

## Educational Visits and Off-site Activities Policy

### Applies to:

- The whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and support), the Directors and volunteers working in the school.

***In our school the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of students on placement, contractors, agency staff, volunteers and the Proprietor.***

### Related Documents:

- Diagram showing Chain of Command in the event of an Emergency in this policy - Appendix D
- Behaviour Policy
- Health, Safety, Risk Assessment and Welfare Policy

### Availability:

- This policy is made available to parents, staff and pupils in the following ways: via the school website, within the Parent Policies Folder in the Reception area, and on request a copy may be obtained from the school office.

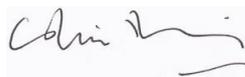
### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Board of Directors undertake a formal annual review of this policy.

Signed:



David Paton  
Head  
August 2018



Dr Colin Diggory  
Chairman of the Board of Directors

## **1. Introduction**

- 1.1 It is one of the stated aims of Radnor House Sevenoaks to give all pupils every opportunity to experience trips and visits outside of the school environment. We encourage teachers to undertake educationally valuable visits to sites within the United Kingdom and overseas, providing these do not unduly hinder the normal operation of the school and that the Health and Safety and welfare of pupils is paramount at all times. Before the school decides to arrange an educational visit, we consider educational objectives and how they are to be achieved.
- 1.2 In striking the right balance between protecting pupils from risk and allowing them to learn from educational visits we:
- provide learning opportunities for all our pupils
  - focus on real risks when planning educational visits and manage these risks during the off-site activities, and
  - ensure those running the activity understand their roles, are supported and are competent to lead or take part.
- 1.3 The purpose of this policy is to ensure that trips are planned in an organised and responsible fashion, and that the health, safety, and welfare of pupils and staff are maintained. We ensure that Radnor House Sevenoaks fulfils its responsibilities for visits, including pupils' behaviour. Integral to this process, the school:
- plans visits to include risk assessments, first aid requirements, budget forms and a description of the educational purpose of the trip;
  - ensures appropriate supervision including ratios and vetting checks;
  - prepares pupils for visits including those with special and medical needs;
  - communicates with parents;
  - plans transport and catering;
  - has insurance in place;
  - makes appropriate arrangements for the range and types of visit;
  - has clear procedures with reference to visits abroad and
  - has emergency procedures, including contact details and permission for emergency medical treatment if a parent cannot be contacted.
- 1.4 The school ensures that it follows both DfE and Health and Safety at Work guidance and regulations (including those issued by the Kent Local Authority).

## **2. Equal Opportunities and Inclusion**

- 2.1 We are an inclusive school. The challenge is to make activities available and accessible to all who wish to participate or are required to take part. This is to be achieved whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture. Radnor House Sevenoaks recognises that there are significant factors to be managed that may override other considerations. Our risk assessments are within the context of the school's Single Equalities Policy.

## **3. Expectations**

- 3.1 Our school ensures that the precautions proposed are proportionate to the risks involved, and that our paperwork is easy to use. We also take account of assessments and procedures of any other organisations involved, and ensure that communications with others are clear. Our arrangements also ensure that:
- risk assessment focuses attentions on real risks – not risks that are trivial and fanciful;
  - proportionate systems are in place – so that trips presenting lower-risk activities are quick and easy to organise, and higher-risk activities (such as those involving climbing, caving or water-based activities) are properly planned and assessed;
  - those planning the trips are properly supported – so that staff can readily check if they have taken

sufficient precautions or whether they should do more;

- staff are given the training they need to keep themselves and pupils safe and manage the risks effectively.

3.2 Our staff running school trips should clearly communicate information about the planned activities to colleagues and pupils (and parents where appropriate). We explain what the precautions are and why they are necessary. Those running school trips act responsibly by:

- putting sensible precautions in place, and making sure these work in practice;
- knowing when and how to apply contingency plans where they are necessary;
- heeding advice and warnings from others, for example those with local knowledge or specialist expertise (especially in respect of higher-risk activities).

#### **4. Training**

4.1 The school ensures that members of staff are given the health and safety training they need for their job. This certainly does not mean that all employees have to attend a training course. It may simply mean providing them with basic instructions or information about health and safety in the school.

#### **5. Duties and Responsibilities**

5.1 Under the Health and Safety at Work Act 1974, the employer in a school must take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off school premises.

5.2 Our school sets out health and safety arrangements in the Health, Safety, Risk Assessment and Welfare Policy.

5.3 Both the Head and the Board of Directors must be made aware of all off-campus visits. It is the responsibility of the Head to ensure that:

- the off-campus activity or visit is appropriate and relevant;
- the establishment may be run efficiently in the absence of staff engaged in the activity or visit.

5.4 This is the key role for ensuring that the management of visits and ventures meets the regulations and guidance offered by the Local Authority, the DfE and others, as well as conforming to the Radnor House Sevenoaks Health, Safety, Risk Assessment and Welfare Policy

5.5 The law requires employees to:

- take reasonable care of their own health and safety and that of others who may be affected by what they do at work;
- co-operate with their employers on health and safety matters;
- do their work in accordance with training and instructions and
- inform the employer of any work situation representing a serious and immediate danger, so that remedial action can be taken.

5.6 All members of staff at Radnor House Sevenoaks have a common law duty to act as any prudent parent would do when in charge of pupils. Employees should follow any health and safety procedures put in place by their

employer. However, if they feel that the procedure is inappropriate (e.g. it is too bureaucratic) they should discuss this with their employer and request that it is reviewed. The Head will work with the Board of Directors to ensure that the procedures at Radnor House Sevenoaks are proportionate, effective and appropriate.

5.7 Our teachers on school-led visits act as employees of the Proprietor, whether the visit takes place within normal working hours or outside those hours, by agreement with the Head. Our teachers will do their best to ensure the health and safety of everyone in the group. They will:

- follow the instructions of the Trip Leader and help with control and discipline;
- consider stopping the visit or the activity, notifying the Trip Leader, if they think the risk to the health or

safety of the pupils in their charge is unacceptable;

- be aware of potential conflicts of interest if their own children are members of the group and discuss beforehand with the Trip Leader.

## **6. Staffing ratios**

- 6.1 There are no exact ratios for school trips. The trip leader must ensure that the staffing for a trip is 'reasonable'. This depends on the age, gender mix, ability and behaviour of the pupils involved. It will depend on the type of activity undertaken, the nature of the journey and the type of accommodation if the trip is overnight. The competence of the adults supervising a trip must also be considered, together with the need for first aid cover.
- 6.2 The school will err to the side of caution on this matter. There are no circumstances under which the staffing ratios are less generous than those to be found in school.
- 6.3 The DfE advises the following ratios for general activities such as visits to local historical sites and museums or for local walks in normal circumstances:
- 1 adult for every 10-15 pupils in Y5 to 6
  - 1 adult for every 15-20 pupils in school Y7 onwards
- 6.4 However, it is stressed that these are only examples. The Trip Leader must assess the risks and consider an appropriate safe supervision level for their particular trip. Trips to remote areas or those which involve more hazardous activities clearly require a higher level of supervision. It is also the case that many institutions which are open for visits by school parties have their own staffing guidelines which need to be adhered to. Staff taking trips must always check with the locations they are visiting about such matters.
- 6.5 Regular contact must be kept with pupils who are enjoying non-direct supervision e.g. at a theme park or on a visit to a town. Pupils should only be allowed non-direct supervision within a strictly defined area and should be given clear guidelines as to the behaviour expected. They should be aware of where members of staff may be found and pupils should be instructed to remain in groups of at least three at all times whenever possible.
- 6.6 Careful, appropriate and transparent consideration must be given to the number of staff on residential trips and any additional costs thereby involved. While it is desirable to have too many staff rather than too few, it is not acceptable that parents should have to bear the cost of taking additional staff whose presence is not absolutely necessary. If needs be, staff may be asked to make an appropriate financial contribution to the overall trip fund.

## **7. Staff Cover considerations**

- 7.1 When the Trip Leader is considering the staffing for a trip he/she must always bear in mind the consequences of staff absences on those left behind. If several people are required to staff a trip then consideration should be given to using support staff as additional helpers. In all cases suitable cover must be available for anyone on a trip. If a school trip is taking place which involves several members of staff, each person going on the trip must ensure that the relevant paperwork for cover has been completed.
- 7.2 The composition of the staff involved with a trip often changes from the time the initial Trip Request Form is submitted, so the EVC must be kept informed at all times about which staff will be involved with trips. This is to ensure that Evolve and SIMS are updated, and so that the Director of Studies knows exactly who will be out on trips and that sufficient cover arrangements, for lessons and duties, have been put in place. The trip Leader must co-ordinate this process, but all staff who go on trips must take responsibility for ensuring their lessons and duties are covered appropriately.
- 7.3 Staff who need further guidance and clarification on this matter should discuss it with the EVC during the planning stages for a trip. Equally, any concerns with regard to staffing or staffing ratios on trips should be referred to the EVC who can give further guidance and advice.

## **8. The Trip Leader**

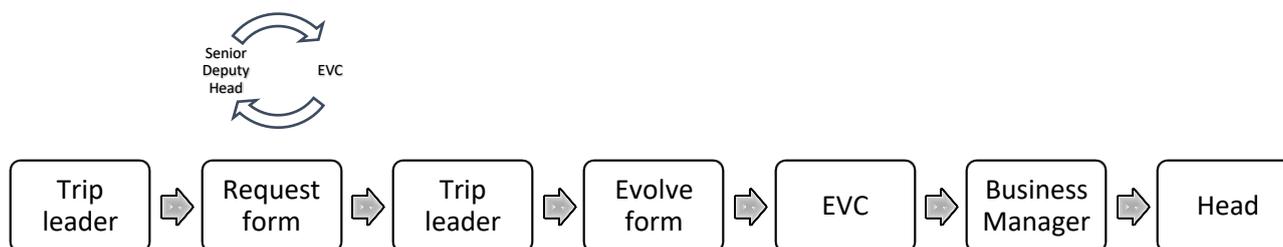
- 8.1 The Trip Leader, who is the person with overall responsibility for the administration, programme, supervision and conduct of the venture, is an important part of the health and safety and good practice support system.
- 8.2 The Trip Leaders should demonstrate the ability to undertake a comprehensive review of the needs of the venture and in particular be able to risk assess the locations, groups travelling and leader competencies, in order to put good risk management procedures in place, that they can monitor and use.
- 8.3 Relevant experience is essential along with accepting the need to:
- agree specific roles, responsibilities and communications systems;
  - agree incident and emergency procedures, the who, where and what of such situations;
  - agree what will happen if the practicalities of the day require a major adaptation of the programme (ongoing risk assessment); and
  - have high expectations of what the pupils, young people and the venture can achieve.
- 8.4 For residential activities, the Trip Leader may select one member of staff to act as their assistant. The Trip Leader may then invite staff to participate, clearly outlining the particular demands of the trip. Once compiled, this list of staff must be updated on Evolve and SIMS (if applicable). Based on previous participation, ability and experience of staff and operational logistics, the EVC will then agree the staffing.
- 8.5 It is the Trip Leader's responsibility to have access to the trip information, either directly on Evolve or to carry a Trip Pack with them at all times. The Trip Pack should include who is in their group, who is travelling in each vehicle (if applicable), the name and telephone number of the contact person/s who can be contacted in an emergency and full details of pupils' names, telephone numbers and any medical issues. For overseas visits, a copy of all pupil and staff passports and EHIC cards should be taken prior to departure and kept with the Trip Leader during the visit.
- 8.6 The Trip Leader must also ensure that there is a contact person available throughout the period that the group is off-site. If necessary, the Trip Leader should send a message to both the school and parents advising them that a group has arrived safely at its destination. Thereafter, the Trip Leader should send updates about the trip, as often as is reasonably possible. The Trip Leader should also make contact with both the school and parents, with as much notice as possible, if the estimated time of arrival on the return journey has changed. It is the responsibility of the Trip Leader to ensure that pupils have a memorable and educational experience, and that they uphold the school values and ethos at all time.

## **9. Prior Research**

- 9.1 If possible, an exploratory visit should be made by a teacher before any trip is undertaken. A key factor in reducing risk is knowledge of the place to be visited. Whilst such visits may not always be practical, staff should make every effort to consider such an undertaking. If this is not possible, then a minimum measure would be to obtain specific information from the venue and from reputable organisations who can provide such information. It is a vital dimension of risk management.
- 9.2 Residential trips, visits abroad, and adventure activities led by school staff all have aspects of complexity. If the visit is led and managed by an external provider, the Trip Leader and the EVC should ensure that all appropriate safeguards are in place prior to the trip or visit taking place.
- 9.3 It is the school's policy to actively seek external tour operators, companies or activity centres that are nationally accredited by the OEAP Learning Outside the Classroom (LOtC) Quality Badge. This is an easily recognisable and trusted national award for all types of providers of LOtC throughout the UK. It covers both learning provision and safety. The Quality Badge has been designed to reduce the 'red tape' involved in planning educational visits by providing a single accreditation demonstrating that a provider meets national standards. OEAP therefore requests its members to advise schools and other establishments that it is unnecessary to require providers to supply information which has already been assessed by the Quality Badge accreditation process. Where an external operator does not have the OEAP accreditation, rigorous checks will be made to ascertain and risk assess the accreditation held by the provider and ensure that all national standards are met.

## 10. Approval process

- 10.1 Trip applications are submitted through the trip request form. After initial approval by the Senior Deputy Head and the EVC, staff can make initial bookings and start an Evolve form for further information required about their educational visit. Once all information has been completed, there will be a final check done by the EVC and the Senior Deputy Head.
- 10.2 Evolve is an online system for the planning, approval and management of educational visits. Radnor House Sevenoaks uses this system to plan and manage educational visits and trips away from the school. The system is proven to reduce paperwork, simplify procedures, produce self-review and inspection preparation data, and improve staff confidence in that they automatically follow both school policy and National Guidelines.
- 10.3 After initial approval, trips will be entered onto SIMS calendar by the EVC for appropriate supervision/cover to be arranged by the Director of Studies.
- 10.4 Only the Head, acting on behalf of the Governing Body, is able to finally approve the organisation of such activities.



## 11. Timings of trips

- 11.1 It is essential to the smooth running of the rest of the school that trips are properly planned and arranged to ensure minimal disruption to all, both those on the trip and those left behind. Pupils should miss lessons as rarely as possible. While it is often easy to justify a trip from the benefit to one's own subject, lessons missed in other subjects need to be considered. Obviously, there will be times when it is impossible to avoid taking pupils out during lesson time, but full consideration must be made of alternative times before making such a decision.
- 11.2 Staff organising a trip must consult as widely as possible with colleagues who might be affected and think carefully about the possible impact of a trip. For example, as far as possible, trips should not be organised on busy games afternoons, and residential trips should preferably take place during school holidays to avoid a loss of teaching time.
- 11.3 All educational visits off the premises should be proposed to the EVC at least one term in advance whenever possible so that they can be discussed with relevant staff. Best practice should see residential visits proposed one year in advance so that they are seen as planned parts of the curriculum or extra-curricular programme and can be entered into the Annual Calendar available to parents and staff on the school's website.
- 11.4 The Senior Deputy Head and/or the EVC will be given the opportunity to raise concerns about an educational visit if it is proposed less than one term in advance (one year for residential visits) and is likely to impact on effective curriculum delivery.

## 12. Cost of trips

- 12.1 Staff must think carefully about the cost of a school trip. Costs should be kept to a minimum and parents must be given the chance to decline a trip on financial grounds. Cover provision must be made if necessary for any pupil who is unable to go on the trip for financial or other reasons.
- 12.2 In deciding on the overall budgeted cost, the Trip Leader should build in a contingency fund to cover any potential increase due to increased transport costs, changes in exchange rates (if part of the cost is charged in local currency) or other possible surcharges for fuel, taxes, etc. The Trip Leader must take responsibility for all financial arrangements and details of payment must be discussed and agreed with the Finance Department

before any letters are sent out.

- 12.3 Payment for trips – the Supplementary Charges Policy is on the school website, and gives full information for parents regarding deposits and payments for trips, as follows:
- for trips where a deposit and instalments are payable (e.g. ski trip, other residential trip) – deposits and subsequent payments are non-refundable and will be retained by the school in the event that a pupil does not attend the trip. If full payment has not been received before the trip takes place, the pupil will not be able to attend but the parent will still be liable for any costs incurred by the school.
  - for all other trips – if full payment has not been received before the trip takes place, the pupil will not be able to attend but the parent will still be liable for any costs incurred by the school.
- 12.4 This information regarding deposits and payment for trips is featured clearly on the consent forms which parents will return to school, when they consent to a pupil going on a trip.

### **13. Risk Assessments**

- 13.1 Radnor House Sevenoaks will always take a common sense and proportionate approach, remembering that in schools the purpose of risk assessment and management is to help pupils to undertake activities safely, not to prevent activities from taking place. We cannot remove risk altogether and we do not require needless or unhelpful paperwork.
- 13.2 Risk assessment and risk management are legal requirements. For educational visits, they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The risk assessment form (STAGED) should explicitly cover how special educational needs and medical needs are to be addressed if applicable. The Trip Leader in consultation with the Education Visits Coordinator (EVC) assesses potential risks of a proposed visit and concludes the necessary safety measures that need to be put in place to minimise these risks. Copies of the risk assessment form should be available to all staff involved.
- 13.3 Risk assessment for educational visits can be usefully considered as having three levels:
- generic activity risk assessments, which are likely to apply to the activity wherever and whenever it takes place;
  - visit/site specific risk assessments which will differ from place to place and group to group; and
  - ongoing risk assessments that take account of, for example, illness of staff or pupils, changes of weather, availability of preferred activity.
- 13.4 The risk assessment form should take into account the type of visit, location, means of transport, number of pupils, staff ratios required, competence and first aid experience of participating staff, required level of first aid equipment, age of pupils, possible weather conditions, participation of pupils with particular medical requirements, emergency procedures in the case of a pupil requiring medical treatment, insurance for the visit, appropriateness, insurance cover of any external providers and operators involved in transport – ensuring that all transport providers have the required Public Service Vehicle operators' licence.

### **14. Parents**

- 14.1 The Trip Leader will ensure that parents are given sufficient information in writing so that they are able to make an informed decision on whether their pupil should go on the visit.
- 14.2 For longer trips, particularly those overseas, it is essential to hold a Parents Information Evening a few weeks before departure. This allows information to be shared, questions to be asked and answered, and reassurance to be given where appropriate. The publication of an information booklet for parents and pupils is also strongly advised.
- 14.3 The Trip Leader will tell parents how they can help prepare their son/daughter for the visit by, for example:
- reinforcing the visit's code of conduct
  - understanding the clothing and footwear that will be required and ensuring that this is provided, and
  - parents will be informed of the arrangements for sending a pupil home early and will normally be required to meet the costs of such arrangements.
- 14.4 Via the 'myEvolve' online system, parents can see full details of what a visit or activity entails, give their consent and make payments (if applicable). Parents are given the opportunity to withdraw the pupil from any trip or

activity but should be made aware of any financial costs.

14.5 Parents contribute to the success of the visit by:

- understanding the objectives of the visit;
- understanding transport arrangements;
- appreciating there may be a need for, and consenting to, emergency and other medical or dental treatment necessary for the safety and well-being of the pupil; for all residential or overseas trips;
- giving clear information where relevant on their son/daughter's ability or inability to swim;
- providing clear information on their son/daughter's health and any special needs;
- giving permission for medical attention or medication if required;
- if required, applying for a European Health Insurance Card for their child;
- ensuring that there are clear contact arrangements.

## **15. Volunteers and other Responsible Adults**

15.1 Parents may be used as a supplement to the staff but will not be taken into account in the calculation of the minimum number of staff required to supervise the group as set out above. Parents or other responsible adults will only be allowed to accompany a residential educational visit if Disclosure and Barring Service (DBS) checks have been made.

15.2 Parents, other voluntary staff or helpers including support staff must be fully aware of the visit risk assessment, itinerary, special instructions, emergency procedures and any other relevant information, along with their role, duties and responsibilities.

15.3 Non-school employed adults acting as supervisors must:

- follow the instructions of the Trip Leader and employed staff and help with control and discipline;
- speak to the Trip Leader or employed staff if concerned about the health or safety of young people at any time during the visit;
- never be in sole charge of the young persons or remote from the support of the Trip Leader or other supervisors.

## **16. Pupils**

16.1 An essential aspect for the school policy is that all groups are made aware of and active in the process of managing the visit or venture as they can be. Procedures, group and supervision strategies must be explained and understood. Individual and group responsibilities need to be clear, as well as the rewards and sanctions for ensuring they are kept to.

16.2 Pupils should, as far as possible, be involved in the planning of the activity, undertake appropriate roles whilst it is in progress and be involved in identifying Health and Safety issues that may arise. They should know the expectations of the Leader and have a full understanding of the parameters covering all aspects of the trip or activity.

16.3 Pupils should be given clear instructions of what to do in various situations and should be given the school mobile number of the Trip Leader so that contact can be made should the need arise over transport issues or in the case of an incident.

16.4 A code of conduct, negotiated and agreed in an acceptable way, is a key component of educational visits, e.g. communication, behaviour, dress, group supervision and 'down time'. The standard of behaviour expected will be no different from behaviour expected within school. It may be necessary to have individual behaviour contracts with some young people, signed by themselves and their parents. Everyone should be as risk aware as is realistic.

16.5 The school reserves the right to refuse a place to a pupil on any school trip, in circumstances that may include behaviour, attendance or well-being concerns, among others, at the discretion of the school.

16.6 The Trip Leader will make it clear to pupils that they must:

- not take unnecessary risks;
- follow the instructions of the Trip Leader and other supervisors including those at the venue of the visit;

- dress and behave sensibly and responsibly, using safety equipment as instructed;
- be sensitive to local codes and customs;
- look out for anything that might hurt or threaten themselves or anyone in the group and tell the Trip Leader or his/her Assistant about it.

## **17. Children Accompanying Staff**

17.1 All staff must be aware of the problems that can arise when their own children accompany a particular visit or activity. In these situations, a conflict of role may occur. Where our staff do take their own children on a visit or activity, the member of staff should not be included in the staffing ratios unless they are supervising at all times a group which does not include their own children.

## **18. First Aid Provision**

18.1 As part of the risk assessment for all trips, consideration must be given to the level of staff training required for first aid. For all foreign trips, residential trips and adventurous activities trips, appropriate first aid provision, including suitably qualified first aiders, is essential. For this reason, it is vital that the School Nurse is told which members of staff are accompanying a trip as soon as that information is known. Training can then be arranged as appropriate. The Trip Leader must provide the School Nurse with a list of pupil participants at least one week prior to departure, so that she can cross-reference the names against her records and liaise with parents over any concerns. The Trip Leader must work closely with the School Nurse to ensure that he/she is comfortable with handling any specific health needs. The Nurse will provide an appropriate first aid kit for the trip.

## **19. Collection from a Trip**

19.1 In order to exercise their duty of care, the Trip Leader must ensure the pupils' safe dismissal and departure from their supervision at the end of a trip or activity.

19.2 If arrangements for the safe return home of a pupil breaks down, (e.g. a parent fails to arrive, or late bus fails to arrive at appointed time, etc.) the Trip Leader must attempt to telephone the pupil's home to make alternative arrangements.

19.3 If the meeting place is back at school, the pupil will be placed in the care of the Reception Staff who will allocate them a safe area in the school until the parent arrives. The Receptionist will liaise with SLT as necessary if problems remain unresolved.

**19.4 If the meeting place is elsewhere, the Trip Leader will liaise with SLT as necessary if problems remain unresolved.**

## **20. Points of Contact**

20.1 For all off-site activities, the first 'Point of Contact' at the school is either the EVC or the school Reception, if the trip is during school hours. If the visit involves an overnight stay, there must be a minimum of one member of SLT as a point of contact.

20.2 The contact person/s must have access to Evolve, the system the school uses to organise and manage its trips and visits to find the following information:

- details of how and where the Trip Leader may be contacted (usually this will be a school mobile phone);
- the names of all participants, including adults;
- the distribution of pupils and staff, if in separate groups or vehicles;
- the itinerary and the risk assessment (STAGED document);
- the names and telephone numbers of any travel company (including coach company) involved;
- access to parental home contacts for all involved (including adults);

## **21. Trip Evaluation Form**

- 21.1 Upon return to school a review sent by the EVC should be completed by the trip leader. This will ensure that improvements in accommodation, travel, activities for similar trips, the educational value of the trip, value for money and any perceived hazards are identified and rectified before a similar trip is proposed or approved.

## **22. General Information**

- 22.1 **Adventurous Activities:** Where adventurous activities are involved it is important that those leading and instructing the activities are appropriately qualified and competent. Such activities will usually be undertaken at a licensed and approved centre. Parents/guardians will be informed in writing of any adventurous activities that may be undertaken such as caving, abseiling, high ropes, climbing, etc. Please see [Appendix B](#) for a list of adventure activities as agreed by Local Authority outdoor education advisors.
- 22.2 **Critical Incident/Emergency Procedures:** The Trip Leader and other members of staff have a duty of care to ensure that all pupils are safe and healthy. All necessary steps should be taken in advance of any visit to assess all foreseeable risks and take necessary precautions. The detailed actions to be taken by the Trip Leader in the event of a serious accident/incident form [Appendix D](#) to this policy.
- 22.3 **Complaints:** Where complaints are received, these should follow the school's Complaints Procedure. Where complaints are made by the school concerning provision made on behalf of the school, these should be in writing from the Head to the supplier of the service. All complaints are best dealt with as and when they arise.
- 22.4 **Mobile Phones/Pupils' Property:** Mobile phones can be very useful in emergencies. However, there are reasons why their use by pupils should be restricted on educational visits, for example:
- mobile phones can act as distractions, preventing pupils from making full use of the educational opportunities offered by the visit;
  - carrying such phones can expose pupils to the risk of mugging and street violence;
  - loss or theft of phones can involve Trip Leaders in time consuming reporting procedures;
  - homesickness may be made worse by frequent use of mobile phones.
- For each visit, the Trip Leader will formulate a clear policy on the use of mobile phones that will be circulated to parents and pupils in advance of the visit. Such a policy may vary depending on the type of visit, from a total ban on pupils' phones to a system of phones being left with adults during the day, to be used for a restricted time in the evening. Similar rules will apply to all items of personal property including for example, cameras. Parents are requested not to send pupils on visits carrying expensive equipment that may attract thieves or be lost or broken. In any event, pupils will be responsible for all items of personal property taken on a visit.
- 22.5 The Radnor House Sevenoaks Safeguarding Policy and Procedures will apply during educational visits. The Trip Leader will carry out the duties of the Designated Person or will name an appropriate adult supervisor to do so. Any incident amounting to an allegation or suspicion of abuse that occurs whilst on the educational visit will be dealt with appropriately at the time and will be reported to the Designated Safeguarding Lead as soon as possible.
- 22.6 The European Health Insurance Card (EHIC) can be obtained free of charge by parents. The school cannot apply on the parents'/pupil's behalf. This can be applied for on-line, by phone or by post. See [www.ehic.org.uk](http://www.ehic.org.uk). This card allows reduced price or free medical treatment whilst visiting a European Union (EU) country, Iceland, Liechtenstein, Norway or Switzerland.

## Appendix A – Insurance, Drivers and Transport

The school has, as required by law, appropriate insurance in place. Under the school's insurance, cover is as follows: Employer's liability covers the legal liability to all employees, the indemnity £5 million for each occurrence. Public liability covers claims for injury to pupils and third parties, including those on school organised trips to a limit of £5 million in any one accident or incident. Full insurance information is available, on request, from the Finance Director at the school. The school holds Public Liability insurance, which will indemnify the school against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, third party property where the school is deemed to have been negligent. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff if they commit a negligent act. The indemnity includes activities such as off-site activities and outside visits organised by all departments for which the school may be considered responsible.

We only hire taxis, minibuses and coaches that are approved by the relevant authorities, where drivers are DBS checked and each seat has either a seatbelt or a booster seat as is applicable. In advance of the trip, pupils will be given clear safety instructions based on the risks associated with the particular type of travel. Pupils must sit only two to a double seat. Seat belts must be worn and, where appropriate, booster car seats should be used. All drivers of a school mini-bus must have undertaken an appropriate training course. In cases of long journeys, pupils will be given the opportunity to exercise after reasonable intervals. First-aid material must be carried and be readily available throughout the visit. Any mini-bus or other vehicle designed to carry nine or more passengers operated by the school is in accordance with the restricted *Passenger Carrying Vehicle (PCV) Operators licence* and any driver must hold a *PCV Driving Licence*.

Those authorised to drive any pupils in the party should normally:

- be at least of the minimum age required by the Kent local authority and its outdoor education adviser in relation to each vehicle (and under 71);
- have a minimum of two years' driving experience;
- have acquired some experience in handling the size or type of vehicle that will be used and is MIDAS trained;
- hold a current driving licence valid in the country of use; and
- never have been disqualified.

Each driver must be personally satisfied that:

- the driver is covered by insurance in respect of liability to passengers and others;
- the driver has made all necessary disclosures of material facts to the insurers, for example any particular problems relating to health;
- the vehicle is roadworthy;
- the driver has not consumed alcoholic liquor within twelve hours before or while in charge of the vehicle;
- the driver carries evidence of insurance.

It is likely that supervision will be by a combination of teachers, support staff and parents. The staffing ratio will vary according to:

- the activity concerned;
- pupils' age and sex;
- location;
- efficient use of resources.

There will be sufficient adults in the group to cover an emergency.

## Appendix B – Adventure Activities

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

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

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

## Appendix C – Notes

- The school complies with the Regulatory Requirements, Part 3, Paragraph 12 of the Education (Independent School Standards (England) (Amendment) Regulations.
- Health and Safety Department of Education (DfE) advice on legal duties and powers for local authorities, Heads, staff and governing bodies (DfE June 2013)
- Health and Safety Executive (HSE) School trips and outdoor learning activities tackling the health and safety myths (HSE July 2011)
- The school has regard to guidance and advice from the Outdoor Education Advisory Panel (OEAP 2013)

Employer Guidance given by the Outdoor Education Advisers' Panel sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found the establishment. These are:

- [Member of Board of Governors or Management Board](#)
- [Head teacher](#)
- [EVC](#)
- [Visit or Activity Leader](#)
- [Assistant Visit leader](#)
- [Volunteer Adult Helper](#)
- [Parents](#)

## Appendix D - Diagram showing Chain of Command in the Event of an Emergency

