they have been sufficiently involved in the planning and preparation for the activity/visit, including contributing to the organisation of risk management;
  - Ensure that they understand the role and responsibilities that they have been assigned and how these integrate with other staff and especially that of the activity/visit leader;
  - Ensure that they are clear about any arrangements to hand-over and handback responsibility for supervision between members of staff and to/from any third-party provider;
  - do their best to ensure the health and safety of everyone in the group;
  - take reasonable steps to avoid exposing participants to dangers that are foreseeable and beyond those that the participants can reasonably be expected to cope with;
  - consider stopping the visit or the activity and notify the visit leader if s/he thinks there is an unacceptable risk to the health and safety of the participants in their charge.
- c. Helpers: Must be clear about their roles and responsibilities and are responsible to the Visit leader in ensuring that the visit runs smoothly. They must follow the instructions of the Visit leader and Assistant/Activity Leaders and assist as appropriate.
- d. Educational Visits Co-ordinator (EVC): The EVC is the Establishment's focal point for planning and monitoring visits and outdoor learning. In appointing an EVC, careful consideration should be given to:
- Significant experience of practical outdoor learning and visit leadership.
  - Status within the Establishment that enables guiding of the working practices of their colleagues.

Sufficient time should be agreed to fulfil the role and to attend approved EVC training and update/revalidation as required.

The EVC should ensure that all visits meet LFS policies, procedures and requirements.

The EVC is responsible for co-ordinating all visits within their Establishment, particularly where high risk activities are involved. They should give advice and practical assistance to the Visit Leader, and will give risk assessment approval prior to endorsement by the Head of the Establishment.

The EVC must:

- liaise with the Visit Leader to ensure that all Out-of-School Visits meet with the LSF policy, including those of risk assessment and that the arrangements are ready for approval within agreed timescales;
- support/oversee planning so that well considered and prepared



arrangements can lead to well-managed, engaging, relevant, enjoyable and memorable visits/outdoor learning;

- ensure that the Visit leader has experience in supervising the specific age of the pupils/students on the visit and is able to organise the participants effectively;
- ensure that the Visit leader, or any Assistant/Activity Leaders, is familiar with the venue and is suitably competent to instruct the activity(ies);
- ensure that all accompanying the Visit are appropriately selected and have the expertise, experience and qualifications relevant to the activities;
- ensure that the Visit leader is given sufficient time to plan and organise a visit properly;
- ensure that child protection procedures are in place;
- work with the Visit leader to provide parents with full details of the visit enabling parents to accept or refuse consent on a fully informed basis;
- ensure that the Visit leaders, Assistant/Activity leaders and the Emergency Contact have a copy of the agreed emergency procedures and the names of ALL participants, with emergency contact details of parents/guardians or next of kin;
- ensure that there are contingency plans in place for delays or alternative arrangements should the original visit have to be cancelled e.g. bad weather;
- support the Establishment Head in approval decisions so that all those with responsibility have the competency to fulfil their roles with approval and other decisions.
- mentor leaders and aspirant leaders, supporting their ongoing development and training and sample monitor their activity to identify any further training needs;
- ensure that activity is evaluated against its aims for learning and development, that good practice is shared and any issues are followed up and comply with statutory and LSF requirements.

The EVC must be competent to fulfil the role. The Establishment Head and the EVC must agree the delegation of tasks and the way in which the role of EVC will work within their Establishment.

- e. The Establishment Heads: Are responsible both for ensuring that these policy requirements are met by the Visit Leaders of each out-of-school visit and the authorisation of the visit following consideration of the proposals and the risk assessment.

The Establishments Heads must also:

- be satisfied that all activities and visits comply with this Policy and are notified or submitted for formal approval as required and that Risk Management is proportionate, suitable and sufficient;
- be satisfied with the delegation of any new 'Visit Leader' in the event of a change of circumstances preventing the 'original' Visit Leader not being able to participate on the trip or take on the role;
- be clear about their own role if they are going on the visit as an Assistant/Activity Leader. In these circumstances they must follow the instructions of the Visit leader who is in sole charge of the visit;
- be satisfied that an Emergency Contact has been nominated and that the Visit leader and the Emergency Contact have all the relevant details;

- be familiar with LSF policies for outdoor learning, off-site visits and Learning Outside the Classroom;
- ascertain that all leaders are appropriately competent, confident and accountable to carry out the responsibilities they are allocated;
- ensure that Outdoor learning is included within the process of self-evaluation providing evidence that may support how it contributes towards school improvement and overall effectiveness;
- be aware that the appointment of an Educational Visits Coordinator (EVC) is critical to the implementation of this Policy. The EVC should be appropriately competent to their role (see above) and should be allowed sufficient time to fulfil the role, including attendance at approved training. Where the Head has not designated a named member of staff, then the functions of the EVC will automatically be attached to those of the Head;
- ensure that suitable child protection procedures are in place;
- assign sufficient time for visit leaders to organise activities and visits properly;
- support an apprenticeship/succession planning culture to ensure sustainable activities and visits and the development of competent leaders and EVCs;
- support their EVC in ensuring that: all activities and visits are effectively supervised with an appropriate level of leadership, information has been shared with parents and consent has been given, if required;
- ensure that arrangements have been made for the medical needs and special educational needs of all participants and staff;
- ensure that inclusion issues are addressed;
- ensure that suitable transport arrangements are in place and meet any regulatory requirements;
- ensure that insurance arrangements are appropriate;
- ensure that details related to out-of-school activities and visits (including personal details of both participants and leaders) are accessible at all times to designated 24/7 Emergency Contacts in case of a critical incident;
- obtain best value. Consideration must be given to financial management, choice of contractors, and contractual relationships;
- ensure that where charges are made to parents, these are within legal and LSF requirements. Proper procedures are in place to account for the visit finances;
- identify the types of visit that require a preliminary visit by staff;
- ensure that where the activity or visit involves a third party provider: appropriate checks have been made and assurances obtained; a clear contract is in place setting out what the contractor is to provide; the provider holds sufficient indemnity insurance;
- ensure that all visits are evaluated against the visit objectives. Evaluation should also cover best value, teaching and learning, quality experiences, addressing issues raised by any incident and informing of future visits;
- ensure that there are contingency plans in place to deal with changing circumstances during a visit (Plan B);
- ensure that there are suitable Emergency Procedures in place for each visit and the Establishment has an Emergency Plan for off-site visits, including procedures to ensure that parents are appropriately informed in the event of a critical incident;
- ensure that critical incidents are reported as required, meeting the requirements of RIDDOR.

- f. Emergency Contact: This is a member of the Establishments' Senior Leadership Team (SLT), who is appointed as the Emergency Contact for the visit to activate any Emergency Plan if this should be necessary.

The Emergency Contact must:

- ensure that details related to off-site activities and visits (including personal details of both participants and leaders) are accessible *to them* at all times in case of an incident, *emergency or critical incident*.
- g. Providers: Would normally hold a licence for the type of high risk activities that the Foundation would typically engage in. It is important to note that a licensed provider does not necessarily have to hold a licence for all its activities.
- h. Participants: Older pupils in particular have a part to play in avoiding risk to health and safety, they must:
- bring the correct medication/kit/equipment required to be allowed to go on the trip;
  - not take unnecessary risks;
  - follow instructions of the visit leader, assistant/activity leaders, instructors and people within the venues;
  - follow the schools dress and behaviour conduct;
  - when abroad, be sensitive to local customs;
  - be aware of anything that may cause themselves or others harm, speak to their group leader or teacher if they are concerned.
- i. Parents: Have the responsibility of ensuring that their child has a proper understanding of behavioural expectations and sanctions which may be set out in a Code of Conduct, preparing their child for participation and accepting that a child who is a risk to the health and safety of either him/herself or others may be sent home early.

Parents must provide full information about their child and inform the School about any medical needs / allergies / special dietary needs etc. of their child.

When children are going on a residential trip, parents must supply two emergency contact names and telephone numbers; these contacts must be available for the full duration of the trip.

The Establishment must inform the parents about all aspects of the Visit to enable them to make an informed choice as to whether or not they want their child to participate, including when the requirements for parental consent are applicable.

### **Arrangements**

This policy applies to all of the occasions that pupils leave the LSF premises on an organised out-of-school visit. The extent of the details recorded will depend on the complexity of the undertaking. It is the responsibility of the Visit leader, in conjunction with the Establishments' EVC and Head, to determine the level of control and the organisation needed to ensure a safe and worthwhile event. Other factors that are relevant to health and safety will arise during the course of certain visits and it is the

responsibility of the Visit leader to assess the implications and take appropriate action.

## **1. GENERAL CONSIDERATIONS:**

General considerations and requirements are detailed below and additional requirements for high risk activities are also described later. In all cases the Visit leader must assess the risks and plan accordingly.

- 1.1 A clear onus is laid on the Visit leader to assess the risks before and during a visit as an on-going process. This task is particularly important with outdoor and high risk activities.
- 1.2 Each of the senior Schools operate as their own operating authority when participating in the Duke of Edinburgh Award Scheme. The arrangements for such expeditions must meet, as a minimum, the standards laid down by the licensing authority.
- 1.3 The rules governing the use and hire of vehicles used for travelling to and from a venue are detailed in the *LSF Road Transport policy*. Only LSF approved transportation service providers are used for transporting staff and/or pupils to an off-site activity. All coach arrivals and departures are to take place in the main campus car park.
- 1.4 As there could be liability on the part of the schools in the event of a tour operator experiencing financial difficulty, visit leaders are to consult the Foundation's Chief Operating Officer at an early stage when considering a visit abroad.
- 1.5 The Visit leader and any additional staff/helpers must be "suitably qualified" to run the visit. Since the Heads retain overall responsibility for the detailed arrangements on behalf of the Governing Body, the Heads must determine the competence appropriate for a particular activity. In doing so, they must have regard to the framework laid down by the Governors on behalf of the Foundation. Specific skills training will be important on particular activities/visits and experience of the safe management of groups in an outdoors or residential context is particularly relevant.
- 1.6 The Visit Leader must ensure that adequate first aid arrangements are in place bearing in mind the location and nature of every activity that makes up the visit, the risk and type of injury that might be incurred and the availability of medical assistance. In a situation where expert medical help is not readily available, at least one member of accompanying staff should hold a suitable and valid first aid qualification and an appropriate first aid kit should be carried. At least one member of staff with a valid paediatric first aid qualification will always be available when EYFS aged children are on an out-of-school visit.
- 1.7 For overnight visits staff are able to administer certain over-the-counter medicines to participants should the need arise. These medicines are the same as the ones offered by a LSF School Nurse during a normal school day. Parental permission is required to do this (see Appendix 5, Section 13 'First Aid, Medical...').

- 1.8 It is incumbent upon the Heads to specify a Visit Leader for each out-of-school visit. The designated Visit leader acquires legal responsibilities as a result of this process. If a member of a school senior leadership team participates in an out-of-school visit and they are not nominated by the relevant Head as the Visit Leader, the member of the senior leadership team will have no more responsibility for the arrangement or conduct of the visit than any other participating member of staff.
- 1.9 For curriculum based out-of-school visits and other 'routine' day-trips, the signed parent contract is implicit in giving the necessary consent required. This is consent for theatre and museum trips, or as a representative of the School, or the Foundation, at a sporting fixture, music concert or event, inter-school competition, etc. either locally or nationally. This includes an out-of-school-visit that takes place for educational purposes, within the hours of the normal school day, including visits leaving before the hours of a normal school day and/or returning after normal school hours.
- 1.10 Written parental consent is appropriate for visits which involve a minimum one-night stay or an activity of a high risk nature. All out-of-school visits involving EYFS aged children must seek parental consent. In such cases the appropriate proforma at Appendix III are to be used.
- 1.11 It is also imperative when planning and assessing out-of-school visits that the individual schools work to the same standards and safeguards.

### **Risk Management**

- 1.12 LSF can never be entirely sure that nothing will go wrong on an out-of-school visit or day-trip. However, planning procedures that are sensible, methodical, thorough yet simple and workable should reduce levels of anxiety, dispel myths and encourage staff to act responsibly. Risk assessment is not about eliminating all risk but rather about taking a common-sense and proportionate approach, remembering that risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place.
- 1.13 Risk management involves answering two basic questions:
- a. What could go wrong?
  - b. What are we going to do about it?

This process happens at three levels:

1. **Generic** – Policies and procedures that apply across a range of visits (normally **recorded**)

This is guidance or practice that remains constant regardless of the nature of the visit. It covers the management of risks identified as relevant to all visits involving similar activities.

2. **Visit-specific** – Carried out before the visit takes place (**may need to be recorded**)

This is the identification and management of any risks not already covered through generic risk management. It is unique to each occasion and should address staffing (competence and supervision levels), activity, participants and environment.

**3. Dynamic/on-going** – Carried out continuously throughout the visit (**not necessary to record**)

This refers to the on-going monitoring of all aspects of the visit/activity by the visit leadership team. The group and the level of risk must be monitored and assessed throughout and, if circumstances dictate, activities should be curtailed or amended (e.g. change to plan B). In practice, it is often these on-going decisions of the Visit Leader(s) that determine whether the group remains safe and whether the activity is successful. Hence a competent visit leadership team is essential.

**Categories of Visit**

- 1.14 There are two broad categories of visit requiring different levels of planning. The categories are:
1. Routine visits that involve no more than an everyday level of risk and are covered by Establishment procedures and policy. Such visits should require minimal planning or preparation beyond what is needed to make best use of the learning opportunity. In a school context, they are simply lessons in a 'different' classroom.
  2. Visits requiring additional planning, and some level of specific risk assessment. A visit moves into this category because one or more aspects cannot be managed adequately by existing procedures and policy. This may be due to distance from the establishment, the nature of the activities, the environment or venue(s), the nature of the particular group, the need for specialist leader competencies, or any combination of these. For some visits this will involve detailed planning over an extended period of time. The additional steps needed to manage these aspects should be identified and recorded.

**Risk Assessment**

- 1.15 Sensible risk assessment looks at all the things that might reasonably go wrong, should be practical and focus on real and significant risks. Control measures are the key to risk assessment. These are generally aspects that, when operated sensibly, ensure that the risk for each participant can be kept within 'acceptable' levels and these outcomes must be reflected in the arrangements for a visit.
- 1.16 The two different levels that risk assessments must be recorded are: Generic and visit-specific;
- 1.16.1 Generic documents are to be used to cover the significant risks that you would always expect to manage in any relevant experience or activity. They might include National Guidance, LSF or establishment

policies, and procedures or policies from National Governing Bodies.

1.16.2 Visit specific assessments are to be used to record all significant findings for a particular visit or issues not covered by existing generic documents. If existing generic documents cover everything then there is no need to repeat anything. In the absence of generic documents, any significant findings should be included in the visit specific record.

1.17 The documents, individually or in combination, should be used to record any significant findings for the specific group, and the particular venue(s) to which they will be taken, and address the key variables of Staffing (competence and supervision), Activity, including equipment, Participants and Emergencies. It is imperative that all involved understand the plan as much as they need to, particularly their role and responsibilities within it and what they need to do and that what is recorded happens in practice.

- Supervision arrangements

The precise arrangements (including for “free” time) need to be appropriate and based on the age and maturity of the pupils and characteristics of the venue.

- Staffing levels

The risk assessment should identify the staffing required to run a visit safely. Staffing should never be decided just by a simple numerical calculation of the ratio of pupils to adults, but based on factors such as the age, ability (including their behavioral, medical, emotional and educational needs), experience, gender and maturity of the pupils, the duration and nature of the activity being undertaken and the requirements of the venue.

The Early Years Foundation Stage (EYFS) Statutory Framework no longer sets out different requirements for minimum ratios during outings from those required on site. As with other age groups, ratios during outings should be determined by risk assessment, which should be reviewed before each outing. The appropriate ratio on an outing is always likely to be lower than the legal minimum that applies otherwise (either 1:8 or 1:13 in early years’ settings and 1:30 in infant classes).

- Competence

The level of competence/qualification of leaders likely to be required should be identified though the risk assessment, including first aid provision.

- Activities

The risk assessment should cover, to a similar standard, both the main activities of the visit and the “Plan B” alternative activities included in the visit plan in case the primary activity is undeliverable.

- Equipment

The equipment required, including clothing and any emergency equipment, should be appropriate for the environmental conditions and should take account of the findings of the risk assessment.

- Emergencies

Risk assessments should consider how the group might respond to a serious incident, including the procedures for contacting sources of help. Risk assessments for outdoor water-based activities should take account of the possibility of a panicking casualty.

- Participants

Parents should be provided with sufficient information on hazards and risks to allow them to make informed decisions about their child's participation. The medical details of all participants (staff and pupils) are to be included as part of the risk assessment.

Some of these factors should be considered separately for the journey's to and from a visit venue and for during the activity itself. They are not mutually exclusive.

- 1.18 Risk Assessments are to be prepared for all aspects of an Out-of-school visit for which the school are actually organising (i.e. transport to and from venue, leisure activities at a centre etc.). Activities undertaken under the supervision of Providers when visiting organised centres i.e. a rock-climbing centre, or ice rink, will be the responsibility of the centre. Risk assessments must be reviewed upon return, this is especially important where the venue is to be re-used, or if an accident/incident occurred.
- 1.19 In the event of an accompanying teacher, or adult helper, being a parent (or otherwise in a close relationship with a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise group management, particularly if there is a serious incident. There is a probability that the helper may be distracted by the needs of their own child, rather than looking to the needs of the whole group. This means that the Visit Leader should directly address this issue as part of the assessment of risks and not assign a helper to a leadership role which gives them a direct responsibility for their own child, other than where this is a risk-managed part of the plan.
- 1.20 Staff, who have children at the school on an expedition/trip, or who wish to bring their own children along with them, cannot be included in the supervision ratio for trips involving a 'higher risk' activity.
- 1.21 If, after due process, the risks are considered not to be 'acceptable', the visit **must not** take place.



## Administration

- 1.22 Information should be both given to and sought from pupils and parents. Guidance on what information should be given to parents is shown in Appendix I. A briefing meeting with the participating pupils' parents must be offered to all overnight/residential visits.
- 1.23 For any visit of more than one day, or of a high risk nature, consent must be given by the pupils' parent/guardian and copies of these records are to be *held* by the Visit Leader *and stored as per the Information and Records Retention policy*.
- 1.24 Two copies of the relevant consent forms at Appendix III (Appendix IIIA for UK trips and Appendix IIIB for overseas trips) are to be sent to the pupil's parents, providing details of the activity. If receiving the information by email the parents are encouraged to save/retain a copy of the consent form. One copy is to be returned (signed) to the Visit leader. If both parents are residing at home with the pupil, one signature only is required. Two signatures may be required in situations in which the parents are not domiciled together and both wish to exercise independent parental responsibility.
- 1.25 Where possible (and only when known) separated parents who desire to exercise equal parental responsibility must each sign a copy of the consent form. In these circumstances two copies of the form should be sent to each parent. One copy is to be retained by the parent and the other copy is to be returned to School. If a response cannot be obtained from one of the parents, the other parent's consent can be treated as sufficient. If any one parent refuses consent, the Visit Leader should discuss and try to resolve the reason. If agreement cannot be reached, the pupil shall be omitted from the visit/activity.
- 1.26 Visit Leaders must ensure *sufficient copies* of all relevant information from the 'Critical Incident Plan' and mobile telephones *are carried by members of the Visit Leadership Team*.
- 1.27 In the event of an incident/emergency, a means to contact parents/guardians may be required. The Visit leader should ensure that they have suitable means of being able to do this either directly, or with staff assistance from the Establishment.
- 1.28 A member of the Establishment's Senior Leadership Team (who ideally is not participating in a trip at the same time) will be agreed as the Emergency Contact for each trip to activate any Critical Incident Plan if this should be necessary. He/she should have the contact numbers of **ALL** the participants so that all parents/next of kin can be informed of developments. See section on Emergency Procedures.
- 1.29 Visit Leaders of all visits should ensure that they consider plans for an alternative activity (Plan 'B') to be available if the primary activity becomes too high a risk (e.g. due to sudden deterioration in the weather), or circumstances change that do not permit the original trip to proceed as planned.

## **Procedures**

- 1.30 Before the visit takes place, the Deputy Head of the potential participants' Establishment must have details of what is being proposed and approve the event (in principle).
- 1.31 Once approved, all Visit Leaders must use the electronic visit notification and approval system held on the LSF network to include the details on the nature of the visit, activities to be undertaken, method of transportation to be used and the venue(s) etc. The recording of the risk assessment is incorporated within the process. This electronic system also allows a copy to be archived for future reference.
- 1.32 Notice of a completed out-of-school visit risk assessment is automatically forwarded by email to those members of staff at each Establishment who hold the responsibility for the agreement and endorsement of the assessment for the approved visit. Copies of all relevant information, including risk assessments, are to be made available to all members of the visit leadership team and participants as required.
- 1.33 Until the risk assessment has been approved, the visit endorsed by the Head (or their nominee) and the medical information for each participant checked, the visit **cannot go** ahead. Head's must ensure any visits that have not been fully approved do not take place.

## **Behaviour**

- 1.34 The Establishments are encouraged to use of codes of behavioural conduct as a means of establishing appropriate expectations of participants' behaviour. Such codes should be explained to participants and parents before a visit, so reducing the opportunity for misunderstanding both expectations and the sanctions that may be invoked where the code is breached;
- 1.35 Pupils/students must sign up to a "behavioural contract" for all residential visits and where necessary, parents also sign and accept responsibility for removing participants in prescribed circumstances.
- 1.36 LSF aims to promote healthy, sensible and responsible attitudes to alcohol. On Out-of-School visits, no adult should drink more than a moderate quantity and there must always be at least one member of the Visit Leadership Team who refrains in case of an emergency and/or having the need to drive. On visits involving a large number of pupils/students, it may be appropriate for more than one member of the Visit Leadership Team to refrain; this decision should be taken by the Visit Leader. Adults electing to drink should do so discreetly and not in the direct presence of pupils/students. It is important that all adults are able to make rational decisions at all times and do not perform supervisory duties in an alcohol-affected condition.

## **Inclusion**

- 1.37 The Equality Act 2010 states that LSF or, for other provision, the service provider, must not discriminate against, harass or victimise anyone because of one of the protected characteristics (disability; gender reassignment;

pregnancy and maternity; race; religion or belief; sex; sexual orientation) in the way that it provides (or not) a benefit, facility or service. There is a duty to make reasonable adjustments. Visits are to be made available and accessible to all, irrespective of special educational or medical needs or protected characteristics.

- 1.38 When a visit or activity is being planned, all reasonably practicable measures must be taken to include all potential attendees. Every reasonable effort should be made to find a venue and activities that are both suitable and accessible and that enable all attendees to participate fully and be actively involved.
- 1.39 Care should be taken not to cause indirect discrimination. For example, arranging a residential visit during a religious festival or holiday might prevent pupils of certain religions being able to attend.
- 1.40 In making decisions, the Establishment must balance the need to provide the best possible educational outcomes for all participants with the need to meet the particular needs of individuals. Sometimes it may not be possible to make reasonable adjustments to include a participant in a specific visit or activity, nor to provide the whole group with a suitable alternative. The burden of proof is on the Establishment, to show that what happened was for a reason other than unfair discrimination.
- 1.41 Any adjustments that are made in order to include a disabled young person should not impinge unduly on the planned purpose of the activity.
- 1.42 A decision to exclude a young person should not be taken lightly, and only after consultation with those who have responsibility for the young person, including (as appropriate) the head teacher/manager, visit leader, class teacher, parents, any support staff, any third party provider, and possibly their GP.

#### Exclusion on the grounds of behaviour

- 1.43 It may be reasonable to exclude a participant where their behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of either themselves, or other members of the group, or the leaders. Where a young person has a behaviour difficulty that is not associated with a protected characteristic then it is unlikely that the Equality Act applies.
- 1.44 Where there is some doubt about including or excluding a young person on the grounds of their behaviour, the following points should be considered:
- identifying the issue at the earliest stage of planning.
  - involving all interested parties.
  - establishing a behaviour management plan with agreed action points that may enable inclusion on the visit.
  - establishing behaviour targets and timescales to be met to allow inclusion, or trigger a decision to exclude.
  - providing an additional adult, such as a parent or support worker, with a specific brief to manage behaviour issues.
  - ensuring that what is expected of staff is reasonable and within their

- competence.
- recording this process.

## **2. TYPE OF ACTIVITY**

### **2.1 Outdoor or High Risk Activities**

Adequate supervision is particularly important for these types of events. The provider of an outdoor/high risk activity should have staff available to supervise so that the number of Establishment staff involved may be low. Always check the level of supervision being provided, the skill levels of their staff and for mixed groups of older pupils/students, be aware that both male and female supervision may be required (see 2.1.5).

The level of supervision needed to control an event safely such as a hill or dales walk must be carefully considered. It is unlikely that a large number of pupils/students can be adequately supervised by just a single Activity leader as, in the event of an accident, there would be insufficient resources to manage the situation.

There must be a minimum of two adults with any Duke of Edinburgh expedition that takes place. If an Establishment is using an appropriate firm under contract to provide supervision of a Duke of Edinburgh Award Scheme expedition, the numbers of staff from the Establishment, who participate to ensure pastoral care, should be enough to deal effectively with two simultaneous, but geographically separated incidents, whether in the day or night.

As a general rule, the absolute minimum pupil/student to staff ratio should be 10:1. However, this ratio will be varied in the case of skiing trips and may be varied depending on the recommendation of National Governing Bodies/Associations regulating certain activities and the results of the risk assessment.

- 2.1.1 If a high risk activity (such as caving, climbing, trekking or a water sport) is being considered, a suitably qualified and / or experienced Activity leader must be in charge.
- 2.1.2 If an activity provider is to be used by an Establishment, the Visit leader must check the appropriateness of the Provider (see 2.1.5).
- 2.1.3 Providers of those high risk activities that require Adventurous Activities licensing (see list) must be licensed to continue trading. However not all activity providers are required to hold a licence (depending upon the activity).

The following activities must be licensed when a commercial company is providing them or when local authorities / MOD provide them without charge:

- climbing and abseiling;
- caving and the exploration of disused mines;
- water sports, including canoeing, rafting, sailing and windsurfing;
- trekking, including horse riding, mountain biking and orienteering; and
- CCF activities: - static line parachuting, powered flight, gliding, shooting and assault courses. (All under MOD control)

These types of high risk activities when undertaken as part of an authorised Out-of-School Visit are included in the Schools' insurance cover.

2.1.4 The following high risk activities, when part of an Out-of-School Visit, are not covered by the Schools' insurances. Consequently, special arrangements will be necessary to ensure that adequate risk assessments and insurance cover are organised:

- Parachuting
- Bungee jumping
- Scuba diving
- Paragliding / parascending
- Hang gliding
- Water skiing and jet skiing
- Snow skiing
- White-water rafting

**Any other high risk activity not listed in this policy should be referred to the relevant Head and EVC before they are planned.**

2.1.5 When considering the use of an activity provider, there are some key items to note. These are:

- 2.1.5.1 Does the programme offered correspond with the provider's adventurous activity licence?
- 2.1.5.2 What is the group size and staff ratio for activity groups?
- 2.1.5.3 What are the emergency procedures, including the means of summoning help?
- 2.1.5.4 Do sufficient staff hold the appropriate First aid qualifications?
- 2.1.5.5 What happens to the programme in inclement weather conditions?
- 2.1.5.6 Who is responsible for maintaining safety and how do they fulfil that responsibility in respect of the pupils?
- 2.1.5.7 How is the emotional security of pupils safeguarded when they are faced with having to do things they find particularly challenging?
- 2.1.5.8 What experience do activity instructors have in teaching skills to pupils of a similar age?
- 2.1.5.9 Should both male and female supervision be provided?
- 2.1.5.10 Does the provider have accreditation to demonstrate that they meet minimum standards for safety and quality? i.e.

- Does the provider hold a Council for Learning Outside the Classroom (CLOtC) Quality Badge?
- Does the provider hold an AALA licence (if activities are in scope of the Adventure Activity Licensing Regulations)? If activities are not in scope of the regulations and the provider does not hold a CLOtC Quality Badge, do they have any other form of accreditation e.g. "Adventuremark" or any National Governing Body (NGB) Centre Approval?
- If the provider does not hold a CLOtC Quality Badge, what evidence or assurances about educational quality are available? Ask the providers to complete an 'External Providers Checklist' (See Appendix V) to seek assurances about such issues as insurance, fire safety, risk management systems, compliance with regulations etc. Have they complied with these?

Visit leaders should not be afraid to ask these questions when evaluating an activity provider, it fulfils the Foundation's responsibility to ensure that providers fulfil theirs.

## **CLOtC Quality Badge Scheme**

The 'Council for Learning Outside the Classroom' (CLOtC), set up a 'Quality Badge' scheme in 2009 to accredit companies and others who trade with schools. The Quality Badge gives assurance of good and safe learning and is awarded if six quality indicators are in place, including the satisfactory management of risk. A "badged" provider gives reasonable assurance that they uphold all health and safety law. In this case, the Visit Leader should check the provider can meet the particular intended learning needs of the group. Further details are available at [www.lotc.org.uk](http://www.lotc.org.uk)

- 2.1.6 The decision regarding the leadership of a high risk activity lies with the appropriate Head. In appointing an Activity leader, the criteria outlined at Appendix IV should be followed. Further advice is offered by 'Independent Outdoor', an umbrella organisation for staff delivering outdoor activities at independent schools in the UK, on adventure activities in the UK and worldwide at [www.independentoutdoor.org.uk](http://www.independentoutdoor.org.uk)
- 2.1.7 If a suitably qualified and / or experienced Activity leader is not available, the proposed activity must not take place.
- 2.1.8 Ideally, a preliminary visit to an activity centre should be made before entering into any contract.
- 2.1.9 Where an Out-of-School Visit includes recreational swimming, paddling or otherwise entering the waters of river, canal, sea or lake, a risk assessment must be completed and recorded.
- 2.1.10 Additional arrangements will be required to cover the organisation of a long visit to a UK or overseas destination. These could include travel arrangements, passports, health forms (EHIC), currency, insurance etc. Particular attention should be paid to the type of accommodation to be used on this type of visit.
- 2.1.11 If an outside supplier of transport or package holidays is used, they should meet the EU Regulations (Package Travel Directive 2015/2302) and be ABTA registered. The use of such providers will often help in those additional requirements identified above.

**In any Out-of-School Visit where high risk activities take place the participants' safety must never be compromised.**

## **2.2 Skiing Trips:**

The nature of skiing trips, combining both skiing and social activity, is such that those staff selected to supervise such trips must be fully aware of their responsibilities. In the case of joint LSF trips, discussion between the relevant Heads on the selection of staff supervisors is a pre-requisite before any announcement or appointment is made.

Ski trips rely heavily on the services of skiing professionals and facilities at the chosen resort. The qualifications and experience of members of staff involved in the skiing trip will influence the programme and the range of activities that can be undertaken by pupils during the course of the trip.

2.2.1 The following definitions of skiing activity apply: (Note this policy includes snowboarding)

Ski Tuition:

- In the normal course of events, ski tuition will be supervised by professional instructors provided by the resort.
- The organisers of ski trips should plan the programme of activities that is appropriate for the range of skiing ability and the ages of the participants. In doing so, it is essential that sufficient rest time is built into the programme (e.g. 1-hour minimum rest at lunch time).
- The cost of travel, accommodation, tuition (including staff training) and insurance is to be determined so that full recovery of the costs from the appropriate parents is made.

Supervised Practice:

- Supervised practice provides an opportunity for senior and junior skiers to practice, under supervision, the techniques that they have previously learned.
- It is essential that staff who undertake the supervision of supervised practice must hold the Alpine Ski Course Leader Award, or an equivalently recognised qualification.
- The qualified staff supervisors are always to select the runs, routes, the pace and the tasks to be performed.
- Pupils engaged in supervised practice must ski in groups.
- Pupils engaged in supervised practice must always be under the direct control of the staff supervisors.
- Staff supervisors must always be able to ascertain that all members of the group are safe and well.
- If a pupil does not wish to participate in supervised practice, they must still be supervised to an appropriate level.

Free Skiing:

- In free skiing, skiers chose the runs and routes.
- Supervision is variable and may not be evident.
- Free skiing is not recommended for school skiing trips by Snow Sport England or in the DfES and LEA Guidelines for Maintained Sector Schools.

**Under no circumstances must free skiing ever be undertaken by pupils/students participating in a skiing trip which is operated under the auspices of the Loughborough Schools Foundation.**

General Guidelines:

- The maximum pupil/staff ratio for supervised practice skiing will be 8:1.
- No off-piste skiing by pupils is ever to be undertaken.
- All pupils and staff are to wear helmets whilst skiing and/or snowboarding on a LSF ski trip. The helmet is to comply with the European Ski helmet standards CEN 1077.

- All Foundation ski trips will be subject to any conditions put in place by the skiing professionals in charge or by the resort being visited (e.g. wearing additional safety equipment).
- Reliable communications must be available to staff supervising a ski trip in order to minimise any delay in the event of an emergency. A duty member of staff must be appointed as the main point of contact and he/she must remain in the vicinity of the ski centre (or the most suitable location, if that is not the ski centre) during their time on duty. It will be their responsibility to co-ordinate any assistance necessary to deal with an injured pupil or member of staff. It is imperative that the appointed duty member of staff be contactable at all times by the resort and/or other members of staff.

### **2.3 Residential Visits:**

Residential Visits can involve very varied arrangements which can require very different levels of supervision. The venue may well have staff available that can be called upon to assist. Mixed groups of pupils must have male and female staff available to supervise. As a general rule the pupil: staff ratio should be at most 15:1. However, this ratio may be varied as a result of the risk assessment.

2.3.1 Additional arrangements will be required to cover the organisation of a long visit to a UK or overseas destination. These could include travel arrangements, passports, health forms (EHIC), currency, insurance etc. Particular attention should be paid to the type of accommodation to be used on this type of visit.

2.3.2 If an outside supplier of transport or package holidays is used, these should meet the EU Regulations and be ABTA registered (see 2.1.11). The use of such providers will often help in those additional requirements identified above.

### **2.4 Theatre Trips, Lectures and Conferences:**

The venues for these types of visit usually offer the greatest protection for the pupils/students taking part. Usually in this situation minimal supervision should be necessary. As a general rule the pupil: staff ratio should be at least 20:1 but particular account should be taken of the participants needs, the size and layout of the venue and the content of the event when assessing the risk.

### **2.5 Sports Fixtures and Major Tours:**

Whilst local sports fixtures may be routine and may not require a separate risk assessment on every occasion, a sports tour may involve much planning and close supervision. The main areas of concern in setting supervision levels will be the journey.

As a general rule the pupil: staff ratio for a local sports fixture should be at most 20:1. A greater level of supervision, possibly 10:1, might be appropriate for an extended sports tour.

Regular sports activities held at Quorn are not subject to specific risk assessments. The activities must be supervised and controlled to the same levels of safety as sports activities being held at the main campus. Travel to and from Quorn must be of a suitable standard. Ideally the coaches and / or buses should be fitted with seat belts but it is accepted that the approved transport supplier will use service double-decker buses which do not have seat belts.



### **3. EMERGENCY PROCEDURES**

- 3.1 Before departing on an Out-of-School Visit the following should be in place:
- 3.1.1 A copy of the list of participants (pupils plus Visit Leadership Team/Helpers) is to be lodged with the appropriate Establishment office immediately before departure. This can be easily accomplished by supplying a copy of the 'Trip Details for School Office' form (Appendix II).
  - 3.1.2 Mobile telephones (own or schools') should be carried by adult participants. If possible, there should be at least two telephones per party (unless the party is very small / has only one adult involved).
  - 3.1.3 A suitable member of the Establishments' SLT, who will remain contactable and who will be available, must be designated as the Emergency Contact for any trip outside normal school hours. Full details of the visit, including the itinerary, list of participants and emergency contact numbers etc, should be available to this member of staff.
  - 3.1.4 A facility for raising emergency funds should be available to the Visit Leadership Team. This facility should be arranged through the Bursary.
  - 3.1.5 The Visit Leader is to take on the visit a copy of all relevant information from the 'Critical Incident Plan'.
- 3.2 Actions to be taken in the event of an emergency:
- 3.2.1 An adult within the group must take control, establish the nature and extent of the emergency and organise local help as required. Making sure that all other members of the party are accounted for and safe.
  - 3.2.2 The extent of any injuries and names of the injured are to be established and first aid administered. The relevant emergency services are to be called.
  - 3.2.3 An adult from the party must accompany casualties to hospital, and if on their own, go with the injured pupil(s); the Emergency Services will look after the rest of the party until another member of staff arrives.
  - 3.2.4 The Visit leader is to ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to base (if appropriate).
  - 3.2.5 One adult is to remain at the incident site to liaise with the emergency services until the incident is over and all pupils/students are accounted for.
  - 3.2.6 One person only from the group is to contact the 'Emergency Contact' at the Establishment to appraise him/her of the situation (name, nature, date and time of incident, location of incident, details of injuries, names and telephone numbers of those involved, action taken so far, etc).

- 3.2.7 Each Establishment must have in place procedures to implement a Critical Incident Plan to be activated where there is a Critical Incident requiring a co-ordinated response. The main functions of those involved would be to: -
- minimise or eliminate any danger or risks to individuals,
  - minimise the impact of the incident on the operation of the Establishment,
  - ensure that LSF acts in a lawful manner,
  - facilitate effective recovery,
  - ensure business continuity is established,
  - minimise any adverse publicity and
  - ensure that all external enquiries are handled consistently.
- 3.2.8 All action taken by Establishment -based staff is to be recorded to assist any ongoing or subsequent investigations.
- 3.2.9 Any media interest must, initially, only be dealt with by a designated person and following consultation with the Chair of Governors or, in their absence, a nominated deputy. No member of the Establishments' staff or group is permitted to give any opinions or details of the incident to any media body.**
- 3.2.10 A written record of the incident is to be made by the Visit Leader as soon as practicable. A record should be made of any witnesses and any associated equipment should be kept in its original condition.
- 3.2.11 Should an accident occur it must be recorded on a LSF accident form and, if applicable, recorded in the accident book at the venue. If the accident resulted in a major injury i.e. fracture, concussion, hospital treatment etc. it is advisable to obtain witness statements.
- 3.2.12 Parents are to be informed of any delays that will be necessitated.
- 3.3 Actions to be taken following the conclusion of the emergency:
- 3.3.1 A decision must be made in consultation with the Emergency Contact either to continue the out-of-school event or to return to the school.
- 3.3.2 If the visit is to continue, the Visit leader must be sure that sufficient (and suitable) supervision is available for the remaining pupils.
- 3.3.3 Where necessary, the Visit leader is to be kept informed about the progress of the repatriation so that the remaining pupils are kept up to date.
- 3.3.4 If the visit is to be abandoned, the Visit leader must co-ordinate all further arrangements in the location. Some, indirect, support may be available from the Establishment (i.e. to arrange additional funds or organise others to join the group etc.).
- 3.3.5 Decisions may have to be made involving splitting the group in order to return home as rapidly as possible. In these circumstances, the Visit leader must ensure adequate supervision for each of the sub groups. The Visit leader must also ensure continued communications between the sub groups and the school Emergency Contact.