TRIPS AND ANCILLARY CURRICULAR POLICY

PART 1: AIMS AND PRINCIPLES

1.1 Introduction

1.1.1 As part of its commitment to educating the whole person, RGS encourages a wide range of clubs, societies and ancillary curricular activities which enhance the prescribed academic curriculum. Some of these are run by academic departments and will have direct relevance to academic subjects (eg. BAYS or The Literary Society). Others may be supervised by teachers but have more general interest (eg. The Model Railway Society). Many Clubs and Societies are organised by senior pupils with the help of supervisory teachers. Such ancillary curricular activities represent a vital aspect of the cultural and sporting life of the school, and encourage pupils to be involved in their own education in the widest sense of the word. RGS also encourages visitors from outside the school to share their expertise or interests with pupils. These visitors often address assemblies, give General Studies lectures and speak to smaller groups of pupils.

1.1.2 Any ancillary curricular activities and clubs should have clear, achievable aims and objectives which are included in and/or complement the School's academic Schemes of Work.

1.2 Aims:

The aims of the ancillary curricular programmes are to provide opportunities to:

1.2.1 broaden pupils' interest and experience outside the formal academic curriculum.

1.2.2 pursue/reinforce work encountered within the normal timetable. Pupils can pursue work/targets over long periods of time not usually possible within a normal scheme of work. i.e. fieldwork.

1.2.3 undertake work not normally encountered within the routine timetable. This may provide the pupil, and indeed the teacher, with the opportunity to pursue a personal interest or hobby.

1.2.4 invite visitors/specialists to interact with a committed audience, e.g. a player from a local professional sporting team or music group may give some coaching.

1.2.5 organise visits to venues of specific interest, e.g. a visit to the Stock Exchange.

1.2.6 develop a project and to enter a competition. Such events can enhance the image and reputation of individuals and of the School.

1.2.7 To allow practice for school teams/trials/auditions/performances, etc.

1.2.8 To allow non specialist staff/parents/others with a particular interest or talent to offer their experience and/or time to broaden and enrich the curriculum offered to the pupils, e.g. an art teacher may be a Volleyball coach and may wish to run a school club.

1.2.9 To allow pupils of different ages and abilities to interact.

1.2.10 To allow pupils and staff to interact in a somewhat less formal manner. This can improve pupil/staff relationships in the classroom.

1.3 Principles

1.3.1 All departments are committed to offering a variety of ancillary curricular activities and clubs whenever practicable considering the restraints of staffing, cost and time.

1.3.2 The ancillary curricular activities and clubs are open to all pupils, at an appropriate age of development.

1.3.3 All ancillary curricular activities and clubs must be organised with the safety of participants as the major consideration. It must comply with School policy on Health and Safety. A document addressing the supervision, location, participants and times should be presented to the School Office prior to any activity outside of the school bounds.

1.3.4 Staff, parents and pupils should be aware of any itinerary, contingency plans, First Aid facilities, emergency phone numbers, etc.

1.3.5 Non-teacher supervisors must be informed as to their role. It must not be assumed that all adults know what to do and when to act.

1.3.6 Parents must be fully informed of the nature of the ancillary curricular activity or club and the working conditions, e.g. near rivers or main roads, any work not directly supervised and the name of the member of staff in charge of the ancillary curricular activity or club. Parental permission must be granted for the activities outlined in a letter and the forms retained in the department.

1.3.7 If transport by minibus is involved staff must have regard to, and comply with, the School policy.

1.3.8 If the ancillary curricular activity or club has events that take place during normal school hours then the School Office and School community need to be informed of dates and names of pupils involved. Those informed must include all teaching staff and non teaching staff (two weeks prior to the activity if large numbers of pupils are involved). The School Office must have all relevant details and copies of letters issued. See Absence from Lessons (below).

1.3.9 Participation in ancillary curricular activities is an expectation of all members of the teaching staff.

1.3.10 The results of the ancillary curricular activity or club, including photographs, should form the basis of display work especially for the ‘open day’.

1.3.11 For educational visits off campus staff must ensure that the venue, organisation concerned and the transport company are all reliable, legal and safety conscious.

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PART 2: TRIPS AND EXPEDITIONS

2.1 Introduction

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

2.1.2 Most school visits take place without incident but following a number of tragic incidents involving schoolchildren in the last few years in the UK, there is a growing concern in schools about further ensuring the safety of pupils on school visits. Although no amount of planning can guarantee that a visit will be totally incident free, good planning and attention to safety measures can reduce the number of accidents and lessen the seriousness of those that do happen and that is the purpose of this policy document and the procedures surrounding trips. The policy which follows is based on the DFE document 'The Health and Safety of Pupils on Educational Visits'.

2.2 Planning Visits

2.2.1 Whether the visit is to a local park, museum or swimming pool, or includes a residential stay in the UK or abroad, it is essential that formal planning takes place before setting off. This involves considering the dangers and difficulties which may arise and making plans to reduce them. A trip proposal form is to be completed and sent to FO1 on the database - see the database Form 1. Once approval has been given the planning and risk assessment form should be sent to the health and safety adviser via the database – see the database Form 2. Other forms on the database relate to parental communication. On completion of the trip, an evaluation report is to be completed if there are any incidents of concern (available on the database).

2.3 Risk assessment

2.3.1 An assessment should be completed well before the visit, and be sent to the health and safety adviser via the database – see database Form 2. He will then pass these to the Bursar for final checking and approval.

2.3.2 A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Pupils must not be placed in situations which

expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be contained then the visit must not take place.

2.3.3 The risk assessment should be based on the following considerations:

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

2.3.4 Having had the risk assessment approved the group leader should give copies to teachers/supervisors on the visit, with details of the measures they should take to avoid or reduce the risks.

2.3.5 Frequent visits to local venues such as Bradstone Brook do not need a risk assessment every time. Nevertheless, it is essential that staff do not become complacent. A generic risk assessment should always be completed by the teacher responsible and a generic assessment of the risks of such visits should be made at regular intervals.

2.3.6 The group leader and other supervisors should monitor the risks throughout the visit and take appropriate action as necessary.

2.3.7 Before booking a visit the group leader should obtain a written or documentary assurance that providers such as tour operators have themselves assessed the risks and have appropriate safety measures in place.

2.3.8 The group leader should take the following factors into consideration when assessing the risks:

- the type of visit/activity and the level at which it is being undertaken;
- the location, routes and modes of transport;
- the competence, experience and qualifications of supervisory staff;
- the ratios of teachers and supervisory staff to pupils;
- the group members' age, competence, fitness and temperament and the suitability of the activity;
- the special educational or medical needs of pupils;
- the quality and suitability of available equipment;
- seasonal conditions, weather and timing;
- emergency procedures;
- how to cope when a pupil becomes unable or unwilling to continue;
- the need to monitor the risks throughout the visit.

2.4 Exploratory visit

2.4.1 Wherever possible an exploratory visit should be made by a teacher who is to lead a group abroad or on a residential visit or who is to instruct or lead the group in an outdoor activity such as trekking in a location that is not familiar to them.

2.4.5 In other cases the group leader should undertake an exploratory visit, wherever that is possible, to

- ensure at first hand that the venue is suitable to meet the aims and objectives of the school visit;
- obtain names and addresses of other schools who have used the venue;
- obtain advice from the manager;
- assess potential areas and levels of risk;
- ensure that the venue can cater for the needs of the staff and pupils in the group;
- become familiar with the area before taking a group of young people there.

2.4.6 If in the last resort an exploratory visit is not feasible then the group leader will need to consider how to complete an adequate assessment of the risks. A minimum measure would be to obtain specific information by letter from the venue, from other schools who have recently visited it, and from local organisations such as tourist boards.

2.4.7 Many schools will take new groups of pupils to the same location each year. As some factors will change from year to year, it is prudent to re-assess the risks each time - even when the group leader stays the same.

2.5 Other considerations

2.5.1 Other factors which should form part of the planning stage include:

- the facilities/equipment the group will need tot ake on the visit;
- the facilities/equipment to be provided at the venue;
- staff training needs;
- the designation of someone to record the details of the visit and to carry accident forms etc;
- transport arrangements;
- insurance arrangements;
- information to the provider;
- communication arrangements;
- supervision ratios;
- contingency measures for enforced change ofplan or late return;
- information to parents;
- preparing pupils;
- emergency arrangements;
- arrangements for sending pupils home early.

2.6 Financial planning

2.6.5 The group leader should ensure that parents have early written information about the costs of the visit, how much will come from school funds, and how much each parent will be charged or asked to contribute. Parents should be given enough time to prepare financially for the visit. It may be useful to break the costs down into subheads such as travel, hostel, meals etc.

2.6.6 The group leader should reach a pre-agreement with parents on whether any funds left surplus after the visit will be returned to parents or retained for another visit.

2.7 Charging for visits

2.7.5 Parents should be made aware that financial help may be available from the school for the trip and how they should go about applying for that.

2.8 First aid

2.8.5 First aid should form part of the risk assessment. Before undertaking any off-site activities the group leader should assess what level of first aid might be needed. On any kind of visit the group leader should have a good working knowledge of first aid and ensure that an adequate first-aid box is taken. For adventurous activities, visits abroad or residential visits it is sensible for one of the group's teachers to be a fully-trained first-aider. All adults in the group should know how to contact the emergency services.

2.8.6 The minimum first-aid provision for a visit is:

- a suitably stocked first-aid box;
- a person appointed to be in charge of first-aid arrangements.

Other considerations when considering first-aid needs should include:

- the numbers in the group and the nature of the activity;
- the likely injuries and how effective first aid would be;
- the distance of the nearest hospital.

2.8.7 First aid should be available and accessible at all times. The Health and Safety Executive recommends the following minimum contents for a travelling first-aid box where no special risk has been identified:

- a leaflet giving general advice on first aid;
- six individually wrapped sterile adhesive dressings;
- one large sterile unmedicated wound dressing approximately 18 cm x 18 cm;
- two triangular bandages;
- two safety pins;

- individually wrapped moist cleansing wipes;
- one pair of disposable gloves;
- a resusciade (for hygienic mouth to mouthresuscitation) would also be useful.

2.8.8 All minibuses are required by law to carry a first aid kit. RGS minibuses all have them though staff should check that it is in the bus and properly equipped.

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PART 3: SUPERVISION

3.1 Ratios

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

- age and ability of group;
- pupils with special educational or medical needs;
- nature of activities;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities;
- requirements of the organisation/location to be visited;
- competence and behaviour of pupils;
- first aid cover.

3.1.2 Staffing ratios for visits are difficult to prescribe as they will vary according to the activity, age, group, location and the efficient use of resources. However, a general guide for visits to local historical sites and museums or for local walks, in normal circumstances 1 adult for every 15-20 pupils. (Trips abroad, trips involving hazardous activities or overnight trips in the UK should be at least 1:10 and possibly lower for younger boys).

3.1.3 However Group leaders should assess the risks and consider an appropriate safe supervision level for their particular group. There should be a minimum of one teacher in charge.

3.1.4 In addition to the teacher in charge there should be enough supervisors to cope effectively with an emergency.

3.2 Parents/Volunteers

3.2.1 Where there is more than one teacher/supervisor a group leader should be appointed who has authority over the whole group. If more than one school is involved an overall group leader should be identified, usually the person with the most experience in the s leading such visits.

3.2.2 Where a high adult:pupil ratio is required, it is not always feasible to use school staff alone. Parents/volunteers may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group. Anyone who has not had a criminal conviction check should never be left in sole charge of pupils.

3.3 Vetting suitability

3.3.1 The group leader needs to be clear about procedures for vetting volunteers who wish to be supervisors or drivers, in particular for residential visits. The suitability of potential supervisors should be assessed by the group leader at an early stage of the planning process. Where there is any doubt about suitability further investigations should be made and if any doubt remains the adult should not be allowed to help supervise the visit. Similar considerations should be made for adults who have no supervisory role but who wish to take part in the visit. List 99 checks should be carried out on volunteers and staff employed by the school who will have regular contact with the boys (the DfE may be asked to carry out the List 99 Check). ***In the case of overnight visits all adults must have CRBs.***

3.3.2 For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone with a pupil wherever possible.

3.4 Supervisors' responsibilities

3.4.1 All adult supervisors, including teachers and parent/volunteer helpers, must understand their roles and responsibilities at all times. It may be helpful for the group leader to put this in writing. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special needs or those likely to cause trouble. Teachers retain responsibility for the group at all times.

3.5 Competences if the schooling an adventure activity

3.5.1 If the school is leading an adventure activity, such as canoeing, the group leader must ensure that the supervisors are suitably competent to lead or instruct pupils in the activity, bearing in mind that some pupils may be novices. Competences should be demonstrated by holding the relevant National Governing Body (NGB) award where it exists.

3.6 Head counts

3.6.1 Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. All supervisors should carry a list of all pupils and adults involved in the visit at all times. Pupils should not wear name badges. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the group.

3.7 Remote supervision

3.7.1 The aim of visits for older pupils may be to encourage independence and investigative skills, and some of the time on visits such as trips abroad and fieldwork may be unsupervised. The group leader should establish during the planning stage of the visit whether the pupils are competent in remote supervision and should ensure parents have agreed this part of the visit. The group leader remains responsible for pupils even when not in direct contact with them.

3.7.2 Parents should be told, before the visit, whether any form of remote supervision will take place.

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PART 4: PREPARING PUPILS

4.1 **General**

4.1.1 Pupils who are involved in a visit's planning and organisation, and who are well prepared, will make more informed decisions and will be less at risk. Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should clearly understand what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major cause of accidents. Pupils should also be told about any potential dangers and how they should act to ensure their own safety and that of others.

4.2 **Participation**

4.2.1 The group leader should ensure that the pupils are capable of undertaking the proposed activity. Pupils should be encouraged to take on challenges during adventurous activities but should not be coerced into activities of which they have a genuine fear.

4.2.2 Pupils whose behaviour is such that the group leader is concerned for their safety, or for that of others, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils should be sent home early. Parents and pupils should be told in advance of the visit about the procedures for dealing with misbehaviour, how a pupil will be returned home safely and who will meet the cost.

4.3 **Equal opportunities**

4.3.1 Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, sex, religion etc. All RGS pupils should be encouraged to participate in as wide a range of activities as possible. If a visit is to cater for pupils with special needs, a suitable venue should be selected.

4.4 **Information to pupils**

4.4.1 The group leader should decide how information is provided, but must ensure that the pupils understand key safety information. For some pupils on overnight visits it will be their first experience away from home on their own and in the close company of other pupils. Pupils should understand:

- basic foreign words where appropriate;
- relevant foreign culture and customs
- how to avoid specific dangers and why they should follow rules;
- why safety precautions are in place;
- why special safety precautions are in place for anyone with disabilities;
- what standard of behaviour is expected from pupils; appropriate and inappropriate personal and social conduct including sexual activity; _ who is responsible for the group;
- what not to bring back either within the UK or from abroad such as drugs, knives etc;
- what to do if approached by anyone from outside the group;
- rendezvous procedures;
- what to do if separated from the group;
- emergency procedures.
- the aims and objectives of the visit/activity;
- the background information about the place to be visited;

4.4.2 For residential visits all group members should carry the address and telephone number of the accommodation in case an individual becomes separated. This applies to exchange visits when pupils will also need to know about any ground rules agreed between the group leader and host family.

4.4.3 Where visits involve multiple activities with differing requirements each activity will need to be assessed and separate information provided. Pupils should be aware of who is responsible in any instances where the group leader has delegated responsibility to another member of staff or instructor.

4.4.4 If at any time there is a change in the planned schedule new activities should be assessed and pupils provided with the appropriate information.

4.5 Preparing pupils for remote supervision

4.5.1 During any time that remote supervision takes place the group leader must ensure that pupils are aware of the ground rules and are adequately equipped to be on their own in a group. The size of each group should also be considered. As a minimum pupils should have the following:

- telephone numbers and emergency contacts if lost;
- money;

- maps and plans and any other information for hem to act effectively;
- location of local telephones and the appropriate coins;
- a knowledge of how to summon help;
- a knowledge of out of bounds areas or activities;
- identity cards and a rendezvous point.

4.5.2 It is important that pupils are told not to go off on their own, are given instructions about permitted remote supervised activities and understand and accept the ground rules.

4.6 Transport and pupils

4.6.1 Pupils using transport on a visit should be made aware of basic safety rules including:

- arrive on time and wait for the transport in a safe place;
- do not rush towards the transport when it arrives;
- wear your seatbelt and stay seated whilst travelling on transport;
- never tamper with any of the vehicle's equipment or driving controls;
- bags must not block aisles or cause obstructions;
- never attempt to get on or off the moving transport;
- never lean out of or throw things from the window of the transport;
- never get off a vehicle held up by traffic lights or in traffic;
- never run about or pass someone on steps or stairs while transport is moving;
- never kneel or stand on seats;
- never distract or disturb the driver or impede the driver's vision;
- stay clear of the doors after boarding the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- if you have to cross roads to get to the transport in the UK always use the Green Cross Code;
- if you feel unwell tell a teacher or supervisor.

4.6.2 The group leader should ensure that pupils know what to do if they miss the scheduled departure time.

4.7 Pupils with special educational and medical needs

4.7.1 Teachers planning trips should make every effort to include pupils with special educational or medical needs in school visits, whilst maintaining the safety of everyone in the group. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

4.8 Pupils with medical needs

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

4.8.2 All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures. Summary sheets held by all teachers, containing details of each pupil's needs and any other relevant information provided by parents, is one way of achieving this. If appropriate, a volunteer teacher should be trained in administering medication, if they have not already been so trained, and should take responsibility in a medical emergency. If the pupil's

safety cannot be guaranteed, it may be appropriate to ask the parent or a care assistant to accompany a particular pupil.

4.8.3 The group leader should discuss the pupil's individual needs with the parents. Parents should be asked to supply:

- details of medical conditions;
- emergency contact numbers;
- the child's GP's name, address and phone number;
- information on whether the pupil has spent a night away from home before and their ability to cope effectively;
- written details of any medication required (including instructions on dosage/times) and parental permission to administer;
- greement for a volunteer teacher to administer;
- information on any allergies/phobias;
- information on any special dietary requirements;
- information on any toileting difficulties, special equipment or aids to daily living;
- pecial transport needs for pupils who require help with mobility.

4.8.4 Enquiries should be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres etc, if appropriate. If ramps are not going to be available in certain places, the organiser may wish to arrange to take portable ramps with them. The group leader should at an early stage assess whether manual handling skills will be needed and, if so, whether training should be sought.

4.8.5 All teachers supervising the visit should be given the opportunity to talk through any concerns they may have about their ability to support the child. Extra help should be requested if necessary, eg a care assistant.

4.8.6 If teachers are concerned about whether they can provide for a pupil's safety or the safety of other pupils on a trip because of a medical condition, they should seek general medical advice from the School Nurse or further information from the pupil's parents.

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

4.9 Pupils with special educational needs

4.9.1 Any limitations or problems the pupil may have should be taken into account at the planning stage and when carrying out the risk assessment. Off-site visits may pose additional difficulties for a pupil with SEN and the behaviour of some pupils may prove challenging. The following factors should be taken into consideration:

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

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

TRIPS AND ANCILLARY CURRICULAR POLICY

PART 5: COMMUNICATING WITH PARENTS

Parents should be informed in writing of any offsite activity or visit unless it is a regular part of the school curriculum which parents have already been informed about through the school prospectus or a letter. Seeking annual consent for such routine visit may be appropriate.

5.1 Before residential visits, or when the pupils are to travel abroad or engage in adventure activities, parents should be encouraged to attend a briefing meeting where written details of the proposed visit should also be provided. There should be alternative arrangements for parents who cannot attend or who if there are parents who have difficulty with communication in English.

5.1.1 Parents need to be aware that the teachers and other adult supervisors on the visit will be exercising the same care that a prudent parent would. The following information on matters that might affect pupil health and safety should be given to parents:

- dates of the visit;
- visit's objectives;
- times of departure and return - parents must have agreed to meet their child on return;
- the location where the pupils will be collected and returned;
- mode(s) of travel including the name of any travel company;
- the size of the group and the level of supervision including any times when remote supervision may take place;
- details of accommodation with security and supervisory arrangements on site;
- details of provision for special educational or medical needs;
- procedures for pupils who become ill;
- names of leader, of other staff and of other accompanying adults;
- details of the activities planned and of how the assessed risks will be managed;
- standards of behaviour expected in respect of, for example, alcohol, smoking and general group discipline including prohibited items. This information may take the form of a code of conduct which parents should sign;
- what pupils should not take on the visit or bring back;
- details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover;
- clothing and equipment to be taken;

- money to be taken;
- he information to be given by parents and what they will be asked to consent to;
- on exchange visits, the details of the host families. For example, whether they have hosted any of the school's pupils before;

5.2 Parental consent

5.2.1 Group leaders should seek consent for:

- adventure activities;
- visits abroad;
- other residential visits;
- remote supervision.

5.2.2 If parents withhold consent absolutely the pupil should not be taken on the visit but the curricular aims of the visit should be delivered to the pupil in some other way wherever possible (if appropriate). If the parents give a conditional consent the group leader in consultation with the Deputy Head will need to consider whether the pupil may be taken on the visit or not.

5.2.3 A parental consent form should be completed for each pupil (available on the database). Besides conveying the parents' consent it could also form the basis for obtaining details required. If a tour operator is used it may be sensible to ask them what information to obtain. General issues to consider include:

- any allergies/phobias the pupil may have;
- any medication the pupil is taking (if so what the dosage is and who is to administer it);
- whether the pupil administers their own medication;
- any contagious or infectious diseases suffered within the family during the preceding 4 weeks,
- and any other recent illnesses suffered by the pupil;
- the name, address and phone number of the pupil's GP;
- any special/medical dietary requirements;
- whether the pupil suffers from travel sickness;
- information on any toileting difficulties;
- whether the pupil has any night time tendencies such as sleepwalking (for residential visits);
- the pupil's ability to swim in the pool or sea and their level of safety awareness;
- any other information which the parent thinks should be known;
- the parental home and daytime phone numbers and addresses;

- an alternative contact, with their phone number and address.

5.3 Medical consent

5.3.1 This should form part of the parental consent form. Parents should be asked to agree to the pupil's receiving emergency treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities. If parents do not agree to this, group leaders / the Deputy Head may decide to withdraw the child from the visit - given the additional responsibility this would entail for the group leader.

5.3.2 Doctors can be expected to carry out necessary emergency treatment without parental consent but it is possible that a surgeon in another country might be reluctant to operate on a pupil unless assured that the group leader had parental authorisation to agree to such treatment. It is sensible to include a translation of the medical consent, as signed by the parent, in the relevant foreign language.

5.4 **Other consent**

5.4.1 Parental consent should be obtained specifically for the transporting of pupils in the private vehicle of a non-teacher adult or another pupil on the visit. Group leaders should consider whether consent should be obtained before pupils can be carried in a teacher's private vehicle.

5.5 **Early return**

5.5.1 The group leader should tell parents if they will be expected to fund the early return of a pupil whose conduct gives cause for concern on a visit. A written agreement may be necessary.

5.6 **Contact with parents during the visit**

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

- know the destination details;
- be aware of the emergency contact arrangements at home (particularly important during holiday periods when the school may be closed) and at all the venues the group will visit;
- provide contact numbers for day and night use in an emergency.

5.6.2 This is best done by means of the consent form.

5.7 Pupils' contact with parents

Group leaders should arrange for parents to be told by the school of the group's safe arrival for an overseas trip. The best way of doing this is through clarion call. But pupils may wish to speak to their parents individually. Such arrangements should be agreed with parents and pupils before the visit takes place. Parents concerned after a phone call should contact the school contact.

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PART 6: PLANNING TRANSPORT

6.1 General

6.1.1 The group leader must give careful thought to planning transport. The main factors to consider include:

- passenger safety;
- the competence and training of the driver to drive the proposed vehicle and whether the driver holds the appropriate valid licence;
- number of driving hours required for the journey and length of the driver's day (including non driving hours);
- capacity and experience of driver to maintain concentration - whether more than one driver is needed to avoid driver fatigue;
- type of journey - will the visit take place locally or will it include long distance driving ie motorways?
- traffic conditions;
- ontingency funds and arrangements in case of breakdown/emergency;
- appropriate insurance cover;
- weather;
- journey time and distance;
- topping points on long journeys for toilet and refreshments;
- supervision.

6.2 Legislation

6.2.1 When looking at the risk assessment the Deputy Bursar will check that all travel arrangements, including the hire of private coaches or buses, are suitable for the nature of the visit.

6.2.2 The driver is responsible for the vehicle during the visit.

6.2.3 Seat belts: All minibuses and coaches which carry groups of three or more children up to 15 years of age inclusive must be fitted with a seat belt for each child. The seats must face forward and seat restraints must comply with legal requirements.

6.3 Supervision on transport

6.3.1 The level of supervision necessary should be considered as part of the risk assessment for the journey. The group leader is responsible for the party at all times including maintaining good discipline.

6.3.2 The driver should not normally be responsible for supervision. Driver supervision may be sufficient if a small number of older children are being taken on a short journey. All group members should be made aware of the position of the emergency door and first aid and anti-fire equipment on transport. The group leader should also be aware of alternative routes or means of travel in the event of delay or cancellation.

6.3.3 Factors that the group leader should consider when planning supervision on transport include:

- level of supervision that will be necessary on double decker buses/coaches - one supervisor on each deck should be appropriate in normal circumstances;
- safety when crossing roads as part of the journey;
- the group leader should ensure that pupils know how to observe the safety rules set out in the Highway Code and the Green Cross Code. Pedestrian crossings and traffic lights or footbridges should be used to cross roads, whenever possible;
- safety on buses, trains, ferries and boats – the group leader should make clear to pupils how much or little freedom they have to 'roam'. Misbehaviour is a main cause of accidents to children on such means of transport. Appropriate supervision and discipline should be maintained at all times. Pupils should also be made aware of what to do in an emergency and where emergency procedures are displayed;
- booking transport - the group leader should arrange for seats to be reserved well in advance to ensure that the party can travel together;
- safety of pupils whilst waiting at pick-up and drop-off points and when getting on or off transport, particularly when using UK vehicles abroad. Pupils should be made aware of safety rules and expected standards of behaviour.
- safety while on stops or rests during the journey - group leaders should plan with the driver sufficient stops at suitable areas to ensure the safety of all group members including the driver. Drivers of buses and coaches must comply with legislation covering maximum periods of driving and minimum rest periods;
- safety of the group in the event of an accident or breakdown - the group should remain under the direct supervision of the group leader or other teachers wherever possible;
- head counts, by the group leader or another delegated teacher or supervisor, should always be carried out when the group is getting off or onto transport;
- responsibility for checking that seat belts are fastened;
- consider whether a visible and easily recognisable article of clothing should be worn in common by pupils;
- pupils should be made aware that they are not allowed access to the driving area at any time;

- group members should be made aware that travel sickness tablets should only be administered to a pupil with previous authorisation from the parents;

6.4 Hiring coaches and buses

6.4.1 The group leader is responsible for ensuring that coaches and buses are hired from a reputable company. Professional operators of buses and coaches are legally required to be licensed. Schools using operators to transport pupils should ensure that the operators have the appropriate public service vehicle (PSV) operators' licence. When booking transport, the group leader should ensure that seat belts are available for pupils. Whilst seat belts must be fitted on coaches which carry groups of children, they are not legally required on buses. Buses where seatbelts are not fitted are not normally appropriate for visits involving long journeys.

6.4.2 If any of the group use a wheelchair, the group leader should ensure that transport used has appropriate access and securing facilities. It may be appropriate to use portable ramps.

6.5 Licences and Permits

A public service vehicle (PSV) licence is required by schools running or hiring their own vehicles where any payment is made towards the cost of pupils being carried. There are two types of licence - restricted (for up to two vehicles) and standard national (more than two vehicles). Local Traffic Commissioners canprovide advice and application forms for PSV operator licences.

6.6 Private cars

6.6.1 Teachers and others who drive pupils in their own car must ensure their passengers' safety, that the vehicle is roadworthy, and that they have appropriate licence and insurance cover for carrying the pupils. Volunteers should be carefully vetted by the group leader before they are permitted to drive pupils in their car. If necessary, assurances should be requested.

6.6.2 The driver is responsible for making sure that pupils have a seat belt and use it at all times. Vehicles without seat belts should not be used.

6.6.3 Head teachers or group leaders who wish to use parents, volunteers or other pupils to help transport pupils in their own cars, must ensure that they are aware of their legal responsibility for the safety of the pupils in their cars. Parents' agreement should be sought (on the consent form) for their children to be carried in other parents' cars. It is advisable that parents driving pupils are not put in a position where they are alone with a pupil. The group leader should arrange a central dropping point for all pupils rather than individual home drops.

6.7 School minibus driver

The driver is responsible for the vehicle during the visit. The minibus driver must be qualified to drive a minibus and have a valid and clean driving licence. Minibus drivers must always adhere to transport Regulations.

6.7.1 The minibus driver must:

- observe the school guidance;
- not drive when taking medication or undergoing treatment that might affect their ability or judgement;
- know what to do in an emergency;
- know how to use fire fighting and first-aid equipment;
- avoid driving for long periods and ensure that rests are taken when needed;
- clarify and comply with transport regulations and
- the requirements of the vehicle's insurance cover;
- take into consideration the effects of teaching and the working day;
- have regular medical checks eg eyesight;
- not use a mobile telephone while the vehicle is in motion or on the highway.

TRIPS AND ANCILLARY CURRICULAR POLICY

PART 7: INSURANCE

7. General

The group leader must ensure, well before the group departs, that adequate insurance arrangements are in place.

7.1 Insurance cover for visits

Insurance policies are legal documents. They will impose conditions, limit the cover, and exclude certain people or activities. Insurance companies/travel firms can advise on particular types of insurance. However, the following are examples of cover which may be appropriate to many types of school visit:

- employers liability;
- public liability;
- personal accident cover for teachers, other adults, and pupils;
- costs of medical treatment;
- specialised risk activities (often excluded from standard policies) and the costs of evacuation for medical reasons when abroad;
- damage to or loss of hired equipment (check the wording of the hire agreement);
- transport and accommodation expenses in case of emergency;
- compensation against cancellation or delay;
- compensation for loss of baggage and personal effects including money;
- legal assistance in the recovery of claims; and failure or bankruptcy of the centre or travel company.

7.1.2 Additional arrangements may be necessary to obtain insurance cover for activities abroad and activities of a potentially hazardous nature. The group leader should scrutinise carefully the list of exclusions in the policy. If there is any doubt about the cover the insurer should be asked for clarification.

7.1.3 The group the leader should ascertain the details of the insurance held by the tour operator.

7.1.4 Additional cover may be necessary for participants with medical conditions. The group leader should check this with the insurance company before departure.

7.2 Cancellations

Some parents may cancel their child's place in the visit. The group leader should forward any cancellations to the insurer/operator as soon as possible, in writing, if a replacement is not available. Delay in notification may incur cancellation charges.

7.3 Transport

7.3.1 When hiring coaches etc the group leader should check that the company used has appropriate insurance.

7.3.2 Use of school/private vehicles: the group leader should check with the Bursary that the insurance policy for the school minibus is appropriate to the journey. Taking the school minibus abroad may require extra insurance.

7.3.3 The group leader should check that the teacher driving the school minibus abroad is appropriately insured and that their driving licence is valid for the countries to be visited or passed through en route.

7.3.4 Teachers, other adults or pupils using their own cars to carry pupils on school visits should ensure that their vehicle is properly licensed and that the insurance covers its use on school business.

TRIPS AND ANCILLARY CURRICULAR POLICY

PART 8: TYPES OF VISIT

8.1 Adventure activities using licensed providers

8.1.1 When planning to use adventure activity facilities offered by a commercial company or by a local authority the group leader should check:

- whether the provider is legally required to hold a licence for the activities it offers and, if so, that the provider actually holds a licence.

8.1.2 Over 900 providers currently hold a licence. The relevant legislation is the Activity Centres (Young Persons' Safety) Act 1995 and the associated Adventure Activities Licensing Regulations 1996.

8.1.3 A licensed provider does not necessarily have to hold a licence for all its activities. Other activities offered may be accredited under non-statutory schemes. The provider can give information on what activities are licensed.

8.1.4 It is illegal for a provider of licensable status to offer a licensable activity without a valid licence. The Adventure Activities Licensing Authority can check on the licence status of a provider. Their address is:Adventure Activities Licensing Authority, 17 Lambourne Crescent, Llanishen, Cardiff CF4 5GG. Tel 01222 755715. Fax: 01222 755757. Their Internet site is at: http://www.aala.org

8.1.5 A licensed provider does not necessarily have to hold a licence for all its activities. Many of the activities that pupils take part in will be covered by health and safety legislation alone. However the following activities - where undertaken by young people under 18 years unaccompanied by a parent - need a licence when commercial companies sell them, or when local authorities provide them with or without a charge:

- **caving:** the exploration of underground passages,disused mines, or natural caves which requires the use of special equipment or expertise;
- **climbing:** climbing, sea-level traversing,abseiling or scrambling over natural terrain or certain man-made structures which requires the use of special rock-climbing or ice-climbing equipment or expertise;
- **trekking:** going on foot, horse (pony), pedal cycle, skis, skates or sledges over moorland, or on ground over 600 metres above sea level when it would take 30 minutes to reach an accessible road or refuge. Off-piste skiing requires a licence;

- **watersports:** this comprises sailing, canoeing, kayaking, rafting and windsurfing, on the sea, tidal waters, inland waters at a location where any part of those waters is more than 50 metres from the nearest land, and turbulent inland waters. Rowing is exempt.

8.1.6 Holding a licence means that a provider has been inspected and the Licensing Authority are satisfied that appropriate safety measures are in place for the provision of the specified licensed adventure activities. Other elements of the provision - such as catering and accommodation - are not covered by the licensing scheme. These should be checked separately by the group leader.

8.1.7 Not all providers are required to hold a licence. Voluntary bodies and schools providing for their own members and pupils respectively are exempt.

8.1.8 Commercial bodies and local authorities are also exempt if their activities fall outside the scope of the regulations. Not holding a licence does not imply a lack of safety. It might simply mean the provider or the activity is not licensable.

8.1.9 Many providers are accredited under nonstatutory schemes run by, for example, the Wales Tourist Board, and certain National Governing Bodies (NGBs). Schools can contact these accreditors to ascertain a provider's management of safety. The British Activity Holiday Association can provide advice on accreditations.

8.1.10 If proposing to use a non-licensable provider, the group leader should obtain assurances in writing from the provider that:

- risks have been assessed and that the provider's staff are competent to instruct and lead pupils of the group's age range on the activity. Competence could be demonstrated by holding the relevant NGB award where it exists or through successful participation in an NGB approved in-house scheme;
- the equipment is appropriate and that its safe condition is checked before each use;
- operating procedures conform to the guidelines of the National Governing Body for the activity where this is appropriate;
- clear management of safety systems is in place;
- there is appropriate provision for first aid;
- there are emergency procedures (including arrangements for informing next of kin and for alerting the group leader); that the provider's staff are competent in the procedures and will hold emergency phone numbers and addresses of the group members; and that the group will have a fire drill as soon as possible on arrival at the provider's base.

8.1.11 The group leader may wish to ask the provider for names of other schools who have recently used its facilities.

8.1.12 The group leader should check and agree the provider's arrangements for supervision and recreation during the evenings and between adventure activities. The group leader should also provide any relevant information to the provider such as the group's age range and competence etc.

8.1.13 The group leader and teachers retain ultimate responsibility for pupils at all times during adventure activities, even when the group is under instruction by a member of the provider's staff. The provider is responsible for the safe running of an activity. Clear handover and handback procedures should be in place. Everyone, including the pupils, must have an understanding of the roles and responsibilities of the school staff and the provider's staff.

8.1.14 The group leader and teachers should have sufficient information on what the activity involves before it takes place. They should approach the instructor at an appropriate safe interval if they are concerned that the pupils may be at unnecessary risk. Assurances may be sought that the provider has:

- checked the suitability of the staff, including temporary workers, to work with young people.
- clearly defined the roles and responsibilities of its staff;
- the appropriate security arrangements;
- appropriate public liability insurance.

8.2 School-led adventure activities

If a member of the school staff is to organise, lead and instruct pupils on adventure activities they should complete the checks set out in this policy document under Risk Assessment in Part 2 above.

8.2.1 The group leader and other supervisors should be competent to act as leaders and/or instructors of pupils in the activity - bearing in mind that some of these pupils may be novices. Competences should be demonstrated by holding the relevant NGB award where it exists. The relevant NGB can advise on this.

- the group leader should be competent in safety procedures and the planning of adventurous visits;
- an appropriate risk assessment must be completed;
- the supervision must be appropriate;
- there must be adequate first aid provision, expertise and equipment within the group;

- the emergency procedures must include activity specific measures and that supervisors are competent to carry them out;
- the equipment must be appropriate, safe and in good condition;
- every pupil must be suited to the activity and properly prepared and equipped.

8.3 Employment of providers

8.3.1 Schools choosing to employ, rather than contract with, an unlicensed freelance provider of adventure activities - who would otherwise need a licence to trade - take full legal responsibility for all aspects of the activity. If the provider, in the employment of the school, provides licensable facilities to the pupils of another school, the employing school will need a licence.

8.4 Remote supervision during adventurous activities

8.4.1 Some adventurous activities - such as those under the Duke of Edinburgh Awards - require pupils to work in small groups without direct supervision. Particular attention needs to be given to the information provided to pupils before supervision can be withdrawn.

8.4.2 The training given to pupils must be sound and thorough and should be assessed separately. The instructor should have the appropriate qualifications or experience to provide training in the activity. The group leader should be satisfied that the pupils have acquired the necessary skills and have the necessary experience, confidence, physical ability and judgement to be left without direct supervision.

The withdrawal of direct supervision should be a gradual four stage process:

- accompanying the group;
- hadowing the group;
- checking regularly at agreed locations;
- checking occasionally at agreed locations.

8.4.3 Pupils should be familiar with all equipment used or taken without direct supervision and, in addition to training, an initial element of adult supervision in the use of equipment may be required. The condition and suitability of any equipment, particularly safety equipment, taken or used during these activities should be assessed separately.

8.5 Coastal visits

8.5.1 Group leaders and other teachers should be aware that many of the incidents affecting pupils have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming pools (for which see separate section below – Annex A Forms 1 and 2). The group leader should bear the following points in mind when assessing the risks of a coastal activity:

- tides, rip tides and sandbanks are potential hazards;
- timings and exit routes should be checked;
- ensure group members are aware of warning signs and flags;

- establish a base on the beach to which members of the group may return if separated;
- look out for hazards such as glass, barbed wire and sewage outflows etc;
- some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds;
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times. Group leaders should consider whether it is safe or legal for pupils to ride mountain bikes on coastal paths.

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

8.6 **Swimming in the sea or other natural waters**

8.6.1 Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. They should only be allowed as formal and supervised activities, preferably in recognised bathing areas which have official surveillance i.e. qualified lifeguard cover. Nonetheless, pupils should always be in sight of their supervisors. One supervisor should always stay out of the water for better surveillance.

8.6.2 The group leader, or another designated teacher in the group, should hold a relevant life saving award, especially where lifeguard cover may not be available. The group leader should assess the risks and consider an appropriate safe supervision level for their particular group before the activity takes place (at least a ratio of 1:10). A parental consent form must be completed before a pupil participates in any swimming activity in the sea or other natural waters (this should include the questions and information Annex 1 Form 2).

8.6.3 The group leader should:

- be aware that many children who drown are strong swimmers;
- ascertain for themselves the level of the pupil's swimming ability;
- be aware of the local conditions - such as currents, weeds, a shelving, uneven or unstable bottom - using local information from the lifeguard, coastguard, harbourmaster, police or tourist information office;
- designate a safe area of water for use by the group;
- be aware of the dangerous effects of sudden immersion in cold water;
- be aware of the dangers of paddling especially for young pupils;
- ensure that pupils have not eaten (at least half an hour) before swimming;
- ensure the activity is suitable for the pupils, especially any with disabilities;
- adopt and explain the signals of distress and recall.

8.7 Swimming pools

8.7.1 Group leaders should follow the recommended safe supervision levels at the pool for their pupils. A minimum ratio should 1 adult to 20 pupils. Teachers should monitor the risks of regular swimming activities and adjust supervision levels for their individual groups as necessary. The check list and consent form are to be completed before any activity involving swimming.

8.7.2 If considering the use of a swimming pool not used before or monitoring the hazards of a regularly used pool it is advisable to observe and check the following:

- is there constant pool supervision by a sufficient number of qualified lifeguards?
- where there is no lifeguard the group leader should stay at the poolside at a raised location. In such circumstances, the group leader, or a designated teacher, should have a relevant life saving award and be accompanied by an appropriate number of supervisors;
- is the water temperature appropriate?
- is the water clear?
- are there signs clearly indicating the depth- is there a shallow end and is the water there shallow enough?
- does the pool cater for pupils with disabilities?
- does the deep end allow for safe diving?
- is there a poolside telephone?
- are there a resuscitator and other pieces of firstaid and rescue equipment, and is there someone trained to use them?
- does the pool cater for any particular religious or cultural factors?
- are the changing and showering facilities safe and hygienic?
- can clothes be stored securely?
- have the pupils been instructed how to behave in and around the water?

8.8 Farm visits

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

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

There are some basic safety rules. Never let pupils:

- place their faces against the animals or put their hands in their own mouths after feeding the animals;
- eat until they have washed their hands;
- sample any animal foodstuffs;
- drink from farm taps (other than in designated public facilities);
- ride on tractors or other machines;
- play in the farm area.

8.9 Field studies

Field studies associated with a range of subjects including geography, biology, geology and history might take pupils to industrial sites and other urban areas as well as into the countryside and to the coast (see above, **Coastal visits**). The scope of field studies means that the group leaders, who will usually be subject specialists, should also be competent to the schoold and instruct their pupils within urban and non-urban environments at minimal risk. See Annex A and B for sources of advice and guidance.

8.10 Residential visits

8.10.1 A good rule of thumb ratio is 1 teacher for every 10 pupils. Issues for the group leader to consider include the following:

- the group should ideally have adjoining rooms with teachers' quarters next to the pupils' - the leader should obtain a floor plan of the rooms reserved for the group's use in advance;
- there must be separate male and female sleeping/bathroom facilities for pupils and adults; the immediate accommodation area should be exclusively for the group's use;
- ensure there is appropriate and safe heating and ventilation;
- ensure that the whole group are aware of the lay-out of the accommodation, its fire precautions/exits (are instructions in English or otherwise clear?), its regulations and routine, and that everyone can identify key personnel;
- security arrangements - where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors;
- the manager of the accommodation should be asked for assurances that the staff, including temporary workers, have been checked as suitable for work with young people. See also **Vetting suitability** above.
- locks on doors should work in the group's rooms but appropriate access should be available to teachers at all times;
- there should be adequate space for storing clothes, luggage, equipment etc, and for the safe keeping of valuables;
- adequate lighting - it is advisable to bring a torch;
- balconies should be stable, windows secure, and electrical connections safe; _ where possible pupils should not be lodged in ground floor rooms;
- there should be recreational accommodation/ facilities for the group;

- the hotel/hostel should be able to meet any particular cultural or religious needs of the group;
- there should be an appropriate number of group supervisors on standby duty during the night.

8.10.2 Before booking a hostel/hotel abroad, the group leader should confirm it has fire exits and lifts with inner doors and that it meets local regulations. After arrival at any accommodation it is advisable to carry out a fire drill as soon as possible.

TRIPS AND ANCILLARY CURRICULAR POLICY

PART 9: VISITS ABROAD

9.1 General

9.1.1 Travelling abroad can be hugely rewarding for pupils and adults alike, but it is important that careful preparation takes place. Much of the earlier advice in this policy document applies to visits abroad, but there are some additional factors that need to be considered, not least because the legislation may be different from that of the UK. Group leaders should always comply with the school policy on visits abroad. School visits abroad can be made in a number of ways.

9.2 Organising your own visit

9.2.1 All overseas trips are to be booked through a reputable travel agent. Package organisers have responsibilities under Directive 90/314/EEC. This is implemented in the UK by the Package Travel, Package Holidays and Package Tours Regulations 1992 (The Package Travel Regulations). These regulations apply to packages sold or offered for sale in the UK. They define a package as a combination of any two of: accommodation, transport, or other tourist services not ancillary to transport. Most package arrangements come within the scope of the regulations unless they are 'occasional' or part of an educational course programme as compared with a leisure activity such as skiing.

9.3 Organising your own transport

9.3.1 School minibuses other vehicles are not equipped or permitted to be taken overseas, if such transport is required, hire vehicles must be used and booked through a reputable travel agent. Group leaders should ensure that drivers taking groups abroad are familiar with driving the coach or minibus in the countries being visited and those en route. EC regulations require the fitment and use of a tachograph and prescribe maximum limits on driving time and minimum requirements for breaks and rest periods. These regulations apply for most drivers of school passenger vehicles when undertaking an international journey. Different licence requirements would normally apply for driving abroad. DETR can provide advice on the relevant transport legislation.

9.3.2 Factors to consider when travelling abroad include:

- the need to be aware that different legislation and regulations may apply for drivers' hours and recordkeeping purposes, particularly in non-EU countries;
- EU drivers' hours and tachograph regulations normally apply to any vehicle with 9 or more passenger seats on journeys through EU countries and some countries outside the EU. In other countries, drivers must observe the domestic rules of the

countries being visited, Advice on domestic rules may be obtained from the relevant embassies of the countries concerned. See also *Taking a Minibus Abroad* (DETR);

- special documentation is required for minibuses taken abroad;
- all group members should be aware of unfamiliar right-hand drive traffic. The passenger doors on UK minibuses and coaches may not open on the kerb side in countries where travel is on the right hand side of the road. Extra care will be necessary when the group is climbing in and out of the vehicle. Detours may be necessary to ensure safety
- carrying capacity and loading requirements;

DETR can provide information on legal requirements for travel abroad. See Annex B for address details.

9.4 Using a Tour Operator

9.4.1 Before using a tour operator group leaders should ensure it is reputable. Ascertaining this should form part of the risk assessment. The Civil Aviation Authority licenses travel organisers and tour operators selling air seats or packages with an air transport element (Air Travel Organisers Licence or ATOL). The licence is a legal requirement and provides security against a licence holder going out of business.

9.4.2 A travel agent does not need to be an ATOL holder if acting only as an agent of an ATOL holder. But if so the group leader must check whether or not the whole package being supplied is covered by the ATOL. If it is not, the organiser must show evidence of other forms of security to provide for the refund of advance payments and the costs of repatriation in the event of insolvency. There are seven bonding bodies approved by the Department of Trade and Industry:

- Association of British Travel Agents (ABTA)
- Federation of Tour Operators Trust (FTOT)
- Association of Independent Tour Operators Trust (AITOT)
- Passenger Shipping Association (PSA)
- The Confederation of Passenger Transport (CPT)
- Yacht Charter Association (YCA)
- The Association of Bonded Travel Organisers Trust (ABTOT)

9.5 Operators based abroad

Directive 90/314/EEC (as referred to above) applies to all states of the European Economic Area (EEA). Group leaders may wish to use a package organiser based abroad in an EEA state. If so, they should check that it satisfies the requirements of the national legislation implementing the Directive. Details may be available from national tourist offices or embassies/consulates.

9.6 Sources of further advice for school travel abroad

The Department of Trade and Industry - for the regulations governing tour operators;

The Schools and Group Travel Association (SAGTA) is an independent association with a members' code of good conduct and safety rules. All its members are in ABTA;

Alternatively, there are voluntary bodies established to promote school journeys, such as the School Journey Association;

Head teachers or group leaders who decide to arrange travel independently may also seek the advice and help of the Foreign and Commonwealth Office's (FCO) Travel Advice Unit. The Unit's purpose is to help intending travellers to avoid trouble abroad. It can provide information on threats to personal safety arising from political unrest, lawlessness, violence etc.

Address details are provided in Annex B.

9.7 Planning and preparation

9.7.1 It is good practice that an exploratory visit to the location should always be made. If this is not possible, the group leader should gather as much information as possible on the area to be visited/facilities from:

- the provider;
- the Foreign & Commonwealth Office's Travel Advice Unit;
- other schools who have used the facilities/been to the area;
- the local authority/schools in the area to be visited;
- national travel offices in the UK;
- embassies/consulates;
- travel agents/tour operators;

9.7.2 The Suzy Lamplugh Trust, a national charity for personal safety, who have produced guidance, including a book called *World Wise: Your Passport to Safer Travel*, a video of the same title, and information on the Internet. See Annex B for publication details and contact addresses;

- the Internet, books and magazines.

9.8 Staffing the visit.

Staffing ratios for visits abroad are difficult to prescribe as they will vary according to the activity, the pupils' age and sex, the location, and the efficient use of resources. A minimum ratio of 1 adult to 10 pupils is a general rule of thumb but at least two of the adults should be teachers. There should be enough adults in the group to cover an emergency.

9.9 Preparing pupils for visits abroad

Factors to consider for visits abroad include:

- language - particularly common phrases;
- culture eg body language, rules and regulations of behaviour, dress codes, local customs, attitudes to gender etc;
- rugs, alcohol-usage;
- food and drink - group members should be warned of the dangers of drinking tap water in certain countries. In some countries it is safer to drink bottled water, and care needs to be taken with raw vegetables, salads and unpeeled fruit, raw shellfish, underdone meat or fish;
- money - how to carry money and valuables discreetly eg money belts, zip armlets. If larger amounts of money will be needed, it is advisable to take travellers cheques;
- how to use phones abroad, money required (a BT contact card allows calls to be charged to the home number) and the code for phoning home; _ what to do in an emergency. See **Emergencies** above

9.10 Briefing meeting for parents

It is particularly important that parents are given the opportunity to meet the teachers and others who will be taking the pupils overseas. See above **Communicating with Parents**.

9.11 Vaccinations.

The group the schoolder should find out whether vaccination is necessary and ensure that all members of the group have received it in good time. Check whether the country to be visited requires proof of vaccination. The Department of Health gives advice on vaccination requirements in their publication, *Health Advice to Travellers Anywhere in the World* (see Annex A).

9.12 Insurance

The group leader must ensure that the group has comprehensive travel insurance.

9.13 Foreign legislation

The group leader needs to check relevant legislation, particularly on health and safety eg fire regulations.

9.14 Language abilities

One of the adults with the group should be able to speak and read the language of the visited country. If not, it is strongly recommended that the leader or another of the adults learns enough of the language to hold a basic conversation and knows what to say in an emergency. It is also advisable that pupils have a basic knowledge of the local language before the visit.

9.15 Visas/passports

9.15.1 The group leader should ensure that all members of the group have valid passports and visas (if appropriate) in the early stages of planning the trip. A group passport may suffice in certain circumstances.

9.15.2 Photocopies of the group's passports should be taken for emergency use. Otherwise there can be problems if someone other than the designated the group leader has to accompany an injured pupil back to the UK.

9.16 **Nationality** If the group includes pupils whose national or immigration status or entitlement to a British passport is in doubt, it is advisable to make early enquiries of the Home Office's Immigration and Nationality Directorate (see Annex B for address details) concerning the requirements of the immigration rules and the right of re-entry.

Pupils who are not nationals of any EU member state may need a visa to travel from the UK to another member state. However, they may receive visa exemption if they are members of a school group. Details and forms are available from the Central Bureau for Educational Visits and Exchanges. (See Annex B for contact details.)

Pupils other than EU nationals may require a separate passport and may need to use separate passport control channels from the rest of the group.

9.17 Emergency Medical Facilities

Some of these are available through reciprocal health care arrangements in European Community (EC) countries to EU Nationals. Form E111 from DSS is the certificate of entitlement to free or reduced cost treatment and must be completed by the child's parent. It is available from Post Offices or Free Phone 0800 555777.

It is advisable to take a contingency fund as sometimes treatment must be paid for in advance and money has to be claimed back later.

9.18 Paperwork

The group leader should ensure that they obtain and take with them:

- travel tickets, passports and visas. It is also advisable to carry a separate list of the numbers of any travel documents/passports, and photocopies of all the group's documents in a sealed waterproof bag;
- a copy of the contract with the centre/hotel etc, if appropriate;
- medical papers eg form E111s and significant medical histories;
- parental consent forms and permission for group leader to authorise emergency treatment on parental behalf;
- the phone numbers and addresses, at home and in school, of the head teacher and of the school contact;

- the names of parents and the addresses and telephone numbers at which they can be contacted (home and workplace);
- copies of a list of group members and their details;
- details of insurance arrangements and the company's telephone number;
- the name, address and telephone number of the group's accommodation;
- location of local hospital/medical services.
- The group leader may wish to ask parents for passport size photographs of the pupils. It might be useful to have photographs of the adults in the group as well.

9.19 Information retained at the school

Full details of the visit should be retained at school while the visit is in progress. This should include:

- the itinerary and contact telephone number/address of the group;
- a list of group members and their details;
- contact names, addresses, telephone numbers of the parents and next of kin;
- copies of parental consent forms;
- copies of travel documents, insurance documents, medical papers;
- a copy of the contract with the centre/hotel etc, if appropriate; and
- THE SCHOOL emergency contact numbers.

9.20 During the visit

9.20.1 It is advisable for pupils to carry a note in the relevant foreign language for use if they get lost, asking the reader to re-unite them with the group at the accommodation/meeting point, or to take them to the police station. They should also carry the group leader name and the duty contact's phone number.

9.20.2 All group members should carry an appropriate amount of foreign currency at all times eg money for telephone (or a phone card).

9.20.3 It is important to be able to identify group members readily eg uniform, brightly coloured backpack, cap or item of clothing, badges. However, no student should display their name clearly on their clothing - this could result in their being isolated from the group by an apparently friendly, personal call.

9.21 Emergencies

9.21.1 The group leader must ensure that all members of the group know what action to take if there is a problem. The group leader and supervisors should know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the

age of the pupils, it may be appropriate to ensure that they have this information to hand.

9.21.2 Group leaders need to be aware that some diseases are more prevalent in some countries than in others and should know what action to take should a member of the group become infected. Many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep. The group leader should take this into account at the planning stage and take measures to prevent these risks. If appropriate, parents should be asked to provide suitably factored sun protection creams and sun hats/glasses. Group members should be advised about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea. In warm climates it is important to keep fluid levels high, take extra salt and wear loose, lightweight clothing - preferably made of cotton or other natural fibres.

9.22 Contacts at home

It is advisable to have a teacher/contact at home with a valid passport, who could go to the area being visited to provide support to the group in the event of an emergency.

9.23 Travel by air

Taking a school group on an aircraft requires careful planning and preparation. The airline/travel agent will be able to advise on particular requirements. If the group includes any members with disabilities, it is advisable to check that the airline has a wheelchair service and lifting facility etc, if appropriate. The group leader should resist any attempt by the airline to split the group between different aircraft.

9.24 Exchange visits

9.24.1 The success of an exchange visit largely depends on good relationships and communications with the partner school. Individual school exchanges differ from other visits abroad in that pupils will spend most of their time with host families and are, therefore, not always under the direct supervision of school staff. Host families will not be subject to English law.

9.24.2 Pupils must be aware of the ground rules agreed between the group leader and the host family. Many of the considerations which apply to residential and day trips also apply here. In addition, the following should be ensured by the group leader:

- a good personal knowledge of the host school and counterpart;
- satisfactory ‘pairing’ arrangements. The partner school should tell the host families of any special, medical or dietary needs of their guests, age and gender;
- matches should be appropriate;

- parents, pupils and the host school should be clear about the arrangements for collecting and distributing pupils to families, and for transporting pupils throughout the visit;
- the head teacher should retain a list of all the children involved and their family names and addresses;
- pupils living with host families should have easy access to their teachers, usually by telephone;
- parents should be made aware that their children living with host families will not always be under direct teacher-supervision.

9.25 Vetting host families

Exchange or home stay visits can be arranged through agencies, in which case the agency should have some responsibility for vetting the host families. Group leaders making their own arrangements need to be clear about procedures in the relevant country for vetting the suitability of host families including criminal background checks insofar as these are available. If the host school or placing agency does not have appropriate measures in place for carrying out checks to ensure the health, safety and welfare of exchange or home stay pupils, the group leader should seek further assurances and/or reconsider whether the visit should take place.

TRIPS AND ANCILLARY CURRICULAR POLICY

PART 10: EMERGENCY PROCEDURES

10.1 General

10.1.1 Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take lifesaving action in an extreme situation. Emergency procedures are an essential part of planning a school visit. County and controlled schools should follow the school guidance on emergency planning procedures.

10.1.2 If an accident happens, the priorities are to:

- assess the situation;
- safeguard the uninjured members of the group;
- attend to the casualty;
- inform the emergency services and everyone who needs to know of the incident.

10.2 Who will take charge in an emergency?

10.2.1 The group leader would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that back up cover is arranged. The group leader should liaise with the representative of the tour operator if one is being used.

10.3 Pre-arranged school home contact.

10.3.1 The school contact's main responsibility is to link the group with the school, the parents and the school (where appropriate), and to provide assistance as necessary. The named person should have all the necessary information about the visit. The emergency contact information on the database should be completed

10.4 Emergency procedures framework

10.4.1 All those involved in the school trip, including supervisors, pupils and their parents, should be informed of who will take charge in an emergency, the named back up cover and what they are expected to do in an emergency.

10.5 Emergency procedures framework during the visit

10.5.1 If an emergency occurs on a school visit the main factors to consider include:

- establish the nature and extent of the emergency as quickly as possible;
- Ensure that all the group are safe and looked after;

- establish the names of any casualties and get immediate medical attention for them;
- ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures;
- ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together;
- notify the police if necessary;
- notify the British Embassy/Consulate if an emergency occurs abroad;
  inform the school contact. The school contact number should be accessible at all times during the visit;
- details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);
- otify insurers, especially if medical assistance is required (this may be done by the school contact);
- notify the provider/tour operator (this may be done by the school contact);
- to technical difficulties, and should not replace usual communication procedures;
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence; _ keep a written account of all events, times and contacts after the incident;
- complete an accident report form as soon as possible. Contact HSE or local authority inspector, if appropriate;
- should not be given to the media as this could cause distress to their families. Media enquiries should be referred to a designated media contact in the home area;
- no-one in the group should discuss legal liability with other parties.

10.6 Emergency procedures framework for school base.

10.6.1 Prior to the visit, the name and school and home telephone numbers of a school contact should be identified. It is advisable to arrange a second school contact as a reserve. Group leaders should bear in mind that the contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful. The main factors for the school contact to consider include:

- ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school base;
- contacting parents. Details of parents' contact numbers need to be available at all times while the group is on the visit. The school contact should act as a link between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency;
- The school contact should act as a link between the group and the school and arrange for the group to receive assistance, if necessary;

- liaison with media contact. If a serious incident occurs, the school contact should liaise with the designated media contact as soon as possible;
- the reporting of the incident using appropriate forms, if necessary. Some incidents are reportable under the *Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)*. For further information see Annex B.

10.7 Media contact

The School usually has a designated person to deal with media enquiries for county and controlled schools. GM schools normally make their own media arrangements - this is often through a school governor. The media contact should liaise with the school contact, the group leader and, where appropriate, the emergency services. In the event of an emergency all media enquiries should be referred to the media contact. The name of any casualty should not be given to the media.

10.8 After a serious incident

It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other pupils or staff in the school have been affected. In some cases reactions do not surface immediately. Schools in this situation have sometimes found it helpful to contact local community support services and to seek professional advice on how to help individuals and the school as a whole cope with the effects of a tragedy.

Date of last review:	**Michaelmas 2010**
Reviewed by:	**Deputy Head (Staff) and Deputy Bursar**
Date of next review:	**Michaelmas 2011**

Annex A

FORM 1

OFF-SITE SWIMMING POOL CHECKLIST

	Yes	No
• Is there regular testing of water quality?		
• Are accurate signs displayed indicating the depth?		
• Is the depth of the water less than 1.5 metres? (If so diving should not be permitted)		
• Is there a resuscitator? Are the lifeguards trained in its use?		
• Is there poolside rescue equipment?		
• Are there a poolside telephone and an alarm?		
• Is an emergency action plan displayed?		
• Are normal operating procedures available?		
• Is there constant pool supervision?		
• Is the swimming pool room, in the case of an indoor pool, locked when not in use?		
• Do the supervisors have current National Pool Lifeguard Qualifications?		
• Is the number of pupils/students supervised by one qualified adult fewer than 20?		
• Are the changing facilities in keeping with basic hygiene and personal safety?		
• Do the pupils/students know not to leave any group member alone at any time in the pool?		

FORM 2

CONSENT FORM FOR SWIMMING ACTIVITIES OR ACTIVITIES WHERE BEING ABLE TO SWIM IS ESSENTIAL

Consent does not remove the need for group leaders to ascertain for themselves the level of the pupil's swimming ability

SWIMMING ABILITY

• Is your child able to swim 50 metres? YES/NO

• Is your child water confident in a pool? YES/NO

• Is your child confident in the sea or in open inland water? YES/NO

• Is your child safety conscious in water? YES/NO

1. I would like (name) .....to take part in the specified visit and having read the information provided agree to him taking part in the activities described.

2. I consent to any emergency medical treatment required by my child during the course of the visit.

3. I confirm that my child is in good health and I consider him fit to participate.

Signed:..... Date:.....

Full name of parent/guardian:.....

Telephone numbers:.....

Home: .....Work:.....

My home address is:.....

.....

.....

Name, address and telephone number of family doctor:.....

.....

.....

THIS FORM OR A COPY SHOULD BE TAKEN BY THE GROUP LEADER ON THE VISIT. A COPY SHOULD BE RETAINED BY THE SCHOOL CONTACT

Annex B

OTHER GUIDANCE

Planning Visits

Education Reform Act 1998: Charges for School Activities, Circular 2/89. Available from DfE Publications Centre.

Educational Visits and Journeys - National Association of School Masters/Union of Women Teachers (NASUWT) 1994 Available from NASUWT.

The following publications are produced by the Health and Safety Commission (HSC)/Health and Safety Executive (HSE):

5 steps to risk assessment: A step by step guide to a safer and healthier workplace IND(G)163 Rev 1 1998 - free booklet or available in priced packs ISBN 0 7176 0904 9

Managing Health and Safety: Five Steps to Success IND(G) 275 - free leaflet

A guide to risk assessment requirements: common provisions in health and safety law (1996) IND(G)218 - free leaflet or available in priced packs ISBN 0 7176 1211 2

HSE priced and free publications are available from HSE Books.

Health and Safety Guidance for School Governors and Members of School Boards - Education Service Advisory Committee 1998 (revised edition) £5.95 ISBN 0 717 612 988. Available from HSE Books.

Safety on School Trips: A Teachers and the Law Booklet - The Professional Association of Teachers (PAT) £3.50 plus p&p to non-members. Available from PAT.

Safe Practice in Physical Education - The British Association of Advisers and Lecturers in Physical Education 1995 *ISBN 1 87122809 3*. Available from Dudley LEA Publications (BAALPE), EDC Saltwells, Bowling Green Road, Netherton, Dudley, DY2 9LY Tel: 01384 813 707 Fax: 01384 813 801.

Safety on School Journeys - National Union of Teachers (NUT) and supported by The Royal Society for the Prevention of Accidents (RoSPA). Available free from the NUT Headquarters Health and Safety Unit.

A Streetwise Guide to: Going Places and *A Streetwise Guide to Having a Good time in your Free time* - Metropolitan Police. Available from Directorate of Public Affairs, New Scotland Yard Tel: 0171 230 0766.

Guide to Health and Safety at School No5: Out and About - Schools Trips Part 1 - The Royal Society for the Prevention of Accidents (RoSPA). Available from RoSPA.

School Travel Organisers Guide 1997/98 - Hobsons Publishing in association with the National Tourist Board of England, Northern Ireland, Scotland and Wales *£7.95 ISBN 1 86017 449 3*. Available from Hobsons Publishing, Bateman Street, Cambridge CB2 1LZ Tel: 01223 345551.

Taking Students Off-Site - Association of Teachers and Lecturers (ATL) 1997. Available from ATL.

Together Safely: Developing a Whole School Approach to Health and Safety - The Royal Society for the Prevention of Accidents (RoSPA). Available from RoSPA.

Wise Before the Event - Calouste Gulbenkian Foundation £5.00 ISBN 09 0331966 7. Available from Turn-a-round, Unit 3 Olympia Trading Estate, Cobury Road, London N22 6TZ Tel: 0181 829 3000.

Guidance on First Aid for Schools - A Good Practice Guide - DfE. Available from DfE Publications Centre.

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Preparing Pupils

**Circular 14/96 - Supporting Pupils with Medical Needs in School*

**Supporting Pupils with Medical Needs - A Good Practice Guide*

Available from DfE publications centre, see end of Annex A for address details.

*DfE joint publication with the Department for Health.

Planning Transport

Advice to Users and Operators of Minibuses and Coaches Carrying Children VSE 1/96 and VSE 2/96 - Department of the Environment, Transport and the Regions (DETR). Available free from DETR, the Vehicle Standards and Engineering Team, Zone 2/04.

Taking a Minibus Abroad - DETR. Available from DETR, Road Haulage Division, Zone 2/11.

The Use of Minibuses - National Association of School Masters/Union of Women Teachers (NASUWT) 1994 Available from NASUWT.

The School Minibus and the Law - Association of Teachers and Lecturers (ATL). Available from ATL

Drivers' Hours and Tachographs: Rules for Road Passenger Vehicles in the UK and Europe: PSV375 rev 8/97 - DETR Available free from DETR, Tel: 0171 676 2756 or 2756.

Public Service Vehicles Conditions of Fitness, Equipment, Use and Certification - DETR ISBN 0 11 016257 9. Available from The Stationery Office.

School Minibuses: A Safety Guide - National Union of Teachers (NUT). Available free from the NUT Information Unit, see Annex B for address details.

Minibus Safety: A Code of Practice - The Royal Society for the Prevention of Accidents (RoSPA) RSGEN 146. Available from RoSPA.

Guide to Health and Safety at School No7: Out and About - Schools Trips Part 3 Transport and Travel - The Royal Society for the Prevention of Accidents (RoSPA). Available from RoSPA.

Guide to Health and Safety at School No 3: Out and About - School Minibus Part 1 and Guide to Health and Safety at School No 4: Out and About – School Minibus Part 2 - The Royal Society for the Prevention of Accidents (RoSPA). Available from RoSPA.

Health and Safety Fact Sheet on Off-Site Activities - Fred Sherwood/Further Education Development Agency (FEDA) ISBN 1 85338 458. Available free from the Publications Department, FEDA, Citadel Place, Tinworth Street, London SE11 5EH Tel: 01761 462 503.

Types of Visit

999 Coastguard Teacher's Guide: Safety and Fun at the Seaside - Maritime and Coastguard Agency (1 free pack per school). Available from the Maritime and Coastguard Agency.

The Award Handbook and Expedition Guide – The Duke of Edinburgh's Award. Available from The Award Scheme Ltd, Unit 18/19 Stewart Field, off Newhaven Road, Edinburgh EH6 5RQ Tel: 0131 553 5280.

Guide to Health and Safety at School No6: Out and About - Schools Trips Part 2 Adventures at Home and Away - The Royal Society for the Prevention of Accidents (RoSPA). Available from RoSPA.

Guidance to the Licensing Authority on The Adventure Activities Licensing Regulations 1996 Health and Safety Commission. Available from HSE Books.

Avoiding ill health at open farms: Advice to teachers AIS23 Supplement - Health and Safety Executive1998. Available from HSE Books.

Pupil Visits to Farms: Health Precautions – DfE circular letter of 9 June 1997. Available from: Pupil Health and Safety Team, DfE, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT Tel: 0171 925 6490.

Quality, Safety and Sustainability - Field Study Centres: A Code of Practice - National Association of Field Studies Officers (NAFSO). Available from NAFSO.

Safe Supervision for Teaching and Coaching Swimming - Joint publication by the Amateur Swimming Association and other bodies. Available from The Institute of Sport and Recreation Management, Giffard House, 36-38 Sherrard Street, Melton Mowbray LE13 1XJ Tel: 01664 565 531.

Safety on British Beaches - Joint publication by The Royal Life Saving Society and The Royal Society for the Prevention of Accidents (RoSPA) Available from RoSPA.

Safety in Outdoor Activity Centres: Guidance, Circular 22/94. Available from DfEE Publications Centre.

Safety in Swimming Pools - Joint publication by the Health and Safety Commission and English Sports Council (ESC). Available from ESC Publications, PO Box 255, Wetherby, LS23 7LZ Tel: 0990 210 255 Fax: 0990 210 266.

Self Assessment and Guidance - Adventure Activities Licensing Authority (AALA) Available from the AALA.

Work Experience: A Guide for Schools - DfE. Available from the DfE Publications Centre.

Managing Health and Safety on Work Experience: A Guide for Organisers. Available shortly. For further details contact the DfE Work Experience Team Tel: 0114 259 4754 or 0114 259 4164.

Visits Abroad

Making the Most of Your Partner School Abroad - Central Bureau for Educational Visits and Exchanges 1991. Available from the Central Bureau, see Annex B for address details or Tel: 0171 389 4880/0171 389 4886.

Home from Home - Central Bureau for Educational Visits and Exchanges 1998.
Details as above.

Health Advice to Travellers Anywhere in the World - The Department of Health 1998 T6. Available free from most Post Offices, travel agents and local libraries.

World Wise: Your Passport to Safer Travel – Mark Hodson and The Suzy Lamplugh Trust. Thomas Cook Publishing 1998. Available from The Suzy Lamplugh

Emergency Procedures

The following publications are produced by the Health and Safety Commission (HSC)/Executive (HSE):
Everyone's guide to RIDDOR '95 (1996) - HSE31 – free leaflet or available in priced packs.

Reporting school accidents (1997) EDIS 1 – free information sheet HSE priced and free publications are available from HSE Books.

Safety and Disaster Management in Schools and Colleges: A Training Manual - David G Kibble 1998 Available from David Fulton Publishers Ltd, Ormond House, 26-27 Boswell Street, London WC1N 3JD.

Address details for listed Government publications

Department for Education and Employment Publications Centre
PO Box 5050
Sudbury Suffolk CO10 6ZQ
Tel: 0845 6022260
Fax: 0845 6033360

The Stationery Office
PO Box 276
London
SW8 5DT
Tel: 0171 873 9090
Fax: 0171 873 0011

HSE Books
PO Box 1999
Sudbury
Suffolk CO10 6FS
Tel: 01787 881165
Fax: 01787 313995.

HSE priced publications are also available from good booksellers.

Trust.	