



CASTLEMAN ACADEMY TRUST

POLICY :

Educational Visits Policy

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Please note that this policy is one of the suite of CAT Policies for School Standards Boards to acknowledge.

CASTLEMAN ACADEMY TRUST

Educational Visits Policy

Our policies refer to Senior Leaders. This can mean Executive Head Teacher, Head Teacher or Head of School.

Rationale

The Castleman Academy Trust believes that well planned and executed educational visits provide opportunities for the enhancement of learning within a cross curricular curriculum. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits allow opportunities for pupils to participate in activities that develop their creativity, independence and respect for themselves and the environment.

Guidelines

To enable children and staff to gain a full and enjoyable educational visit it is essential that guidelines and policies are adhered to. Staff at Castleman Academy Trust Schools use LA and national guidance documents to support planning and preparation of trips.

All paperwork must be completed for a trip to go ahead. Templates of these can be found at the back of this policy.

Aims

Castleman Academy Trust firmly believe that trips are an important tool to support our philosophy and curriculum aims.

The schools in Castleman Academy Trust are committed to fostering:



A Sense of Duty to the World and Each Other

Striving to leave the world in a better place than we found it.



The Power of Knowledge

Every learner has the right to rich and powerful knowledge to make sense of the world we live in



Economic Independence

Preparing learners to successfully contribute to the world of work and the economic choice this brings.



Self-Agency

A learner's ability to act independently, taking responsibility for the choices they make.

The school curriculum, of which trips are a part, is designed to breathe life into the Trust's philosophies for education. We believe trips support the Trust's curriculum seven key principles. Our curriculum is:



BALANCED

Includes all of the national curriculum subjects whilst promoting the development of the whole child.



RIGOROUS

Teaches subjects in a way that is faithful to their discipline.



COHERENT

Makes explicit connections and links between the different subjects.



SEQUENCED

Focuses on progression by carefully sequencing knowledge; provides clarity about what it means to 'get better' in each subject.



APPROPRIATE

Matches the level of challenge to the pupil's current level of maturity or knowledge.



FOCUSED

Seeks to keep the curriculum effective and efficient by teaching the most important knowledge and big ideas within a subject.



RELEVANT

Seeks to connect the valued outcomes of the curriculum to the pupils being taught it; responds to the events and developments of the world around us.

Approval for Visits (See Example A)

The Trust is responsible for trips and visits. This responsibility is delegated to School Standards Boards. As the curriculum is planned, it is expected that schools inform the SSB of proposed trips annually, at the first SSB meeting of the year. This is to ensure that visits are supportive of the aims as outlined above.

The Trust appreciates that from time to time, opportunities arise for visits that may not have been anticipated (for example, a response to a historical event). Approval from SSBs must be sought, usually via the HT informing the SSB via email, should a meeting not be available.

All matters regarding each visit outside school – feasibility, planning, safety, organisation etc – will require the prior approval of the Senior Leaders.

Approval of day visits will usually be at the discretion of the Senior Leaders. However, visits which are either:

- overseas
- residential
- involving water-based activity
- adventurous activity

will require the additional approval from the Trust and the Local Authority (LA). Schools will use the forms provided by their LA, which may be adjusted to reflect school expectations. All schools should have an Emergency Action Plan submitted with their approval applications.

The LA and Trust require paperwork for an overseas trip to be submitted at least 8 weeks before the trip takes place.

The LA and Trust require paperwork for a residential trip to be submitted at least 4 weeks before the trip takes place.

The LA and Trust require paperwork for a day educational visit be submitted at least 2 weeks before the trip takes place.

This allows sufficient time for any anomalies or omissions to be rectified in good time for the visit to go ahead. Any visits that do not meet these deadlines, may be cancelled.

Schools in the Castleman Academy Trust need to have the necessary approval from the LA as early as possible to allow time for the EVC to check documentation and for holding a parents' meeting. Approval for visits has been delegated to the School Standards Board (Governors) and is also required for visits of this type, although they must inform the Trust Board of any overseas and residential trips or those involving adventurous activity. The CEO should also sign their approval for overseas, residential, water based or adventurous activity, on behalf of the Trust Board.

It is the responsibility of the Group Leader to ensure the necessary paperwork is completed. PPA time should be used for this responsibility but staff may be granted extra time if required. Please see the Senior Leaders if this is needed.

It is the EVC's responsibility to check that all the necessary paperwork has been completed correctly before they submit it to the school and/or Trust leaders, and (if appropriate, the LA) for approval.

Duties and Responsibilities

All Staff and Adults involved in an Educational Visit

All staff and adults must:

- conduct themselves in a manner compatible with their own safety and the safety and well-being of the pupils.
- inform the visit leader if they are unsure of their ability to perform any supervisory function requested of them.
- recognise the limits of their responsibilities and act within those at all times.
- report to the visit leader any concerns they may have regarding the visit. This may include concerns around pupil behaviour, pupil or adult well-being during the visit, staff conduct (to include staff who may work at the visit site or transport staff).
- not drink alcohol before, or for the duration of, the trip.

The expectation that staff will act in “loco parentis” remains during an educational visit. Greater levels of responsibilities will be assigned to teachers than to adult helpers and a higher standard of care is expected of them.

Responsibility of the School Standards Board

On behalf of the Trust Board, the School Standards Board needs:

- To ensure that the Senior Leaders and the EVC have adhered to the LA guidelines.
- To ensure that visits involving Hazardous Outdoor Activities (e.g., climbing, kayaking etc.), residential or overseas trips are endorsed and risk assessments are approved by the relevant bodies.
- To agree to all residential visits, trips abroad and those involving outdoor and adventurous activities and inform the trust board of such visits.
- To ensure that all aspects of risk management have been considered and that risk assessments for travel, accommodation and activities have been carried out prior to departure. It is not expected that Governors should become directly involved in risk assessment and related matters unless they have an appropriate competence and are invited to do so.
- Ask questions about a visit’s educational objectives and how they will be met. Examples of questions may be (but not limited to):
 - Are the objectives appropriate to the age and abilities of the pupil group?
 - Why is a particular venue being used?
 - Is the visit inclusive for all students?
 - Is the visit value for money?
- To ensure measures exist to obtain parental consent on a basis of full information, to investigate parental complaints.

- To read and understand annually the Educational Visits Policy and procedures including incident and emergency management systems.

This will normally be done at the first meeting of the year when the SSB are informed of proposed trips.

Responsibility of the Educational Visits Co-ordinator

- Check that all the necessary paperwork has been completed correctly before they submit it to the school and/or Trust leaders, and (if appropriate, the LA) for approval.
- Oversee and guide other staff to arrange and organise educational visits
- Assess outside activity providers.
- Advise the headteacher and governing board when they're approving trips.
- Ensure external agencies provide the required approvals for trips.
- Access the necessary training, advice and guidance.
- Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements.
- With Senior Leaders, create and update policy and procedures for trips and outdoor learning, including safeguarding, inclusion, risk management, etc.
- Support and identify training needs to ensure colleagues understand and implement the policy and procedures.
- Support and oversee planning so that well-considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable, and memorable visits/outdoor learning.
- Work with Senior Leaders to ensure best practice, and that compliance is embedded within the establishment.
- Ensure that staff appropriately and robustly risk assess trips by undertaking the "staged" risk assessment procedure and the "formal" risk assessment procedure. (See Form 4)

Responsibility of the Senior Leaders:

The Senior Leaders should ensure that:

- Assess the ability of other staff to lead visits and a designate suitable trip lead for each visit.
- The EVC is competent to oversee the co-ordination of all off-site education and support the EVC in attending relevant training courses.
- Visits comply with regulations and guidelines provided by the LA, the School Standards Board and the schools own health and safety policy.
- The group leader is competent to monitor risks and supervise the trip throughout the visit.
- Adequate safeguarding measures are in place.
- All necessary actions have been completed before the visit takes place.
- The risk assessment has been completed and appropriate safety measures are in place. Risk assessments must be completed during and after a visit to the site, using the Trust RA template. If this is not possible, staff must assure SLT that risk assessments are thorough and have been discussed and agreed by the site being visited.

- Group leaders are allowed sufficient time to organise visits properly.
- The LA or School Standards Board has approved the visit if necessary.
- Non-teacher helpers on the visit are appropriate to supervise children. All helpers will undergo the appropriate checks in line with Safeguarding regulations and statutory responsibilities.
- There is adequate and relevant insurance cover.
- They have the address and phone number of the visits venue and have a contact name.
- There is a contingency plan for any delays including a late return home.
- Ratios of staff to pupils are appropriate and at least in line with Trust expectations.
- Parents have signed consent forms.
- Arrangements have been made for the medical and special educational needs of the pupils.
- Adequate first aid provision will be in place.
- The mode of transport is appropriate.
- Travel times out and back are known in school.
- The group leader and helpers have a copy of the agreed emergency procedures.
- The group leader and helpers have the names of all the adults and pupils travelling in the group, and the contact details of parents and the teachers and other helpers' next of kin.

Responsibilities of Nominated Group Leader

Group leaders have a common law duty of care towards the pupils in their charge. The Senior Leaders should ensure that in the case of an Early Career Teacher (ECT), Unqualified Teacher (UQT) or support staff member being a group leader, adequate support is in place to ensure the health and safety of all involved in the trip.

It is sometimes appropriate - and necessary - for support staff, or Unqualified Teachers to be a nominated group leader.

Where a more personal approach is needed, relationships with learners would ensure a more successful trip or attendance by a teacher would reduce capacity at school, necessitating cancellation of the trip, it might be appropriate for a support staff member or UQT to take the role of group lead.

For example (this is not an exhaustive list), a support staff member may lead a transition visit for a few vulnerable learners, take a team of pupils to a fixture or maybe, a small group go to a forest for a walk.

Support staff or UQTs may be nominated group leads provided:

- The Headteacher is satisfied they are suitably experienced to hold this responsibility.
- All paperwork is completed as per all off-site visits.
- All paperwork is reviewed by the class teacher or Headteacher (or their nominated representative) and signed off.
- Staff to pupil ratios are adhered to.

Group leaders must recognise their responsibilities:

- Plan the proposed visit, taking into account the health and safety risks to pupils, staff and volunteers.
- Provide assurance that the itinerary is manageable and appropriate within time, environmental and staffing constraints.
- Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party.
- Communicate key details about the visit and all locations to staff, pupils and parents/carers, including roles and responsibilities and expected behaviour.
- Obtain the EVC's prior agreement before any off-site visit.
- Follow LA, Trust and School Standards Board guidelines.
- Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments.
- Appoint a deputy (preferably another teacher).
- Have ownership of the risk assessments.
- Pre-visit the site.
- Evaluate the trip after the event (See Form 7).
- Clearly define each helper's role and ensure all tasks have been assigned.
- Be able to control and lead pupils of the relevant age group.
- Be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity takes place.
- Where an outside provider is used, there must be evidence of the Quality Badge which can be checked on the Council for Learning Outside the Classroom website. If they do not have the Quality Badge, then appropriate paperwork must be sent to the provider for completion.
- When working with outside providers no disclaimers are to be signed with regard to supervision.
- Be aware of safeguarding issues.
- Ensure "dynamic" risk assessments are undertaken as the trip occurs.
- Report regularly to the home school, updating them on any issues arising.
- Where problems occur, the home school should be contacted in order to provide support where required.
- Ensure adequate first aid provision is in place.
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents.
- Undertake and complete a comprehensive risk assessment, using Trust templates.
- Review all undertaken visits/activities and advise EVC where adjustments may be necessary.
- Ensure that teachers, teaching assistants and helpers are fully aware of what the proposed visit entails.
- Have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed.

- Ensure staff pupil ratio is appropriate for the group.
- Consider stopping the visit if the risk to the health or safety of the pupil is unacceptable and have in place procedures for such an emergency (dynamic risk assessment).
- Ensure trip staff, including parents, have adequate rest breaks.
- Ensure trip staff, including parents, are regularly briefed regarding the trip (at least daily).
- Ensure all helpers have details of the school contact.
- Ensure all helpers have copies of the emergency procedures (Emergency Action Plan).
- Ensure that all helpers have details of the medical or special needs of the pupils.
- Observe the guidance set out for teachers.

As such, group and deputy group leads should NOT be responsible for a specific group of children to enable them to carry out these duties effectively.

Teachers/Teaching Assistants

Teachers/Teaching Assistants must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would in the same circumstances.

They should: -

- Follow the instructions of the group leader and help with behaviour management.
- Consider stopping the visit or the activity, notifying the group leader if they think the risk to the health and safety of the pupils in their charge is too great.
- Report ANY concerns during the trip to ensure the trip runs smoothly.
- Look out for the health and safety of themselves and those around them.
- Help manage pupil behaviour and discipline as required while on the visit.

Adult Volunteers

Additional adults on the visit should be carefully selected and clear about their roles and responsibilities during the visit. Appropriate DBS clearance is required, as laid down in the Safeguarding Policy.

Parents/carers selected to volunteer should be informed at least 2 weeks ahead of the visit and asked to confirm their attendance in writing. They will also be asked to confirm they agree with the expected behaviour and our volunteer code of conduct for educational visits. (See Form 3 and Form 3a)

Volunteers will receive a full induction from staff members on the day of the visit, prior to departure, including on their responsibilities, expected behaviour, the process for raising concerns, emergency procedures and contact details, and the expected timetable of the trip.

Where practical and as required by the nature of visits (i.e. when volunteers may be left with children without staff members present), volunteers would usually be required to undergo safeguarding checks, including DBS checks.

At no point will volunteers on whom no safeguarding checks have been carried out be left alone with pupils or given sole responsibility for the care of a pupil.

They must: -

- Do their best to ensure the health and safety of everyone in the group.
- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment.
- Follow the instructions of the group leader and teacher supervisor and help with the control and discipline.
- Speak to the group leader or teachers if concerned about the health and safety of the pupils at any time.
- Look out for the health and safety of themselves and those around them.
- Help manage pupil behaviour and discipline as required while on the visit.
- Uphold the confidentiality of the trip and any issues arising.

Pupils

The group leader must make it clear to pupils that they must:

- Not take unnecessary risks.
- Follow the instructions of the leader and other helpers including those at the venue.
- Dress and behave sensibly and responsibly.
- Look out for anything that might threaten themselves or anyone in the group and tell the leader or helpers about it.
- If participating in a residential trip, ensure a code of conduct is signed.
- Be mindful of, and adhere to, any cultural or religious beliefs and traditions that may be expected at any particular sites (for example, but not limited to, dressing appropriately at religious sites).

Any pupil whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. In certain circumstances, the School may require parents to attend the trip with their child to ensure the Health and Safety of all concerned.

Parents

Parents are informed before any off-site visit and they are asked to sign a consent form at the beginning of the school year to say they are happy their child participates in local trips within the school day. Local trips are those that require children to walk to a local site.

For all other visits, usually those involving transport or a voluntary contribution from parents/carers, parental permission must be sought. The group leader should ensure that parents are given sufficient information in writing, including a breakdown of trip costs.

The group leader should also ask parents to help prepare their child for the visit and provide information to use, e.g., reinforcing the visit's code of conduct.

Particularly in the case of residential trips, although not limited to, parents should also be asked to agree the arrangements for sending a pupil home early and **need to understand that they would be expected to pay any costs involved.**

Parents should always be made aware when their children are leaving the school premises. Even for a local walk, which is theoretically covered under the consent form parents sign when their child starts school, parents should be sent a brief note/email/text explaining the offsite activity in advance of the visit.

Parents will need to:

- Provide the group leader with emergency contact numbers.
- Sign the consent form.
- Give the group leader information about their child's emotional, psychological and physical health, which might be relevant to the visit.

Pre-Visits

In order to undertake a full and comprehensive assessment of risks, a pre-visit must be undertaken. Where this is not possible, the Group Leader must explain why and provide evidence of ensuring appropriate risk assessments have been made regardless.

Even when the visit is made regularly, risks should be reassessed from time to time. When undertaking risk assessment, several variables need to be considered.

- the number of pupils involved.
- the age of the pupils, their sex, ability and general behaviour
- the previous experience of the group undertaking off-site visits.
- the time of day and time of year
- the travel arrangements, including "Coach Leads," responsible for communication with trip leaders, behaviour managements support and checking the coach for hazards and/or lost property.
- the hazards at the environment being visited.
- the numbers, experience and quality of staff and volunteers
- the nature of the activities and how they will be supervised.
- the special educational or medical needs of the pupils
- the quality and suitability of available equipment

- seasonal weather conditions
- emergency procedures
- how to cope when a pupil becomes unable or unwilling to carry on
- the need to monitor the risks throughout the visit.
- Identify contingency plans that may need to be made (for example, weather dependent activities)

The Trust Risk Assessment template must be used. (See Form 4)

Coach Travel

In order to adequately manage risks during coach travel, the following must be addressed within trip planning.

1. A coach lead should be assigned to each coach, responsible for communicating with the trip lead and ensuring health and safety procedures are adhered to whilst travelling and at the arrival at a destination.
2. A First aider should be available on the coach.
3. All coaches must have seat-belts fitted and used by all passengers.
4. EVCs will ensure companies used will have the appropriate insurances and quality marks required to meet statutory guidelines. (See Form 2)
5. Adults should provide supervision throughout the coach.
6. If there are any concerns about the conduct of the driver, the coach lead should inform the trip lead (or managing agency) immediately. The trip lead should contact the home school for support with further action.
7. All passengers should remain seated throughout the journey and not get out of their seats whilst the coach is moving. Where toilets are provided, these should only be used in an emergency and dynamic risk assessments used to ensure the Health and Safety of those on board.
8. Risk assessments must outline arrangements in case of coach break downs or accidents. Coach leads should contact the trip lead to inform them of a break down.
9. Staff are expected to manage behaviour of children and consider where children are sitting in a coach to ensure their safety.
10. Staff should ensure that all pupils alight from the coach in an orderly fashion, particularly when arriving back at their home school. Children should be dismissed to their parent/carer, and staff must have parental consent if pupils are returning home unaccompanied.

First Aid

There must be a qualified first aider on every visit and each coach. A first aid kit should be taken on every visit. Where trips involve very small numbers of children, at least one of the supervising adults should have an emergency first aid qualification.

In the event of larger numbers of children attending a trip, or specific health and safety issues being identified, it may be appropriate to have more than one first aider present on a trip.

Staff/Pupil Ratios

LA guidelines on staff pupil ratio should be adhered to on all school visits.

The ratios indicated are subject to risk assessments and may need to be higher. For example, where adventurous activity is being undertaken, adult to child ratios would be expected to be higher. The judgement will be based on knowledge of the group. A trip may not be authorised if it is deemed sufficient supervision ratios are not in place.

Therefore, it is vital that trip risk assessments are submitted for authorisation to leave sufficient time for adjustments to be actioned. If the trip is not signed off, it could be cancelled at short notice.

The required minimum ratios are:

Day Visits

KS1 = 1 adult to every 6 pupils

KS2 = 1 adult to every 8 pupils

KS3 = 1 adult to every 10 pupils

The ratios indicated are subject to risk assessments and may need to be higher (i.e., one adult to seven, six, five, four, three, two or one pupil may be deemed appropriate).

There must be a minimum of two adults with any group. This means that any size group must have at least two adults with them. For example, if you are walking to the shop with a group of four children, two adults must be present.

For safeguarding reasons, two adults should accompany single students as well.

Residential Visits

Under 16 years = 1 adult to every 8 pupils

There must be a minimum of three adults with any group.

The ratios indicated are subject to risk assessments and may need to be higher.

These ratios should consider: -

- Sex, age and ability of the group

- Pupils with special educational or medical needs
- Nature of activities
- Experience of adults in off-site supervision
- Duration and nature of the journey
- 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

Where there is more than one teacher on the visit, a group leader should be appointed who has the authority over the whole group.

Coach travel must be organised so that there is a “coach lead” who is responsible for communicating with the Trip Lead and for ensuring all necessary checks are done when boarding or alighting the coach.

All staff and supporting adults should have the contact number of the group lead in case of emergency.

It should always be clear that the Group Lead, who should always be a teacher, is responsible for the group at all times.

Head counts

Whatever the length of the visit, regular head counts should be taken of the children, particularly before leaving any venue. All adults should carry a list of all the pupils and adults involved in the visit. Pupils should be easily identifiable. The group leader should identify rendezvous points and tell pupils what to do if they get separated from the group.

When arriving at or leaving any destination, a head count should be carried out to ensure no pupils or adults have been left behind and have reached the intended destination safely. A sweep of the bus must be carried out after arriving at the destination to check mainly for lost property but also to ensure all have alighted the coach.

It is not sufficient to only count passengers on to a coach. Head counts and role calls should be carried out when arriving at the next destination, particularly in the case of arriving at a hotel. However, a sweep of the coach must be done before a coach departs from any trip to ensure that all have alighted the coach, to check that lost property has been collected and that the coach is left in a suitable condition.

To support staff in managing health and safety group changes during a trip should only be done in an emergency.

Risk Assessments

This will be completed using the Trust's risk assessment template, (See Form 4), and approved by Senior Leaders and the EVC. Existing risk assessments or those provided by the destination itself might also be used to support this process. However, these should not be relied upon and must be checked that they suit the conditions and group undertaking the trip, adjusting them accordingly.

The risk assessment will include any specific medical issues and allergies (for staff and pupils), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination.

Staff must make a preliminary visit to the trip destination as part of the planning and risk assessment process. Where this is not possible, the Group Leader must explain why and provide evidence of ensuring appropriate risk assessments have been made regardless.

Trip leads will raise any concerns or questions about potential risks and safety measures with the headteacher or EVC and, where appropriate, third-party vendors. The EVC will be responsible for following these up and obtaining assurances. If this is not possible, the trip may be abandoned.

Risk assessments for day trips should be submitted to Senior Leaders for sign off at least two weeks before the trip.

Risk Assessments for residentials should be submitted to EVOLVE at least one month before a trip is to take place. This means that Senior Leaders should review them before this and "sign them off." An email indicating that the Senior Staff member has reviewed them and is happy for the trip to go ahead is sufficient.

The CEO, or their designated representative, must also review residential risk assessments and confirm acceptance for the trip to go ahead. This should happen before the Risk Assessment is sent to EVOLVE.

For Overseas residentials, Risk Assessments must be submitted two months before the trip.

Risk Assessments are accurate at the time of publication. It is important that they are reviewed when the trip takes place. It should be explained to parents that the trip may change to manage any risks emerging at the time of the trip.

Emergency Procedures

Teachers in charge of visits have a duty of care to make sure that their 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 life-saving action in an extreme situation.

Emergency procedures must be outlined as part of the Risk Assessment process. (See Form 4)

If a child becomes lost, lost child protocols must be instigated. (See Form 4 and Form 5). These will be part of the risk assessment documentation and submitted along with all other documents.

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.
- Inform school or the home contact (See Form 5 - Emergency Action Plan document)
- Ensure that a teacher accompanies any casualties to hospital if necessary and the rest of the group are supervised.
- Notify the police if needed.
- Ascertain telephone numbers for any future calls.
- Write down accurately all relevant facts and witness details and preserve all vital evidence.
- Keep a written account of all events, times and contacts after the incident.
- Complete an accident report form as soon as possible.
- No one in the group should speak to the media and no names should be provided.
- No one in the group should discuss any legal liability with other parties.

In an emergency the group leader would usually take control of the situation.

The home school contact's main responsibility is to link the group with the school and to provide assistance as necessary. This named person should have all the information about the visit.

Transport

The group leader should consider.

- Passenger safety
- Type of journey
- Traffic conditions
- Insurance cover
- Weather
- Journey time and distance
- Stopping points on longer journeys
- Supervision

All coaches **must** be fitted with seatbelts. If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc.

Use of Private Vehicles

Use of private vehicles to transport children should be discouraged and only used when no other form of transport is available. However, in order to allow as many of our pupils to attend extra-curricular events, in some cases transport is at a minimum and volunteers and staff very kindly offer to assist with transporting our pupils to and from venues.

1. General Principles

It is important to note that the school makes a distinction between informal arrangements where volunteers organise transport solely without any school involvement and formal arrangements, as detailed below, where the school is involved in the organisation of the arrangements. Formal arrangements may happen within school hours or outside school hours e.g. for sports fixtures. **This document is concerned with formal arrangements only.**

To streamline the process of checks, CAT schools may choose to advertise at the beginning of each academic year for volunteers/staff to assist in the transportation of pupils on off-site visits during the school year and operate a carpool scheme.

No money for reward or hire will be paid. Payment for mileage may be claimed at the rate set by the Castleman Academy Trust, in line with rates determined by the Inland Revenue.

2. Safeguarding Arrangements

Safeguarding is our highest priority and this Policy must be read alongside our Safeguarding Policy.

An Enhanced DBS, including Barred List Check will be completed for all volunteer drivers and for all staff as part of their induction.

All volunteers/ and staff will undergo the Trust's additional safeguarding checks, including identity checks and references in volunteering the use of their private vehicle. All members of our community confirm that they:-

- Are aware of their responsibilities in relation to Safeguarding and Child Protection
- Know the procedures that should be followed if they have cause for concern
- Know where to go to find additional information regarding safeguarding
- Are aware of the key indicators relating to child abuse
- Fully support the Trust's commitment to Safeguarding and Child Protection
- All volunteers are expected to conform to the Trust's Volunteers Code of Conduct. The Trust's Staff Code of Conduct will apply to all staff.
- Unless due to an emergency situation, or where there is a specific job requirement, a staff member or volunteer should not be in a position where they are alone with a child/ren.

3. Safety Provisions

Volunteers are informed of the arrangements and explicit parental consent is obtained for pupils to travel in private vehicles, prior to any event.

It may not be practicable to set out the allocation of pupils to drivers at the point of consent but volunteers may refuse consent if they do not want their child/ren to travel with other volunteers, and

may contact the school if they do not want their child/ren to travel with particular volunteers. The school will ensure parental choice is followed.

Seatbelts/correct child restrains are worn by all the child passengers.

Parents should supply a booster seat for their child, if required, when travelling by car.

Children should never be seated in the front of the car.

Vehicles transporting children should, wherever possible and practical, carry a First Aid Kit and where journeys are pre-planned a First Aider should travel in the vehicle if possible and practical.

The vehicle should not carry more passengers than there are seats, with working seatbelts and, in any event, does not carry more than 8 passengers.

The Trip Leaders will ensure careful consideration is given to the behaviour and needs of the individual children and groups travelling in cars as the driver cannot supervise children whilst driving.

All vehicles must travel in convoy using a route determined by the Trip Leader.

4. Procedural Checks Required

All drivers will be required to follow the following procedural checks in order to be eligible as drivers:-

Driver	Should check that their insurance cover allows for these activities as some may regard this as official business and require fully comprehensive business insurance
Driver	Views their own licence online and generates a "Share Code" so the school can check convictions via www.gov.uk/view-driving-licence . A driver should not be allowed to transport children if they have convictions for serious offences e.g. drink driving, dangerous driving or have 6 or more points on their licence
Driver	Will be required to read and confirm their understanding of the current Keeping Children Safe In Education document provided by the School on an annual basis.
Driver	Will be required to read and confirm their understanding of the Trust's Safeguarding Policy provided by the school on an annual basis.
Driver	Will be required to read and confirm their understanding of the appropriate section of the Trust's Health and Safety Policy provided by the school
Driver	All drivers must complete the Volunteer/Staff Driver Declaration, annually. See Form 8.
School	Will undertake an Enhanced DBS, including Barred List check, including additional safeguarding checks, including identity check and references. This will be recorded on the Single Central Record.
School	Has seen the insurance certificate for the vehicle and should note the date of expiry as per Form 9, and log this information centrally for referencing purposes relating to off-site trips

School	Checks that the vehicle is taxed and has a valid MOT. This will be checked via www.vehiclenquiry.service.gov.uk and record this information as per Form 9 and log this information centrally for referencing purposes relating to off-site trips
School	For each off-site trip the school will check convictions via www.gov.uk/view-driving-licence and confirm to the trip leader that this has been carried out
School	Verify the driver is 21 or over and has 3 years driving experience as recorded on Form 9 and recorded centrally for referencing purposes relating to off-site trips, See Form 10.
EVC Leader	Must ensure that the specific allocation of pupils to named drivers is logged in EVOLVE.

Swimming pools

A minimum supervision level of 1 adult to every 12 pupils is recommended, in addition to the swimming teachers.

The following checks should be made

- is there constant pool supervision by a sufficient number of qualified staff?
- is the water temperature appropriate?
- where there is no life-guard the leader should stay on the pool side at a raised location and the group leader should have the relevant life-saving award
- is the water clear?
- are there signs indicating depth of water?
- does the pool cater for children with disabilities?
- does the deep end allow for safe diving?
- are there a resuscitator and other pieces of first aid and rescue equipment and is there someone trained to use them?
- is there a changing room for each sex?
- are the changing and showering facilities safe and hygienic?
- can clothes be stored safely?
- have the pupils been instructed how to behave around water?

Residential visits

Staff ratio should be at least 1 member of staff for every 8 pupils. This ratio may need to be considered depending on risks identified and the need of pupils. 1:8 is the **minimum** for supervision (i.e., one adult to seven, six, five, four, three, two or one pupil may be deemed appropriate).

When parent volunteers are taken on visits they should be carefully selected. They must be fully briefed before the visit. It should also be noted that for the protection of both adults and pupils, all adults should

ensure that they are not alone with a pupil. All adults on a visit should clearly understand their roles and responsibilities at all times. It should be remembered at all times that parents are there to support the trip and do not have specific responsibility for children. It is not appropriate for them to be assigned responsibilities for supervision.

- There must be at least one adult from each sex for mixed groups
- There must be a member of staff in the group on standby (a deputy group lead) who is able to join the trip if someone on the trip is needed elsewhere.
- A telephone tree of contact numbers should be established prior to the visit in case of emergency and all adults provided with the telephone number of the trip lead. Schools may need to ensure a “school phone” is available to ensure staff don’t have to share their personal numbers.
- The group should ideally have adjoining rooms with teachers’ quarters next to the pupil’s rooms – the leader should obtain a floor plan of the rooms reserved for the groups use in advance.
- There must be separate male and female sleeping/bathroom facilities for pupils and adults
- Whilst in some commercial residential sites there may be a communal area for leisure and mealtimes, the sleeping accommodation and washing facilities should be exclusively for the group’s use.
- A group list for the whole group should be available at all times to all adults. Small group lists must be held and kept up to date. Room allocation lists must also be available and updated where changes are made.
- Room checks should be carried out when children are settling for the night. Pairs of males should check male rooms and pairs of females should check female rooms. Staff must ensure eyes on all pupils who are assigned each room. At least one of the pair must be a paid school staff member.
- Head counts should be done when groups move from one activity or venue to another.
- There should be appropriate and safe heating and ventilation.
- The whole group should be aware of the lay out of the accommodation, its fire precautions/exits, its regulations and routines, and everyone can identify key personnel.
- Security arrangements where the reception is not staffed 24 hours a day, security should be in force to stop unauthorised visitors.
- All staff employed at the centre should be checked on their suitability for working with young people.
- Locks on doors should work in the groups rooms but appropriate access should be available to teachers at all times.
- There should be drying facilities.
- There should be adequate space for storing clothes, luggage, equipment.
- There should be adequate lighting.
- There should be provision for children with special needs and for those who fall sick.
- Balconies should not be used, windows secure, electrical connections safe.
- Where possible pupils should not be lodged on ground floor rooms.
- The fire alarm must be audible throughout the whole accommodation.
- There should be recreational facilities for the group.
- There should be an appropriate number of supervisors on duty during the night.

- Arrangements for rest breaks should be considered on residential trips – particularly if a staff member has had to support children or staff during the trip that may have been demanding (e.g. up all night with a sick pupil).
- On arrival, the rooms should be checked for suitability and health and safety concerns. For example, remove kettles from rooms if they are in place.
- No alcohol is to be consumed by staff (or pupils) whilst on a residential trip.
- Consideration will be given to children with specific needs and reasonable adjustments will be made.
- Pupils must be briefed (and parents at the relevant trip pre-meeting) on what items they must not purchase when given time to shop (e.g. lighters, pen knives). Where staff are concerned that products such as these have been purchased, they reserve the right to search the child's bags and confiscate the items, returning them to the parents when they collect their child after the trip.

Coach travel must be organised so that there is a “coach lead” who is responsible for communicating with the Trip Lead and for ensuring all necessary checks are done when boarding or alighting the coach.

‘Plan B’/Dynamic Risk Assessment

Despite the most detailed pre-visit planning, things can go wrong on the day, e.g., parent helper is unavailable, member of staff is ill, weather is unsuitable, transport fails to arrive, museum have lost booking etc. To avoid having to make important decisions under pressure, it is important that some thinking is done in advance, in order to cater for any foreseeable eventuality. This comprises ‘Plan B.’

The group lead should be in regular contact with the home school to advise them of any issues arising and so the school can provide adequate support.

Charging & Insurance

Parents/carers won't be asked to pay for any educational visit that takes place during school hours. They also won't be asked to pay for any educational visit that takes place outside of school hours **if** it is part of the National Curriculum, a syllabus for a prescribed public examination, or religious education.

Where necessary, we may ask for a voluntary contribution to the costs of educational visits, but this will be entirely optional (except for residential visits) and will not affect pupils' ability to take part fully in the trip. However, where the cost of the trip is not met by voluntary contributions, and the school does not have the capacity to cover costs, the trip may be cancelled.

We will make sure adequate insurance is in place for all trips, including, but not limited to: cancellation insurance for contracts with external providers, travel insurance, accident and medical cover, and loss of luggage and other personal items.

Where children are unable to attend a trip due to their behaviour, the trip cost, minus the deposit will be refunded to parents.

Please refer to the Trust's Charging and Remissions Policy for further detail.

Equality Impact

The Trust does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics.