



Educational Visits Policy

Independent Boarding and Day School for Boys and Girls

Royal Hospital School

May 2015

ISI reference	14d
Key author	Assistant Head (Co-Curricular)
Reviewing body	Second Master
Approval body	Senior Management Team
Approval frequency	3 Years
Last approved	13 May 2015
Date of document review	13 May 2018
Related Policies and associated documents	

Educational Visits Policy

The Royal Hospital School (RHS) has formally adopted “*National Guidance*” as “*Royal Hospital School Employer Guidance*”. This Educational visits guidance can be found on the following web site: www.oeapng.info (OEAP- Outdoor Educational Advisers’ Panel). The DfE Guidance for Health and Safety in Schools is here: [DfE advice on Health and Safety OEAP](#)

1 Scope and Remit

The Governors and Headmaster of the Royal Hospital School (RHS) recognise the value to pupils of Educational Visits. Such visits should:

- Enhance the pupils’ understanding of curricular activities;
- Provide opportunities to practise skills;
- Develop pupils’ social skills; and
- Help provide for a broad education as part of the School’s aims (see [‘Making the Case’](#))

The National Guidance (NG) document “[Basic Essentials MUST Read - Status and Remit](#)” clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

- Direct supervision of young people undertaking experiences beyond the boundary of their normal operational base;
- Direct supervision of young people undertaking experiences that fall within the remit of Educational visits and Learning Outside the Classroom;
- Facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base;
- Deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base;

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the NG document: “[Underpinning Legal Framework](#)”.

This Policy relates to the following Royal Hospital School policies (Health and Safety Policy, Employment, Insurance, Critical Incident).

2 Provision of Employer Guidance

It is a legal expectation that RHS employees must work within the requirements of their employer's guidance.

RHS employees should also follow NG recommendations.

Where there is any variance of policy between the national guidance and RHS policy, the RHS policy requirements take precedence over any guidance.

Where an RHS employee commissions a **Learning Outside the Classroom (LOtC)** activity, they must ensure that such commissioned agent has either:

- a) Adopted RHS or OEAP National Guidance; or
- b) Has systems and procedures in place where the standards are not less than those required by OEAP National Guidance.

3 Ensuring Understanding of Basic Requirements

As an employer, RHS is required to ensure that its employees are provided with

- Appropriate guidance relating to visits and LOtC activity;
- Employer-led training courses to support the guidance to ensure that it is understood;
- Suitable systems and processes to ensure that those trained are kept updated;
- Access to advice, support and further training from an appointed Adviser that has proven expertise and professional understanding of the guidance, the training and expectations set by current good practice.

- The appropriate guidance for the management of outdoor learning and LOtC at RHS is the Employer Guidance web site [OEAPNG](#)

The relevant training courses for Royal Hospital School are:

- Educational Visit Coordinator (EVC) Training – the Royal Hospital School is required to have a current, trained EVC in post. The Royal Hospital School Educational Visit Coordinator (EVC) Revalidation - all Royal Hospital School EVCs are required to undertake a formal revalidation from time to time (3-5 years suggested).
- Visit Leader Training – all visit leaders have training and support from the EVC and an 'apprenticeship' system is operated with experienced staff mentoring staff with less trip experience.

Where an employee experiences problems with finding the material they are looking for, or require clarification or further help and guidance, they should consult the EVC.

4 Role-specific Requirements and Recommendations

Employer Guidance sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found within RHS management structures. These are:

[Governing Body \(Employers\)](#)
[Headmaster](#)
[EVC](#)

Refer to individual NG documents headed as above.

Greenwich Hospital (by the Sole Trustee the Secretary of State for Defence) delegates appropriate responsibilities to the Director of Greenwich who in turn delegates appropriate responsibilities to the Headmaster.

Decisions about Educational Visits are delegated to the Headmaster who may then in turn delegate duties to others, such as the Educational Visits Co-ordinator and the Visit Leader.

Employer Guidance sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found within the establishment. These are:

1. [Member of Board of Governors or Management Board](#)
2. [Headteacher](#)
3. [EVC](#)
4. [Visit or Activity Leader](#)
5. [Assistant Visit leader](#)
6. [Volunteer Adult Helper](#)
7. [Parents](#)

Refer to individual NG documents headed as above.

5 Approval and Notification of Activities and Visits

Employer guidance **must** provide clarity on issues where responsibilities and functions are delegated. This is particularly critical in establishing requirements regarding formal notification and formal approval of activities.

RHS uses the Evolve system, which leads a Visit Leader through the approval process. Outline approval is first sought through the system and when all documents are prepared final approval is sought through the Evolve system.

Approval

All visits are approved at Headmaster and EVC Level.

The approval process and procedures for day, adventurous and residential visits are set out in detail on the School intranet [EVC](#) pages and shared resources (consent forms, emergency cards, trip letters etc.) are available.

The competence of the visit leader is the key component in ensuring the safety of the participants. Assessment, training and support of visit leaders is a priority of the EVC.

All School trips have a named leader who must be a serving teacher at RHS. The approval paperwork is to be completed by the Visit Leader.

6 Monitoring

As an employer, RHS ensures that there is monitoring of the visits and LOtC activities undertaken by its staff. Such monitoring should be in keeping with the recommendations of Employer Guidance. There is a clear expectation that the monitoring function is a delegated task put in place by the EVC and principally carried out by experienced staff acting as mentors/advisors for colleagues.

Refer to NG document: [“Monitoring”](#)

7 Assessment of Leader Competence

Employer Guidance provides clear advice regarding the assessment of leader competence. It is an expectation of the RHS Policy that all leaders and assistants have been assessed as competent to undertake such responsibilities as they have been assigned in line with national guidance.

See the [notes](#) link from the intranet.

Adventurous Activities – see appendix A for list

RHS acknowledges the immense educational benefits that adventurous activities can potentially bring to young people, and fully supports and encourages adventurous activities that are correctly planned, managed, and conducted. Competences to lead outdoor activities should be demonstrated by holding the relevant National Governing Body (NGB) award where it exists. Where there are queries regarding the competencies/experience required the EVC will contact outdoor professionals for advice. All centres and providers used by the school for the provision of adventure activities will hold a current AALS licence.

Other Areas

Staff competence in first aid, minibus driving, life-saving etc. may also be needed, depending on the activity. Volunteers will also require induction training prior to a specific visit. Training requirements in these areas should be identified as part of the risk assessment process.

Refer to NG document: [“Assessment of Competence”](#)

8 Good practice requirements

To be deemed competent, a RHS Visit / Activity Leader, or Assistant Leader must be able to demonstrate *the ability to operate to the current standards of recognized good practice for that role*.

All staff and helpers must be competent to carry out their defined roles and responsibilities.

Employer Guidance sets a clear standard to which RHS leaders must work. The guidance states:

“a competent Visit /Activity Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires:

- Knowledge and understanding of their employer’s guidance supported by establishment-led training.
- Knowledge and understanding of establishment procedures supported by a structured induction process specified by the establishment.
- Knowledge and understanding of the staff, the activity, the group and the venue.
- Appropriate experience
- In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification.”

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues is applied to both newly qualified and newly appointed staff. The School should view the original documents and certificates when verifying leader’s qualifications, and not rely on photocopies.

Where a Volunteer Helper is a parent (or otherwise in a close relationship to of a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the Risk-Benefit assessment.

Refer to NG document: [“Good Practice Basics”](#)

9 Risk Management

Refer to NG document: [“Risk Management”](#)

As an employer, RHS has a legal duty to ensure that risks are managed - requiring them to be reduced to an “acceptable” or “tolerable” level - and not to eliminate risks, as would be a reasonable expectation when risk assessing a piece of machinery, work shop or manufacturing process. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring RHS to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an activity should be informed by the benefits to be gained from participating. RHS promotes a “Risk-Benefit Assessment” approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is “acceptable”. HSE endorse this approach through their [“Principles of Sensible Risk Management”](#) and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves. DfE also make clear that they support this approach through their guidance here [DfE assessing and managing risk.](#)

There is no legal or RHS requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified

for any significant risks i.e. those that may cause serious harm to an individual, or harm several people. HSE case study examples of sensible school trip risk management are available here: [HSE case-studies](#)

Generic RHS risk management plans exist for a wide range of trips and components of trips – accommodation, transport, theatre trips etc. These are available on the [RHS intranet](#).

For a clear justification for the Risk/Benefit approach to risk management see the article by Professor David Ball here: [the-future-of-risk-assessment](#)

10 Preliminary Visits and Provider Assurances

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is a vital dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. The EVC will advise on this in each specific case. A pre-visit is usually required for visits where there is a high complexity factor and the visit has not happened previously, or when the visit is adventurous and led by RHS staff. A new D of E day walk for example.

Residential, visits abroad, exchange visits, adventure led by school staff all have aspects of complexity. If the visit is led and managed by a provider, then a variety of approaches can reduce the need to pre visit.

It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy.

Examples of such schemes include:

[The LOtC Quality Badge](#)

[AALS licensing](#)

[Adventuremark](#)

[School travel forum](#)

NGB centre approval schemes (applicable where the provision is a single, specialist activity).

RHS takes the view that where a provider holds such one of the above accreditations, there should be no need to seek further assurances.

Refer to: NG document [“Preliminary Visits and provider Assurances”](#)

11 Vetting and DBS Checks - see also [RHS Child Protection Policy](#)

RHS employees who work *frequently* or *intensively* with, or have *regular access* to young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process.

For the purposes of this guidance:

- *frequently* is defined as "once a week or more";
- *intensively* is defined as 4 days or more in a month or overnight.

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.

The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered.

Refer to NG document: ["Vetting and DBS Checks"](#)

12 Requirement to Ensure Effective Supervision

In general terms, the Law does not prescribe activity-specific staffing ratios; but it does require that the level of supervision and group management is "effective".

Effective supervision should be determined by proper consideration of:

- Staff Competence
- Activity - nature and location of the activity (including the type of activity, duration, skill levels involved)
- Group - age (including the developmental age) of the group; ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc.);
- Environment - nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions,
- Distance away from the base

Refer to NG document: ["Ratios and Effective Supervision"](#)

Refer to NG document: ["Group management and Supervision"](#)

Guidance for RHS staff contains examples of typical 'RHS' staffing ratios for trips.

13 Emergency Planning and Critical Incident Support

A critical incident is an incident where any member of a group undertaking an off-site activity has:

- either suffered a life threatening injury or fatality;
- is at serious risk;
- or has gone missing for a significant and unacceptable period.

As an employer, RHS is committed to providing emergency planning procedures to support establishments in the event of a critical incident.

Refer to NG document: ["Critical Incident Management for Visits"](#) and the ["RHS Critical Incident Policy"](#)

All RHS visit leaders are provided with a [Critical Incident card](#) detailing our emergency procedures and contact details for the RHS Critical Incident team.

All residential trips have a nominated Critical Incident base contact who has trip details and is 'on call' at all times.

14 Charges for Off-site Activities and Visits

RHS has the following 'code' for charging for visits:

- If the trip is compulsory in School time and required for the scheme of work then the School covers the cost or provides a significant subsidy.
- If the trip is optional or out of curriculum time then the cost of the trip is passed on to parents.
- Each proposal is judged on its merits by the EVC and Senior Staff.

15 Consent

15.1 In our **current** RHS parent contract parents consent to the following:

15.2 **School Trips:** A variety of school trips will be provided for the Pupil. The cost of some school trips will be charged as an extra and added to the fees invoice. The Parents' prior consent will be sought for a visit costing more than £50. School trips which involve:

- 15.2.1 overseas travel; or
- 15.2.2 an overnight stay; or
- 15.2.3 hazardous activities

shall require specific consent from the Parents and will be subject to a separate agreement. The cost of such a visit will be payable in advance. The Pupil shall be subject to School discipline in all respects whilst engaged in an educational visit. All additional costs (such as medical costs, taxis, air fares, or professional advice) incurred to protect the Pupil's safety and welfare, or to respond to breaches of discipline, will be added to the fees invoice. The School reserves the right to prevent the Pupil from taking part in an educational visit while overdue fees remain unpaid.

15.3 **Transport:** The **Parents** consent to the Pupil travelling by any form of public transport and / or in a motor vehicle driven by a responsible adult who is duly licensed and insured to drive a vehicle of that type.

When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then additional formal consent is not necessary.

Almost all trips require communication with parents as specific information needs to be given on timings, equipment etc. and consent to payment gained. Example trip letters are available on the RHS intranet.

All residential trips and adventurous activities require specific parental consent.

If payment is not received in advance or as required or School fees are outstanding, RHS reserves the right to exclude pupils from an Educational Visit.

Parents will also be informed of the arrangements for sending a pupil home early. Parents will normally be required to meet the costs of such arrangements. The School will not refund the cost of the remainder of the visit.

16 Inclusion

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Establishments should take all reasonably *practicable* measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
- integration through participation with peers

Employers, Headmasters/Managers, Curriculum Planners, EVCs and Visit Leaders should be aware of the extent to which Inclusion is or is not a Legal issue.

Under the Disability Discrimination Act 1995, it is unlawful to:

- treat a disabled young person less favourably;
- fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.

Refer to NG document: ["Inclusion"](#)

17 Insurance for Off-site Activities and Visits

Employer's Liability Insurance is a statutory requirement and RHS have arranged a policy that will respond and, if appropriate, indemnify against all claims for compensation for bodily injury suffered by any person with a contract of employment. This cover also extends to those persons who are acting in an authorised voluntary capacity as assistant supervisors. RHS also holds Public Liability insurance, which will indemnify the school against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, third party property where RHS are deemed to have been negligent. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff if they commit a negligent act. The indemnity includes activities such as off-site activities and outside visits organised by all departments for which RHS may be considered responsible.

The School also holds comprehensive travel insurance for staff and pupils. Details of the Policy are available to visit leaders and can be sent to parents as part of pre-trip administration.

Parents should be told:

- which insurances are arranged by school and which are arranged and payable by parents and also of any insurances that have not been verified, for example, host parents abroad
- that if they require cover for specific events (for example repatriation to somewhere other than the UK) they must make their own arrangements
- that the school cannot accept liability for the failure of insurance for reasons beyond the control of the School or where the School has made reasonable enquiries and exercised reasonable care.

Refer to NG document: [*“Insurance”*](#)

18 Medical

Medical details for students and staff taking part in trips are collected by the visit leader either through a specific medical consent form for residential trips, or by reference to the school database for day visits. The School nurse is also consulted for residential trips. Any specific student medical issues are to be included in the trip risk management planning.

The Visit Leader will ensure there is adequate first aid provision on each Educational Visit.

19 Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it. All national and local regulatory requirements **must** be followed.

Minibuses

It is a requirement of RHS Policy that all staff must hold category D1 entitlement on their driving licence and have completed the Suffolk/Norse Driver Development training to be able to drive a minibus. See [RHS Transport Policy](#).

The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus.

The Visit Leader should ensure that coaches and buses are hired from a RHS-approved company.

Also see NG document: [*“Transport in Minibuses”*](#)

Transporting young people in private cars requires careful consideration. Staff cars should only be used to transport students in ‘unplanned’ or ‘emergency’ situations. For example, journeys to hospital.

Refer NG document: [*“Transport: General Considerations”*](#)

20 Planning

Planning should reflect the consideration of Legal and good practice requirements, ensuring:

- The plan is based on RHS procedures and employer guidance.
- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.
- Proportionate assurances have been obtained from any providers (making full use of national schemes that accredit that assurances have already been obtained by credible inspection regimes).
- Designated emergency contact(s) have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.

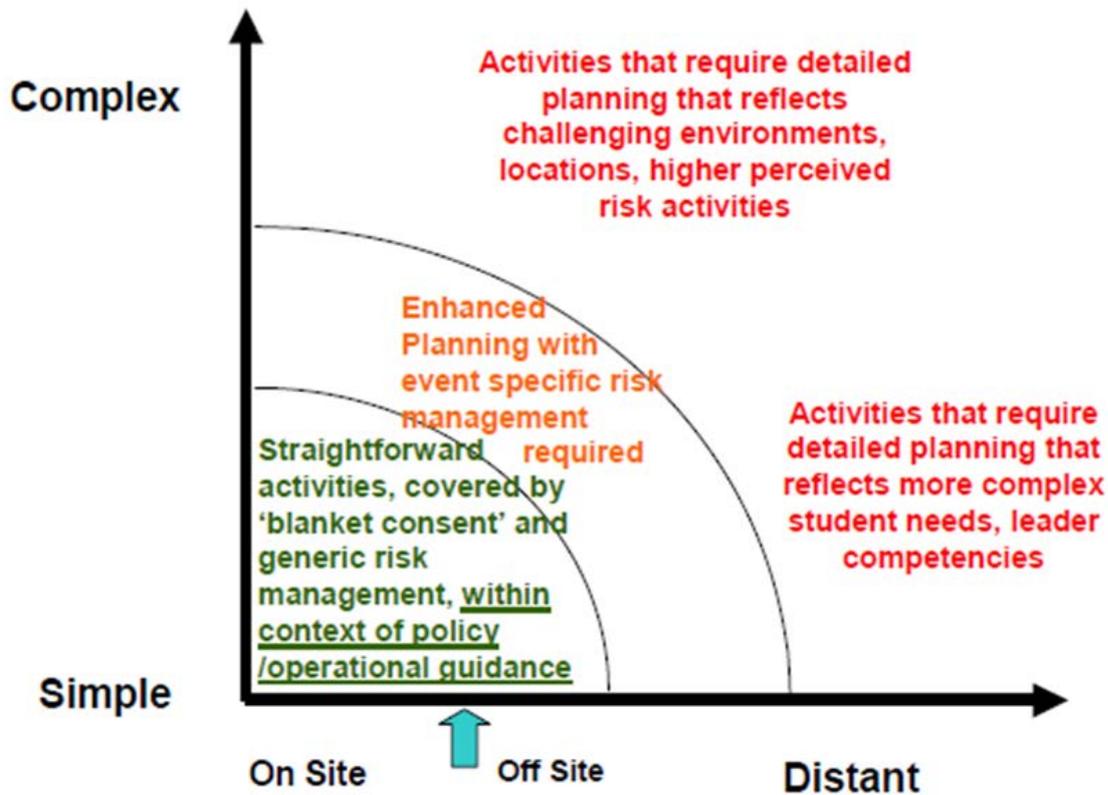
It is strongly recommended that at a very early stage of the planning process, the provisional staffing team carry out a brain storming exercise in order to identify the benefits and learning outcomes that the activity (or range of activities) might achieve. If the outcomes are to be evaluated with any rigor, then it will be essential that these outcomes are prioritised, and appropriately targeted. A record of these outcomes will help keep the plan focussed and also be a vital part of the risk management process in providing some objectivity in a “Risk Benefit Analysis”. Once the targeted outcomes have been recorded, it will then be possible to identify appropriate on-going review and evaluation strategies, including indicators.

This supports the move towards developing activity-specific policies at establishment level for regular or routine activities. Such policies should be robust and equate to “*operational guidance*” that makes it clear how the activity should be planned and delivered, meeting all necessary recommendations and requirements, as well as assuring educational quality.

The degree of complexity of a particular plan or policy (along with its supporting procedures) will need to reflect the nature and complexity of several variables that can impact on any given activity. These variables can be remembered as “**SAGED**” as explained below.

- **Staffing requirements** – trained? experienced? competent? ratios?
- **Activity characteristics** – specialist? insurance issues? licensable?
- **Group characteristics** – prior experience? ability? behaviour? special and medical needs?
- **Environmental conditions** – like last time? impact of weather? water levels?

- Distance from support mechanisms in place at the home base – transport? residential?



Refer to NG document: [“Planning Basics”](#)

Example RHS trips

Straightforward – Sport fixtures, local theatre, local museum, group meal

Enhanced Planning – CCF residential, Geography fieldwork

Challenging Environments – D of E Gold level

Complex student needs leader competencies – Water sports

21 The Value and Evaluation of LOtC

The Ofsted report [“Learning Outside the Classroom – How Far Should You Go?”](#) (October 2008) makes statements in the strongest terms to support the value of LOtC, including the fact that it raises achievement. Refer to NG document: [“Ofsted and LOtC Summary”](#)

However, it also highlights the finding that *even where LOtC is highly valued and provided to a high standard, it is rarely evaluated with sufficient rigour* – i.e. in the way that classroom learning is evaluated – and a methodology to address this is provided within the National Guidance document.

5.1c *“Rigorous Evaluation of LOtC: Meeting Ofsted Expectations and Assuring Quality”*.

Version	Authors	Updated by SMT (date & sign)	Reviewed by sub- committee (date & sign)	Signed off by Board (date & sign)
0.1	CAR			

Appendix A

Adventure Activities

Below is a list of 'Adventure Activities' as agreed by Local Authority outdoor education advisors.

Before our students take part in any of these we need to be sure that the relevant National Governing Body qualifications are held by the person/organisation running the activity or a technical advisor has provided a statement of competence.

- All activities in 'open country' such as D of E Expeditions.
- Swimming (all forms, excluding publicly life guarded pools)
- Camping where participants/leaders erect tents and/or self-cater.
- Canoeing / kayaking
- Sailing / windsurfing / kite surfing
- Rafting or improvised rafting
- Use of powered safety/rescue craft
- All other forms of boating (excluding commercial transport)
- Water skiing
- Paintball (including 'Laser Quest')
- Snorkel and aqualung activities
- Hill walking and Mountaineering
- Mountain biking
- Rock climbing (including indoor climbing walls)
- Abseiling
- River/gorge walking or scrambling
- Coasteering/coastal scrambling/sea level traversing
- Underground exploration (Except designated 'Show' caves)
- Shooting and archery
- Skiing, snowboarding, and related activities (including dry slope)
- Air activities (excluding commercial flights)
- Horse riding
- Motor sport – all forms
- High level ropes courses
- 'Extreme' sports (Parcours, Bungee, Zorbing, Mountain or ATB Boarding etc.)
- Other activities (e.g. initiative exercises) involving skills/risks inherent in any of the above

Appendix B

Further Guidance for Visit Leaders

Checklist:

- When attending an Educational Visit, the Visit Leader must take:
- All documents covering booking, travel arrangements and accommodation
- Receipts for payments
- A card or means to access emergency funds
- Full insurance details and documents
- A detailed itinerary
- A full list of the party members
- Detail of emergency contacts
- Details of weather forecasts where appropriate
- The consent forms, including medical consent which may need to be produced at a hospital
- Details of emergency contacts and contacts for First Aid
- An appropriate First Aid kit
- Passport documents (where appropriate)
- One, and preferably two, mobile telephones with charger

A copy of all relevant information should be retained at the school with the emergency contact.

First-aid and skin care

The kit should include:

- Antiseptic wipes
- Medical preparation for cleaning wounds
- Sterile dressing (adhesive) of various sizes
- Surgical tape
- Triangular bandage and supply of safety pins
- Plastic gloves
- A brief guide and notes on first-aid

Care must be taken to ensure that children are adequately covered or take shelter in hot conditions.

Reconnoitre

Areas or activities involving significant hazard should have been reconnoitred if at all possible; alternatively reliable information obtained concerning the nature of any hazards and the means of avoiding or minimising risk.

Briefing supervisors

The Visit Leader is responsible for ensuring that supervisors, helpers and host Parents know the travelling arrangements, the types of activity permitted, the emergency contacts, the special needs of individual pupils and the arrangements for welfare.

Appropriate clothing and equipment

Pupils should wear school uniform or kit unless permission has been given for other clothing.

Pupils (and Parents) must be told to bring clothing that is appropriate to all anticipated temperature and weather conditions.

Specialist equipment must be identified separately from clothing.

Clear instructions on whether or not pupils will be allowed to carry mobile phones should be provided to Parents and pupils in advance of the visit.

Medication and pocket money

The Visit Leader must appoint one supervisor to be responsible for medication. This includes the needs of pupils who self-medicate.

The Visit Leader must appoint one supervisor (who may be the same supervisor) to hold and account for pocket money if he or she does not handle these matters himself.

Mobile telephones and pupils' property

Mobile telephones can be very useful in emergencies. However, there are reasons why their use by pupils should be restricted on Educational Visits, for example:

- Mobile 'phones can act as distractions, preventing pupils from making full use of the educational opportunities offered by the visit;
- Carrying such phones can expose pupils to the risk of mugging and street violence;
- Loss or theft of phones can involve Visit Leaders in time consuming reporting procedures;
- Homesickness may be made worse by frequent use of mobile 'phones.

For each visit, the Visit Leader will formulate a clear policy on the use of mobile 'phones which will be circulated to Parents and pupils well in advance of the visit. Such a policy may vary depending on the type of visit.

The Visit Leader and at least one other adult supervisor will carry a fully charged mobile 'phone at all times and will ensure that an emergency contact at the school has the relevant numbers.

Similar rules will apply to all items of personal property including for example, cameras. Parents are requested not to send pupils on visits carrying expensive equipment that may attract thieves or be lost or broken. In any event, pupils will be responsible for all items of personal property taken on the visit.

Emergency contact

The Visit Leader must arrange a point of emergency contact.

Each Supervisor, helper, host parent and the School must have the name, address and telephone and fax (if available) number of "home" for each pupil both in the UK and in any other country visited.

Fire drill

The fire drill for an overnight stay must be explained to every pupil by a designated person. This should include escape routes, alarm points, assembly points, use of towels, heads well down, avoidance of panic and so on.

Ensuring good conduct

The Visit Leader has the full authority of the Headmaster.

The Visit Leader has the right to return any pupil home if, after consideration of all relevant matters, they are of the opinion that such action is warranted. Extra costs arising out of any such event will be payable by the parent.

Educational Visits Outside of the UK

Care should be taken over selection of the supplier of transport and accommodation. Use only a travel firm with ABTA/ATOL membership.

The Visit Leader will ensure that each pupil has their passport and necessary visas and other travel documents before embarking on an Educational Visit outside of the UK.

Wherever possible, one of the Supervisors should be able to speak and read the language of the country visited, or at the very least be able to hold a basic conversation and know what to say in an emergency.

It is advisable for pupils to carry a note in the relevant foreign language in case they get lost asking the reader to reunite them with group and/or take them to the police station. They should also carry the Visit Leader's name and contact number.

The Visit Leader must ensure that each pupil knows:

- That s/he may not bring into or take out of the United Kingdom: animals, insects, vegetable matter, flick knives, real or imitation firearms or other prohibited items;
- All similar rules that apply on arrival in and leaving any country being visited;
- That children under 17 are not entitled to duty free allowances;
- That any pupil bitten by an animal must seek medical treatment immediately.

Each pupil attending a visit in another EU member state should have a European Health Insurance Card (EHIC). This can be applied for on-line, by telephone or by post and is obtainable free of charge. See www.ehic.org.uk.

For pupils who are of a non-EU nationality, a List of Travellers Form (sometimes known as a Visa Waiver Form) can be used to remove the need to get a visa for trips to countries in the EU. Follow this link for the form and further details:

<http://www.britishcouncil.org/school-resources/partner/list-travellers>.

The Visit Leader must have the name, address and telephone number of "home" for each pupil both in the UK and in any other country visited.