



Beaumont College Educational Trips and Visits Policy and Procedure

To be read in conjunction with:

Salutem Care and Education 'Educational Visits Policy'

Document Control

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Statement of Intent for Educational Visits.

Beaumont College understands that educational trips and visits can be a very effective way of enhancing learning. Outdoor learning, offsite visits and learning outside the classroom can all have a positive impact on young people's learning and development and can provide opportunities to:

- Enhance their experience of a subject or aspect of study
- Practice skills and demonstrate knowledge and understanding within a subject or aspect of study
- Develop social skills and confidence

- Develop communication skills, leadership skills and agency within community settings
- Develop resilience skills and teamworking skills in more challenging settings that are unfamiliar to those more known to those in the young persons' usual educational programme.

Beaumont College aims to ensure that students, where it appropriate and relevant to do so, are offered meaningful, relevant, stimulating and exciting opportunities to learn outside the College so that they are enabled to become involved in opportunities that further stretch and challenge them, have potential to raise their personal ambition and to engage them in learning that goes beyond that offered within their fundamental planned programme.

"Wide- ranging out of classroom, including school trips, are cited as examples of outstanding teaching. Students are able to appreciate their studies from a different and usually more active perspective." Ofsted (History for All Report 2011)

Types of trip.

DfE Guidance 'Health and Safety on educational visits' (2018) states that there are two types of trip:

Routine Visits – these involve no more than everyday level of risk, such as for slips and trips, and are covered by a school's current policies and procedures. They only need a little extra planning beyond the educational aspect of the trip and can be considered as lesson in a different classroom.

Trips that need a risk assessment and extra planning – These are trips not covered by a school's current policies. These could be due to considerations such as the distance from school, type of activity, location or need for staff with specialist skills.

Beaumont College 'Risk Assessment for Educational Visits Policy and procedure' provides support for all staff within College to be effective and safe in the planning and operation of off site visits and trips that need a risk assessment and extra planning.

Health, Safety and Wellbeing of students and staff participating in Educational Visits.

Beaumont College takes the health, safety and wellbeing of staff and students very seriously. It recognises and accepts that Educational Visits may present challenges to the health and welfare of students and uses it's 'Risk Assessment for Educational Visits Policy and procedure' to underpin all it's planning and risk assessment processes in preparation for this type of activity.

The College policy has been designed with specific reference to:

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- DfE Health and Safety on Educational Visits Guidance (Nov 2018)
- Outdoor Education Advisors Panel (OEAP) National Guidance (Sept 2023)
- SaluTem Care and Education 'Educational Visits Policy' (Feb 2024)
- DfE Charging for School activities (2018)

The College policy has been created with regard to additional relevant legislation including, but not limited to:

- The Guide to Safer Working Practice for Staff in Schools
- Keeping Children Safe in Education (2022)
- Working Together to Safeguard Children (2023)
- SaluTem Care and Education Safeguarding Policy
- Beaumont College 'Prevent' policy and Procedure (2023)
- HSE Report 'School Trips and outdoor learning activities'(2011)

Overview from the Health and Safety Executive Report - 'School Trips and outdoor learning activities – Tackling the health and safety myths' (2011)

In their report the HSE reinforce:

"Key message: 'Well-managed school trips and outdoor activities are great for children. Children won't learn about risk if they're wrapped in cotton wool.' HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives. Striking the right balance between protecting pupils from risk and allowing them to learn from school trips has been a challenge for many schools, but getting this balance right is essential for realising all these benefits in practice."

<https://www.hse.gov.uk/education/assets/docs/school-trips.pdf>

HSE's statement makes clear:

- that the focus should be on how the real risks arising from such visits are managed and not on paperwork
the need for a proportionate and sensible approach for planning and organising off-site activities
- that those organising visits should simplify the planning process and authorisation arrangements for visits that involve everyday risks;
- that HSE's primary interest is real risks arising from serious breaches of the law.
- Any HSE accident investigation will be targeted at these issues.

Legal Requirements and Responsibilities:

The whole organisation has a duty of care when planning and risk assessing for Educational Visits.

Key roles and responsibilities.

College Governance and the College Senior Leadership Team are responsible for:

- Ensuring this policy is compliant with national legislation
- The overall implementation of this policy
- Ensuring that this policy does not discriminate on any grounds including, but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation
- Ensuring educational trips and visits positively impact students' lives, teaching them new life skills and providing new experiences
- Promoting good safeguarding practices to ensure the safety of students and staff when taking part in extracurricular trips and activities. Beaumont College will ensure that its' employees are provided with information and guidance relating to LotC and this has been done by formally adopting OEAP national guidance which forms the basis of this policy and the delegated authorisation of all LotC activities deemed to be adventurous or a residential is overseen by the Assistant Principal
- Ensuring that this policy is effective, and that adequate support is in place to keep staff and students safe via an annual audit report provided by the Assistant Principal (C and IT)
- Ensuring all Group Leaders undertake training organised by the OEA every three years

Employers:

Under the Health and Safety at Work etc Act 1974, employers are responsible for the health, safety and welfare at work of their employees. This duty extends to everyone involved in Educational Visits (to include but not restricted to teachers, Learning Support Workers, Student Support Workers, volunteers, sub-contracted staff and students).

- Employers carry out their legal responsibility by observing the Management of Health and Safety at Work Regulations 1999, as amended, made under the 1974 Act, which require them to:
 1. Assess the risks of activities and record any significant risks;
 2. Introduce measures to control those risks;

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- 3. Tell their employees about these measures.
- Employers retain their legal responsibilities under the health and safety legislation but they can delegate the statutory tasks.
- Decisions on whether an Educational Visit can take place is made by the College Principal. The College Principals' agreement must be obtained before an Educational Visit takes place. The College Principal will then delegate responsibility to the Assistant Principal (Curriculum and IT), who in turn will delegate responsibility to the Group Leader.
- These duties apply at all times to all Educational Visits in the UK.

Employees:

Under the health and safety legislation, employees must:

- Understand their responsibilities when undertaking an Educational Visit
- Staff should refer to Saltem Care and Education Staff Values and Core beliefs

Assistant Principal (Curriculum):

This post holder must satisfy themselves that a thorough, proportionate and well managed process of risk assessment has been carried out and be assured that appropriate safety measures are in place to mitigate and reduce the risk of any planned activity. They must also be assured that any training needs have been addressed for Educational Visits.

This includes ensuring that:

- The Educational Visit has a specific and stated objective
- The Group Leader is able to demonstrate how their plans comply with legislation, regulations and guidance and provides a report to the College Principal and Assistant Principal (Curriculum and IT) after the visit
 - They are informed about and assess less routine Educational Visits well in advance, and in particular, Hazardous Activities and those visits which involve an overnight stay
- They will assess that the Group Leader is competent to plan, undertake and supervise activities and to monitor/assess the risks throughout the Educational Visit

They will ensure that every Educational Visit will have a Group Leader who has been appointed or approved by him/her or the College Principal.
- Risk assessment(s) for the planned Educational Visit and a Plan B have been completed and appropriate health and safety measures are in place
- Those who are conducting the risk assessments and/or supervision of the Educational Visit have the necessary qualifications, training, knowledge, skills and experience to do so.

- That the Group Leader is competent to perform that role and any relevant qualifications claimed by the Group Leader or other relevant members of the group have been checked and verified and are up to date;
- Adult members of staff and volunteers are properly vetted, DBS checked and assessed in accordance with the College's Safeguarding and Safer Recruitment Policies
- They have adequate contact details for the Group Leader and/or teachers and/or Supervisors on the Educational Visit
- They have the address and phone number of the venue and a contact name;
- There is a contingency plan for any emergency or delay.
- Work with the Group Leader to provide full details of the Educational Visit beforehand to Parents for those Educational Visits requiring parental consent so that Parents can consent or refuse consent on a fully informed basis and to obtain the consent or refusal of Parents accordingly
- Keep records of Educational Visits, including reports of accidents and 'near misses'
- Review systems and, on occasion, monitor practice

Group Leader

The group leader is the teacher or other member of staff responsible for the planning, undertaking and supervision of Educational Visits delegated to him/her by the Assistant Principal (Curriculum and IT) and for obtaining specialist advice from external agencies and/or others where appropriate to enable Educational Visits to be undertaken safely

The Group Leader will make arrangements for another appropriately qualified person to join the party and take over his/her responsibilities in the event of the incapacity of or injury to the Group Leader.

The Group Leader has responsibility for :

- Planning of the Educational Visit including the preparation of proper risk assessment(s)
- The supervision and conduct of the Educational Visit

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The health and safety of the group;

- The behaviours, conduct and safety of students during the Educational Visit

The Group Leader will:

Plan and complete the risk assessment process in accordance with the Beaumont College Educational Visits Checklist Criteria' prior to each planned trip

- Follow legislation, regulations, guidance and the College's policies
- Be appropriately qualified and will produce first-hand evidence of such qualification e.g. original certificates;
- Undertake and complete the planning of and preparation for the Educational Visit including transportation requirements and the briefing of group members and Parents, where appropriate;
- Complete an initial Educational Visit proposal rationale prior to each educational visit and gain authorisation for the trip to take place from the College Principal (Appendix 4) • Complete the rationale in an appropriate timeframe relevant to the type and duration of the Educational Visit
- Undertake and complete comprehensive risk assessment(s) for the Educational Visit and with a Plan B in case the primary activity is undeliverable (Risk Assessment Forms RA1 and RA2 Appendix 5a and 5b Submit the completed Forms RA1 and RA2, to the Assistant Principal for authorisation
- Provide adequate information regarding the Educational Visit in order to obtain informed parental consent and obtain such consent where appropriate
 - Prepare all staff and students involved in the activity in advance of the Educational Visit
- Check that all adults who will attend the Educational Visit and are not College staff have been adequately vetted, DBS checked and assessed in accordance with the College's Safeguarding policy Safer Recruitment policy;
 - Obtain relevant medical information for students wishing to attend the Educational Visit;
- Ensure that there is sufficient first aid provision for each Educational Visit from appropriately qualified personnel, have a good working knowledge of first aid and be aware of and adhere to the College's Policies
- Assess each individual students' needs and complete the risk assessment based on how risks are to be mitigated and reduced against the specific nature of the Educational Visit and liaise with the wider College MDT to risk assess against SaLT, OT, PT, Eating and Drinking/ dietary, medication, PBS and personal care and support needs

Obtain and carry emergency telephone numbers and details of emergency points of contact and communicate with the Assistant Principal, College Duty Room Student Support Managers or other key managers on site whilst the Educational Trip is taking place and/or directly with Parents during the Educational Visit, where appropriate

- Ensure that there is a plan for emergencies and ensure that everyone on the Educational Visit is aware of the arrangements in the event of an emergency;
- Take immediate steps to terminate the Educational Visit if the risk to the health or safety of the students or anyone else on the Educational Visit is at risk;
- Involve students in trip planning, risk assessment and evaluation of Educational Visits where appropriate
- Ensure that adequate insurance is in place and that any insurance conditions are complied with;
- Review regularly undertaken visits/activities with the Assistant Principal and wider College MDT and advise where adjustments may be necessary •
Hold the authority to return students/ staff to their home or to College should circumstances require this on the grounds of health, safety and/ or wellbeing. Contingency should be agreed for this action and a clear rationale should be provided

Staff Members (Teachers, Learning Support Workers and Student Support Workers) act as Employees of the School, whether the Educational Visit takes place within normal working hours or outside those hours, by agreement with the College Principal.

Staff will do their best to ensure the health and safety of everyone in the group and act as any reasonably prudent Parent would do in the same circumstances.

Staff will:

- Follow the instructions of the Group Leader and help with discharging the risk assessment, organising during the Educational Visit and supporting students, safety, health, wellbeing and behaviours
- Be vigilant in ensuring the health and safety of everyone on the Educational Visit and should speak to the Group Leader if they concerned about the health or safety of anyone attending the Educational Visit
- Consult with the Group Leader and, where appropriate, take immediate steps to terminate the Educational Visit if there is an unacceptable risk to the health and safety of students or anyone else attending the Educational Visit • Be aware of potential conflicts of interest/ risk factors in place of members of the group and discuss these beforehand with the Group Leader

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Students.

The Group Leader will make it clear to students that they must:

- Not put themselves or others at risk
- Follow the instructions of the Group Leader and other staff and adults during the Educational Visit
- Dress and behave sensibly and responsibly, using safety equipment as instructed
- Students (and Parents) must be told to bring clothing that is appropriate to all anticipated temperature and weather conditions. Specialist equipment must be identified separately from clothing
- Any students whose behaviour may be considered to be a danger to themselves or to the group may be prevented from going on the Educational Visit but this will be considered against the Equality Act (2010) as part of the trip planning process
- Reasonable adjustments will be made for students to support them to access the Educational Visit safely and to their fullest potential
- Students will be provided with resources and activity that helps them to understand and consent to Educational trip in advance of it happening

Parents:

The Group Leader will ensure that Parents are given sufficient information in writing to provide informed consent and are invited to any briefing sessions, where appropriate.

The Group Leader will explain to parents how they can help prepare their child for the Educational Visit.

Parents will contribute to the success of the Educational Visit by:

- Understanding and reinforcing the objectives and educational aims of the Educational Visit
- Providing clear information on their child's health, including the need for medical attention or medication if not already known to the College •
Ensuring that they provide up to date contact details or other appropriate contact details in the event that they will be unavailable

- Giving clear information where relevant on their child's ability or inability to swim if this is involved in the activity

Implementation of the policy.

Definitions:

'Educational trip' means any sports fixture, educational visit, away-day or residential holiday organised by the College which takes students and staff members off-site.

'Residential' means any College trip which includes an overnight stay.

'Adventurous activities' include, but are not limited to, the following:

- Trekking/horse riding
- Caving/river gorge walking/ scrambling
- Skiing/snowboarding including indoor and dry slopes
- Water sports including canoeing/ sailing/rafting/ paddle boarding/kayaking/snorkelling
- Climbing/abseiling including man made walls indoor
- Field work in coastal, river or upland venues
- Multi activities including those delivered by an outside provider.
- Hill walking and mountaineering
- Open country activities, beyond 30 mins of nearest refuge and above 550m
- Camping/ Kite surfing/Trampoline parks
- Any form of motor sport/ shooting archery including laser tag, paint ball and air soft/ mountain biking
- Duke of Edinburgh Award Expeditions and residential

Further details can be found in the Foundations section 1b of the Outdoor Education Advisors Panel (OEAP) guidance, which includes reference to the OEAP 'STAGER Diagram', which is useful in determining whether an activity should be classed as adventurous or not.

These kinds of activity should be identified and risk assessed as part of the visit beforehand. Staff managing or leading visits **MUST NOT** decide to add such activity during the trip.

Organisations need a license to provide some adventure activities. Organisations that hold the **LotC Quality Badge** should hold a licence for the activity they provide.

The Duke of Edinburgh's Award (DofE) is available through many schools/ colleges. All colleges wishing to deliver the DofE must be a Directly Licensed Centre with the DofE and responsibility lies with them in accordance with their license with the DofE. Beaumont College holds this status.

If College staff lead on DofE expeditions, their personal qualifications should be outlined.

It is important to note that 'adventurous activities' require a different response both in terms of being scrutinised by the Outdoor Education Advisor (OEA), specific risk assessments and the length of notice given prior to permission being granted.

Implementation of the policy.

To be read in conjunction with 'Quick Guide for staff: Educational Trips and Visits Planning Flowchart for Enhanced Trip/Visit

Step 1: Gaining authorisation for an Educational Visits.

The group leader completes an 'Educational Visits Proposal Form' (Appendix 1)

A member of CSLT will approve, in the first instance subject to completion of thorough risk assessment and activity, all visits that are deemed adventurous or have a residential component to them.

Timescales for seeking approval are:

- **Residentials** at least 12 months in advance if a newly planned activity
- **Residentials** at least 6 months in advance
- **Adventurous activity** at least 3 months in advance
- **Others** at least 1 month in advance

It is appreciated that there will always be situations in which opportunities become available at short notice. These will be considered but safety will not be compromised.

All visits require planning preparation and levels of approval. This varies according to aspects of complexity and distance. A thorough risk assessment will be conducted

by the Group Leader and reviewed by the Assistant Principal during the planning of the trip, to ensure students and staff safety.

A risk assessment, which is a separate document, should be completed.

Adventurous activities will always be identified at the planning stage and never added during the trip.

When planning water sports activities, or activities close to or involving water, the need for instructors and lifeguards will be considered, particularly when using facilities which may not have a trained lifeguard present. **This should include the use of a hotel swimming pool which requires a separate risk assessment.**

The Group Leader, in conjunction with the Assistant Principal or other designated senior leader will then follow this policy and associated procedures to pre-plan and risk assess for the Educational Visit and to provide information that can support the decision to approve.

Step 2: The group leader completes 'The Group Leader Checklist' (Appendix 2)

Step 3: The group leader completes The Educational Visits Checklist' (Appendix 3)

Planning Educational Visits.

Prior to planning an Educational Visit, the following guidance will be read and followed by the Group Leader and other organisers involved in the planning process.

- DfE (2018) 'Health and safety on educational visits'
- HSE (2011) 'School trips and outdoor learning activities'

Training of Staff.

Staff leading an Educational Visit will receive training. Trip Leader training will be available via the OEAP.

Group Leaders should then ensure that all staff supporting the trip are fully briefed on their personal responsibilities during the trip.

Step 4: A risk assessment is completed for the trip (Appendix 4)

The Risk Assessment Process.

The risk assessment process is designed to manage risks when planning trips, while ensuring that learning opportunities are maximised. The Group Leader carrying out

the risk assessment process will have the skills, status and competence needed for the role, understand the risks involved, and be familiar with the activity.

The process is as follows:

- Identify the hazards
- Decide who might be harmed and how
- Evaluate the risks and decide on precautions
- Record findings and implement them

Review assessment and update if necessary

This risk assessment process will be completed using the RA 1 and RA 2 proformas.

The risk assessment process will take into account the information provided in OEAPs 'Trip Planning Flowchart' and associated guidance.

[file:///E:/Downloads/8.2c-Visit-Planning-Flowchart%20\(1\).pdf](file:///E:/Downloads/8.2c-Visit-Planning-Flowchart%20(1).pdf)

Specific guidance for specific activity can also be found in section 7 of OEAP guidance and this can support the risk assessment process.

Step 5: The group Leader Completes an 'External Provider Statement' with the external provider being used for the trip (Appendix 5)

Preliminary Visits and Vetting Providers.

When considering External Providers for activities, the Group Leader will check whether they hold the 'Learning Outside the Classroom Quality Badge' (LOtC) to indicate they meet nationally recognised standards. If a provider does not hold the LOtC badge, the Group Leader will check the following to ensure they are a suitable organisation to work with:

- Their insurance arrangements
- Their adherence to legal requirements
- Their control measures
- Their use of vehicles
- Staff competency levels
- Safeguarding policies
- The suitability of their accommodation
- Any subcontracting arrangements in place
- The presence of necessary licences

The Group Leader will complete an External Provider Statement based on OEAP national guidance (Appendix 6).

If an organisation does not meet the College's standards, they will not be considered.

As part of this process the Group Leader should consider the providers' risk assessments. Generally speaking, if it is a public venue a risk assessment is not required or if the provider is a LOtC registered, this will have been checked out as part of the accreditation process. In terms of accommodation providers, the checklist on the OEAP website can be used if a provider does not have accreditation.

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third-party provision meet the groups requirements. This is a vital dimension of risk assessment.

Wherever it is reasonably possible it is good practice to carry out a preliminary visit. If this is not possible then information should be gathered from other sources - websites/ brochures/ other users should be considered.

Wherever it is reasonably possible it is good practice to complete a 'reccie' of any planned route if walking in the outdoors is part of the planned activity.

Details of preliminary visits and reccies should be recorded and used as part of the risk assessment process.

Equal opportunities.

Beaumont College promotes values of equality and does not discriminate against any individual or group of students when organising an Educational Visit. The trips and activities offered to students will provide new experiences and develop life skills.

Any individual, staff or otherwise, should not make preference over one student or a group of students.

Where possible, students will be given the opportunity to contribute to the planning and organisation of extracurricular trips and activities.

Transport.

When planning for off-site Educational Visits it is important to consider transport issues.

This section to be read in conjunctions with OEAP National Guidance sections 4.5a 'General Considerations', 4.5c 'Transport in Private Cars', 4.5d 'Seatbelts and Child Restraints' and 4.5e 'Hiring a Coach'.

The Group Leader, as part of the planning and risk assessment of an Educational Visit will:

- Consider the transport requirements, including contingency planning for cancellation, delay or breakdown of the transport arrangements
- Ensure the mode of transport is appropriate for the Educational Visit

Ensure that journeys are properly planned with adequate stops and second drivers provided if appropriate

- Ensure that the driver of a vehicle has the appropriate licences, business insurances and is competent to drive the vehicle concerned
- Ensure that when the Educational Visit involves the use of staff personal vehicles they have business insurance to do so, Saltem has records of this and of the vehicle MOT status and the ensure the vehicle is suitable for the Educational Visit
- Ensure staff are fit and well in order to drive

Parental Consent.

Parental consent is not generally required for every off-site activity that takes place during College hours, however, it is good practice that parents are made aware that these are happening, if possible, to ensure emergency contact numbers are up to date and there have been no changes to the child's circumstances which school needs to be aware of.

Written consent is required for:

- Activities of an adventurous nature
- Residential trips
- Trips outside of school hours

If preferable and appropriate, parents may complete an annual consent form at the start of any academic year which gives consent for their child to be involved in any and all activities, both on and off-site.

High Risk Activity within an Educational Visit.

Separate consent will be sought for more high risk activity. Parents will be informed of activities by letter or email and will have the opportunity to withdraw their child from taking part.

Staffing ratios/ Effective Supervision.

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College must ensure that the staffing of visits enables Group Leaders and group staff members to supervise young people effectively. Decisions about the staffing and supervision should be consider the following:

- The nature and duration of the visit and the planned activities (including the type of activity, skill levels involved time of year and prevailing weather conditions)
- The needs of individuals in the group
- Gender and gender issues
- The location and environment in which the activity is to take place
- Staff experience and competence
- The consequence of a member of staff being indisposed/ injured, particularly where they will be the sole leader with a group for any significant time
- The impact of an emergency and the additional demands which staff may need to cope with

Staffing Ratios.

Staffing ratios are a risk management issue and should be accurately determined through the process of risk assessment and definitive staff/participant ratios should be included as part of the planning porcess for the activity. When calculating ratios for groups, the Group Leader must ensure that there are sufficient competent staff to effectively supervise the student group members during all aspects of the visit.

Staff from external providers SHOULD NOT be included in the supervision ratios. When using external providers, they hold responsibility for delivering the activity and ensuring the safe delivery of that activity. However, if College staff are concerned the activity must cease until they are reassured that it is safe.

College staff are required to supervise in a pastoral capacity during these periods for periods such as downtime, transport, and any other period when students are not directly instructed by the provider, the direct supervision of students become the responsibility of College staff. Effective and clear plans must be put in place.

Staff should maintain effective supervision at all times.

When supervising students, the consumption of alcohol is not allowed.

Insurance and Licensing.

Where the main activity of the Educational Visit is a hazardous Activity or an activity facilitated by an External Provider, the Group Leader will have regard to the appropriate up to date guidance.

When planning activities of an adventurous nature the Group Leader will check that the provider of the activity holds a current HSE licence and an **in date** Public Liability Insurance.

If an External Provider is being used the Group Leader should endeavour to use a Quality Badge Scheme member or other accredited provider wherever possible:

- Learning Outside the Classroom (LOtC) Quality badge
Adventure Activities Licensing Service (AALS)
- Adventure Mark
- National governing body (NGB) centre approval schemes

The use of non-accredited providers is possible for some adventurous activities as some of these activities do not fall within the above accreditation schemes. If the activities being provided fall within the scope of the AALS licensing, then the provider must have a license.

Salutem Care and Education will remain responsible for appropriate overall insurance cover for Educational Visits.

The Group Leader must be fully satisfied with the External Providers arrangements for health and safety prior to attending the Educational Visit.

Where signed waivers are required by the provider of the activity parents, the Assistant Principal (C and IT) and Group Leader will all countersign to agree to the waiver where this safe and proportionate to do so as part of the risk assessment process. Where a risk is assessed as being too high the activity will not be authorised and waivers will not be signed.

Where the Group Leader and Assistant Principal (C and IT) are not satisfied that appropriate insurances are in place they will abort the activity or if it is safe to do so implement a 'plan B'.

Where a crime is committed against a member of the party, it will be reported to local Police as soon as possible.

Medical expenses will be recorded by the College Business Manager.

Fire Certificates:

Wherever possible Fire Certificates should be checked and upon arrival at a residential setting, a fire alarm practice should be initiated. If this is not possible, students must be made aware of the process. Staff should ensure fire exits are kept clear and students are fully aware of the evacuation procedures.

First Aid.

The Risk Assessment for each activity and visit will identify the measures put in place to mitigate the risk. This should include any planned, unstructured or unsupervised time and include details of where and how the students can report to and access staff in the case of an incident.

There is no legal requirement that all visits have a fully trained first aider on the visit, but this is considered good practice. First Aid training should be appropriate for the environment and the group. **However, staff who are leading adventurous and additional risk activities must have had relevant first aid training.**

Where appropriate there should be provision within staff ratios for the Group Leader or another designated competent adult to be able to respond in the event of an emergency or incident.

Appropriate and suitably stocked First Aid kits should be always carried during the Educational Visit.

When planning a trip, leaders should take into account the needs of students with specific medical conditions such as nut allergies, asthma or epilepsy. Wherever possible a member of staff trained in managing these conditions should accompany the trip. However, the lack of availability of a specifically trained person should not prevent a students from attending an Educational Visit.

When using a provider, checks should be made on first aid provision. For visits to isolated places, Group Leaders must ensure they are aware of the location of additional first aid assistance and how to summon it.

All accidents must be reported using the College reporting systems .

Step 6: The group leader completes a 'Critical incident plan' (Appendix 6)

Step 7: The group leader completes an 'Emergency plan' (Appendix 7)

Emergency Procedures and Reporting.

In the event of a fatal incident, the Health and Safety Executive will work with the police to investigate. Most serious accidents on Educational Visits involve underlying management failures and HSE always looks for the underlying causes. In the case

of accidents and injuries while on a school trip in the UK, the College's accident reporting process will begin as detailed below.

Plan to have a 'Plan B' as part of the risk assessment process.

Despite the most detailed and meticulous pre-planning and risk assessment things unforeseen and 'one off' incidents can go wrong during and Educational Visit. To avoid having to make important decision under pressure it is important to have a 'plan B' in place that considers such circumstances.

The Group Leader and staff members within the group must ensure they have access to at least one Nourish reporting device throughout their duration of the Educational Visits in order to support the effective reporting of emergency procedures.

Accidents and Incidents.

All members of the Educational Visit should be aware of the action they should take in the event of an emergency. In the event of an emergency all members of the group should:

- Assess the nature and extent of the emergency
- Take immediate action to safeguard themselves and other members of the group
- Remain calm
- The Group Leader/ deputy should summon emergency assistance and/or medical assistance and/or inform the police, if appropriate to do so
- If there are casualties ensure they are accompanied and ensure that the remainder of the group is adequately supervised
- Follow reporting procedures
- Complete appropriate accident reporting procedures on Nourish and RIDDOR where required

Near Miss Reporting.

- Complete appropriate near miss reporting on Nourish

Missing Person Procedure.

The College places students and staff safety as its top priority when participating in Educational Visits. Before embarking on the trip, extensive risk assessments are undertaken in accordance this policy.

When a student is participating in an offsite activity, the Group Leader will ensure that, where appropriate staffing ratios are in place to support each student.

Everyone on the trip will be provided with contact details for members of staff and all staff members and students, where appropriate and if the situation demands, will be required to carry mobile phones with them at all times. If a student doesn't own a mobile phone, they will be paired up with a someone in the group who has a mobile phone.

Upon arriving at every venue, the Group Leader will identify a rendezvous point where students and adults should go if they become separated from the rest of the group.

Regular headcounts of all students and staff will take place throughout the day to ensure all people are present at all times.

In the event someone (student or staff) goes missing whilst on an Educational Visits the Group Leader will ensure the safety of the remaining students and identify the person who is missing.

The trip leader will immediately identify at least one adult to start looking for the person and another adult to contact them via phone. These people will look for the person until, where necessary, the Police arrive.

Where possible and appropriate, the venue will be notified of the missing person to help ensure the person is found quickly. If the person cannot be contacted or located within 15 minutes, the local Police or relevant authorities will be contacted.

Contacting the Police.

If the Police are called, the Group Leader will immediately contact the College Principal or other deputy, the College Duty Room or other available person at College and inform them of what has happened.

If the Police, or another authority, are called to an incident where someone is missing, they will oversee locating the person and will advise on factors including, but not limited to, when to contact next of kin. If the missing person cannot be found, the group will return to College. If this is not possible the Group Leader will make arrangements to ensure the group's safety by review of the activity and risk assessment or ceasing the Educational Visit.

If a member of the party has gone missing and is subsequently found, the Group Leader will:

- Review the group size/s and staffing ratios to ensure no one becomes separated from their group
- Review whether more registers should be conducted throughout the day
- Assess which venues they attend to ensure they are suitable for the group
- Make recommendations to the College Senior Leadership Team via Nourish to ensure similar incidents can be avoided in the future.

Safeguarding and PREVENT reporting.

In the event of a Safeguarding or PREVENT alert the Group Leader or deputy will contact the DSL/ DSA at College and complete the reporting process on Nourish.

Incident of Death.

Student: Any incident or death where a student is taken from the accident site to hospital should be reported to the HSE and be recorded.

Employee: Any injury, disease or death of an employee that prevents them from not being able to work for three days should be reported to the HSE. Written statements should also be taken from employees.

An initial report should be made to the HSE Incident Contact Centre on 0345 300 9923 as soon as possible.

Under no circumstances should anyone make a statement to the press, Police or other agency or any admission of liability for any occurrence other than on Saludem legal advice.

Reporting Procedures following and Incident.

The Group Leader should ensure that the incident is properly recorded and and the College Principal is contacted as soon as reasonably practicable.

The College Principal with inform the Parent/ guardian/ next of kin in regard to the nature of the incident.

The Beaumont College Critical Incident Plan may be instigated (Appendix 7)

The Beaumont College Emergency Plan may be instigated (Appendix 8)

Finance.

Beaumont College will act in accordance with the DfE's guidance document 'Charging for school activities' (2018)

https://assets.publishing.service.gov.uk/media/5af99c8ae5274a25e78bbe30/Charging_for_school_activities.pdf

Step 8: A 'Lessons Learned' log will be completed following the trip by a senior leader, group leader and key staff members who have taken part in the trip

Monitoring and Evaluating Educational Trips.

Following an educational trip/visit, the Group Leader will meet with staff members present on the trip to assess the success of the trip in respect of both educational value and safeguarding effectiveness.

Based on this assessment, recommendations will be made to improve future trips and visits.

The quality of Educational Visits and their impact on learning will be monitored and evaluated by the Group Leader and Assistant Principal.

An 'Educational Visit Adventurous Activity and/or Residential Trip Self Evaluation and Lessons Learned' form will be completed after each Adventurous Activity and Residential Activity and recorded on Nourish in Lessons Learned/Manager/Educational Visit.

Monitoring and Review of the policy.

The effectiveness of this policy will be monitored through the College governance process on an annual basis.

The Assistant Principal (C and IT) will review this policy annually and take into account updated guidance from the OEAP.

Appendix 1: Educational Trips and Visits Policy and Procedure – Educational Visit Proposal Form

Group Leader:	
Date of Rationale and Proposal:	

Summary of Rationale and Proposal –

Date of Educational Visit:	
Session that the EV links to:	
Students to be involved in the EV:	
Description of Visit/activity proposed:	
IMPACT on learning for students involved:	
Outline of initial costs:	

Authorisation -

This Educational Visit/Activity was discussed with:

Name of CSLT representative:

Date:

This Educational Visit/ Activity has been authorised: (Tick as applicable in the box below)

Yes	No

CSLT signature:

Reason for not authorising:

More detail is required on the following

Appendix 2: Educational Trips and Visits Policy and Procedure - Checklist for Educational Visit Group Leader

Beaumont Location:

Name of Educational Visit Co-ordinator or Leader:

Name of Senior Leader overseeing and supporting this trip planning/ risk assessment process

Trip being planned:

Date of trip:

Section 1: The Educational Visit Co-ordinator:

	Checklist for EVC	Details of actions taken and dates completed
1	I have undertaken the EVC training and remain currently competent.	
2	I have access/ link to competent advice from external specialist/outdoor advisor.	
3a b	I have understanding of how visits can support a wide range of outcomes and have provided a clear rationale that support this planned trip. Visits are an integral part of learning programmes delivered at Beaumont College and this visit has a clear learning/ development intent.	
4	My establishment has a policy for visits and I have read and understood this. The policy adopts OEAP National Guidance.	
5	My establishment has standard operating procedures for straightforward and routine visits through a risk assessed processes.	

6	I have led on/supported/ overseen planning to ensure this visit is well managed, engaging, relevant, enjoyable and memorable (highlight as appropriate)	
7	I have discussed this trip proposal with a senior leader and have involved them in approving this trip can be planned in principle.	
8	I have/ do not have additional training needs that will support me to lead on this trip and have identified these to the senior leader supporting this trip plan (highlight as appropriate)	
9	I have previous experience of using this venue that will enable me to complete a thorough and accurate risk assessment	
10	I have made a preliminary visit to this unfamiliar venue that will enable me to complete a thorough and accurate risk assessment	
11	I have completed a 'reccie' of the route involved in this trip planning	
12	I have completed a risk assessment for this EV that describes the hazards of this trip, it's associated risks and details how the risks will be mitigated and/ or reduced	
13	Myself as the leader and other staff involved in the trip have been active participants in this EV planning process	
14	Students have been involved in this EV planning process where they are able to and have understanding of the process	

Appendix 3: Educational Trips and Visits Policy and Procedure - Checklist Criteria (to be signed off by the Group Leader)

Beaumont Location:

Name of Educational Visit Co-ordinator or Leader:

Name of Senior Leader overseeing and supporting this trip planning/ risk assessment process:

Trip being planned:

Date of trip:

	Educational Trip and Visit Planning Checklist.	Group Leader signature and date completed
1	Agreement from Senior Leaders/ PWCs/LT as appropriate:	
1a	Has the trip or visit been discussed with CSLT/ PWC/ LT and agreed in principle subject to authorisation of costs and completion of a detailed and accurate risk assessment (Highlight as appropriate) Has a 'Visit Rationale Form' been completed?	
1b	Has this trip been assessed as being effective/ impactful in supporting learning?	
2	Involving students where they are able to contribute	
2a	Have students been included in the planning of this trip where they are able to and do they all consent to attending the trip? Has student consent been documented for all students?	
3	Budget Approval	
3a	Have provisional costings been presented to the Principal for final authorisation of the trip/ visit?	
3b	Do charges for visits/ venues comply with the establishment's charging policy?	
4	The Provider/ Venue compliance and safeguarding	
4a	Has a suitable external provider been selected? It is accredited through 'LotC badge' or 'AALA'? Has an 'External Provider Statement' been completed and documented?	
4b	Has a preliminary visit has been made to the provider if it is an unfamiliar provider?	
4c	Have any specific risks been identified as part of the preliminary visits to the provider? Are risk factors addressed and mitigated as part of the risk assessment process?	

4d	Does the provider have any rules or conditions that they expect to be complied with?	
4e	Have we gained a copy of the Public Liability Insurance for the provider and is this in date?	
4f	Have we ensured the provider contract is acceptable and has approval for the trip being authorised by CSLT? Are waiver arrangements safe? Is the venue assessed as being safe, by completion of a-f, so a waiver can be signed?	
4g	Have safeguarding arrangements for the venue been checked and addressed?	
4h	Have necessary DBS checks taken place and are DBS numbers recorded?	
5	Informing Parents:	
5a	Have parents of all students involved in the trip been informed of the trip in writing either by letter or email?	
5b	Has parental consent been given by all parents for all students taking part in the trip/visit? This must be in writing for all students and a risk assessment will not be signed off until this has been received.	
5c	Have waivers been signed by all parents for all students taking part in the trip where this is applicable?	
5d	Has the waiver agreement and sign off from CSLT, in the first instance AP Education, been included in the risk assessment for the trip/visit?	
6	Therapy and Student Support Team input to risk assessment process	
6a	Have Physiotherapists been consulted in regard to learners accessing the trip? Have recommendations been incorporated into the risk assessment? Who is the person being consulted?	
6b	Have Occupational therapists been consulted in regard to learners accessing the trip? Have recommendations been incorporated into the risk assessment? Who is the person being consulted?	
6c	Have SaLT been consulted in regards to learners accessing the trip? Have recommendations been incorporated into the risk assessment? Who is the person being consulted?	
6c	Have AT been consulted in regards to learners accessing the trip? Have recommendations been incorporated into the risk assessment? Who is the person being consulted?	
6d	Have Student Support Managers been consulted in regards to learners accessing the trip? Have recommendations been incorporated into the risk assessment? Who is the person being consulted?	
7	Transport	
7a	Is suitable and safe transport in place for the trip	
7b	Staff cars being used for the trip are covered by business insurance and have an MOT. Staff have handed these details to Salutem for insurance purposes.	

7c	Staff who are drivers have an in date driving license.	
7d	Staff who are drivers have no more than 6 points on their driver's licence. If they have more than 6 points they cannot drive.	
8a	Assessing Student Needs	
b	Details of medication have been gathered for all students and included on the risk assessment.	

Appendix 4: Educational Trips and Visits Risk Assessment Documents

Location: College Intranet

Appendix 5: Educational Visits Policy and Procedure - EXTERNAL PROVIDER STATEMENT FORM

Notes for the Visit Leader

- You should complete Part 1 and then send the form to the provider for completion.

- You should not send this form to a provider that holds a valid Learning Outside the Classroom Quality Badge, unless you require confirmation of the questions in Section A. Details of the badge and its holders can be found at lotcqualitybadge.org.uk.
- If you need advice on the interpretation of information given by the provider on this form, you should contact your establishment's Educational Visits Coordinator (EVC).

Notes for the Provider

- Thank you for completing this form. It is designed to help the Visit Leader confirm that you meet required standards.
- Please complete Part 2 and return it to the Visit Leader at the establishment named below.
- You can find out about the guidance that establishments and Visit Leaders should follow at oeapng.info – see especially document [4.4h "Using External Providers and Facilities"](#).

PART 1: To be completed by the Visit Leader

Name & address of establishment (school/service)	
Email	
Name of Visit Leader	
Name of provider	
Proposed date(s) of visit	

PART 2: To be completed by the provider

Please consider the following questions and respond with YES, NO or N/A, or give the specific information required. If you wish to provide additional information, please add * to your response, and give the information in the space provided at the foot of the form.

If you hold a valid Learning Outside the Classroom (LOtC) Quality Badge, you need complete only Section A and the Confirmation.

SECTION A To be completed for all types of visit		
1. Learning Outside the Classroom Quality Badge		
1.1	Do you hold a valid Learning Outside the Classroom Quality Badge?	yes/no
2. Data Protection		
1.1	Do you comply with the Data Protection Act 2018 and GDPR?	yes/no
2.1	Do you have a privacy policy that explains how any personal data the establishment shares with you will be shared, used, stored, secured and eventually deleted or returned?	yes/no
3.1	Do you undertake to ensure that no images of participants are taken or used for marketing purposes, or published in any way, without the specific written consent of the establishment and of the participants (or their parents if the participants are under 18)?	yes/no
3. Waivers / Disclaimers		
1.1	Do you guarantee that the establishment, the participants or their parents will not be required to agree any waiver or disclaimer which seeks to limit your liability for death or personal injury resulting from your negligence?	yes/no

SECTION B To be completed for all types of visit		
4. Insurance		
1.1	Do you hold public liability insurance which will be current during the proposed visit and which covers all directly provided and sub-contracted activity?	yes/no
2.1	If Yes, what is its indemnity limit?	£ M
5. Health, Safety and Emergency Policies		
1.1	Do you comply with relevant health and safety regulations, including the Health and Safety at Work etc. Act 1974 and associated Regulations, and have a written health and safety policy and recorded risk assessments which are available for inspection?	yes/no
2.1	Do you have procedures for accidents & emergencies, and for reporting incidents and accidents?	yes/no

6. Vehicles		
1.1	Are all vehicles to be used roadworthy, and do they meet the requirements of regulations in the country in which they will be used and regulations on passenger seats and seat restraints?	yes/no
7. Staffing		
1.1	Do you have a robust recruitment and engagement process to ensure that staff are suitable to work with young people, including enhanced DBS check and barred list check for any staff engaged in regulated activity?	yes/no
2.1	Are there regular opportunities for liaison between your staff and establishment staff?	yes/no
3.1	Is there sufficient flexibility to make radical changes to the programme if necessary, and will the reasons for any such changes be made known to establishment staff?	yes/no
8. Accommodation		
1.1	Does UK accommodation comply with current fire regulation requirements (Regulatory Reform, (Fire Safety) Order 2005)?	yes/no
2.1	Have you inspected all overseas accommodation to be used to confirm that it meets legal requirements of the country concerned and that it has fire safety and security arrangements equivalent to those required in the UK, and are records of these inspections available?	yes/no
3.1	Are there security arrangements in place to prevent unauthorised persons entering the accommodation?	yes/no
4.1	Are separate male and female sleeping accommodation and washing facilities provided?	yes/no
5.1	Is staff accommodation sufficiently close to young people's accommodation for adequate supervision?	yes/no
9. Sub-contracting		
1.1	Will you sub-contract any services (e.g. activity instruction, transport, accommodation)?	yes/no

2.1	Where any element of provision is subcontracted, do you ensure that each sub-contractor meets the relevant specifications outlined in the other sections of this form, and are records of checks of sub-contractor available for inspection?	yes/no
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SECTION C

To be completed if the visit includes activities or field studies

10. Activity Management to be completed about all activities

1.1	Do you have a policy for staff recruitment, training and assessment, which ensures that all staff with a responsibility for participants are competent to undertake their duties?	yes/no
2.1	Do you maintain a written code of practice for activities, which is consistent with any relevant National Governing Body (NGB) (or equivalent organisation) guidelines and, if overseas, the relevant regulations of the country concerned?	yes/no
3.1	Do you confirm staff competence by appropriate AALA-recognised qualifications for any adventure activities to be undertaken, or have staff had their competence confirmed by an appropriately qualified and experienced technical adviser?	yes/no
4.1	Where there is no NGB or equivalent organisation for an activity, are operating procedures, staff training & assessment requirements explained in a code of practice?	yes/no
5.1	Will participants at all times have access to a person with a current first aid qualification, and are staff practised & competent in accident & emergency procedures?	yes/no
6.1	Do you make clear your expectations of how responsibilities for the supervision and welfare of participants are shared between your staff and visiting staff?	yes/no
7.1	Is all equipment used in activities suited to the task, adequately maintained in accordance with statutory requirements and current good practice, with records kept of maintenance checks as necessary?	yes/no

11. Adventure Activities Licensing Authority (AALA) Licence to be completed if any activities are within the scope of the licensing regulations

1.1	AALA Reference number	Date of expiry
2.1	Does the Licence held cover all planned activities, which are in the scope of AALA licensing?	yes/no

SECTION D To be completed by Tour Operators		
12. Tour Operators		
1.1	Do you comply with the Package Holidays and Package Tours Regulations 1992, the Foreign Package Holidays (Tour Operators and Travel Agents) Order 2001 and the Package Travel and Linked Travel Arrangements Regulations 2018 including bonding to safeguard customers' monies?	yes/no
2.1	Details of bonding (ATOL, ABTA, etc.)	

SECTION E To be completed if the visit includes an overseas expedition as defined at oeapng.info/downloads/download-info/7q-overseas-expeditions		
13. Overseas Expeditions		
1.1	Do you comply with British Standard BS8848:2014?	yes/no

SECTION F – ACCREDITATION		
14. Details of any accreditations held by the Provider		

PROVIDER CONFIRMATION		
I confirm that the details given above are correct, and that our organisation will give prior notification of any significant changes that might affect the safety and wellbeing of user groups.		
Signed		Date

Name		Position
Name of Provider		
Address of Provider		
Telephone		
Website		
Email		
Additional information		

Appendix 6: Educational Trips and Visits Policy and Procedure– Critical Incident Plan

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Context.

Serious incidents during off-site visits are rare but they do happen. Minor incidents, whether accidents or other emergencies, are more common. Effective planning means that the likelihood of any of these is reduced, and that, when they do happen, their impact and consequences are minimised.

Hierarchy of Emergencies.

Emergencies can be considered in four categories, depending upon the nature of the incident. Planning and preparation for off-site visits should ensure an appropriate response to an emergency in any of these categories, at any time of day or night.

- **Incident:** a situation that is dealt with by the visit leadership team. This may, perhaps, involve some communication back to the establishment (e.g., a College) or to parents, and some support from the establishment, but the Group Leader remains in control and is able to cope.
- **Emergency:** an incident which overwhelms the coping mechanisms of the visit leadership team and which requires the establishment's Emergency Plan for off-site visits to be initiated. This may, perhaps, involve some communication with the employer and support from it, but the establishment takes control of the situation and is able to cope.
- **Critical Incident:** an incident which overwhelms the coping mechanisms of both the visit leadership team and the establishment, and which requires the employer's Critical Incident Plan to be initiated in addition to the establishment's Emergency Plan. The employer takes control of the situation and supports the establishment and the visit staff and participants. Where the establishment is also the employer, or where the employer has limited capacity to provide support, the establishment's Emergency Plan should include alternative support arrangements to increase its resilience, e.g., through clusters of schools, which should be agreed in advance.
- **Major Incident:** an incident which (if in the UK) is declared as a major incident by the police, who will take control, and where the relevant Local 4.1b © OEAP 17-March2023 4.1b Emergencies & Critical Incidents - Overview Page 2 of 2 Good practice folder Authority's Major Incident Plan is initiated, or where (if outside the UK) the relevant authorities take control. Both the establishment's Emergency Plan and the employer's Critical Incident Plan will be required in order to coordinate with the police or other authorities.

Key Points.

Deciding what to do in the event of an accident or emergency should form part of the planning and preparation of every off-site Visit, and be written down as Emergency Procedures for the visit. All members of the visit leadership team should be familiar with these

Emergency Procedures for individual visits should be written in the light of the establishment's Emergency Plan, which in turn should be written in the light of the employer's Critical Incident Plan;

Plans must take into account the possibility of an incident occurring out of normal working hours, including overnight, at weekends or during holiday periods – a nominated competent Emergency Contact must always be contactable and available to implement the plan;

The initial information about an incident may come to a non-specialist, such as a College receptionist or someone else who happens to answer the phone – it is essential that they know what to do (i.e. to alert the Emergency Contact);

All those involved in off-site visits, whether part of the visit leadership team, acting as an Emergency Contact, or having a role in the Emergency/Critical Incident Plan at either establishment or employer level should be competent to fulfil their role. This includes:

- Having the ability to function effectively in a crisis
- Being familiar with the relevant plan and have easy access to key information and resources;
- Receiving appropriate briefing, training and support • Having regular opportunities to engage in practice scenarios
- Being available.

Investigating a Serious Incident.

When a serious incident has taken place during an activity or visit, whether in the UK or overseas, it is good practice for the employer to carry out an investigation. A serious incident could include:

- A fatality
- A serious injury, including any injury that (if it happens in the UK) is reportable under the Reporting of Injuries, Diseases or Dangerous Occurrence Regulations (RIDDOR)
- A near miss – i.e., an incident where no fatality or serious injury occurred but where only good fortune meant that they did not occur
- An incident which led to media or police involvement, or a serious complaint

Depending upon the nature of the incident, the purposes of the investigation should be to:

- Determine the causes of the incident
- Determine whether there are lessons to be learned, and to disseminate these locally or nationally if necessary
- Provide information to those affected, such as bereaved parents or relatives
- Exchange information with statutory investigation bodies as required, such as the police, coroner or Health & Safety Executive (HSE)
- Gather evidence for any possible disciplinary or legal proceedings
- Manage media enquiries

Gathering Evidence.

The investigation should begin as soon as possible, while witnesses have good recall of the facts. It is remarkable how significantly and how quickly witnesses' memories become distorted by subsequent information, discussion or reflection. Ideally witnesses should not collaborate when or before writing their statement. Witness statements should be taken from those who were involved, present or affected. These should record facts, not opinions, and the sequence and approximate timing of events. All details should be included, because it may not be immediately apparent what will subsequently turn out to be relevant or even vital.

A statement should make clear who is making it and be signed and dated.

Different witnesses are likely to have seen the incident from different perspectives, so the investigation should try to capture a wide range of statements.

It can be helpful to obtain photographs at the location during the immediate aftermath of the incident. This should be done sensitively, respecting people's privacy and potential distress. Any equipment that was involved in the incident should be retrieved, secured, photographed and labeled.

Other Considerations.

If a provider or other organisation is involved in the visit, the employer should agree roles with them to avoid duplication of effort. The investigation should be carried out by someone who is as independent as possible from those involved in the incident, and who has the necessary expertise.

Care should be taken not to disrupt any parallel investigations by the police, coroner, HSE, etc. There is usually no reason to wait for those parallel investigations to be complete before starting the investigation but, before publishing any report, the employer should check that publication will not jeopardise those parallel investigations or any action that the statutory bodies may decide to take.

Legal advice, and the insurer's advice, should be taken about the necessity of restricting information where it may be used for legal action. This should not mean keeping bereaved parents uninformed even where the employer or establishment may fear legal action.

Where there is the possibility of disciplinary action, the investigation should comply with the employer's disciplinary procedures.

When the investigation is complete, it is good practice for the employer to share lessons learned with all its establishments, with other employers, and with relevant national organisations such as the Department for Education or Welsh Government, national governing bodies and OEAP, as appropriate.

Where there are bereaved parents or relatives, it is good practice to identify someone who will act as the key point of contact for them. This person should be sensitive to the family's needs and should preferably have some counselling competence. He or she should inform the family of the progress of the investigation, answering their questions as helpfully as possible, and providing them with the facts. Bereaved parents or relatives will need to know all the facts. In the long term, they will not be able to complete the grieving process if their questions remain unanswered. They will also need to know that any lessons learned will be applied. Denial of information is likely to compound and perpetuate their grief, and to increase the likelihood that they will resort to legal action.

4.1j © OEAP 22-February-2023 4.1j Investigating a Serious Incident Page 3 of 3
Good Practice folder Further advice on investigating incidents is available from the HSE at

www.hse.gov.uk/managing/delivering/check/investigating-accidents-incidents.htm

Appendix 7: Educational Trips and Visits Policy and Procedure -Emergency Plan

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Emergency Plan.

Visit Details -

For all visits, details of the visit and a list of all staff (with their mobile phone numbers) and participants must be placed [state where].

During office hours, details of all staff and participants (including medical details, contact details of parents/next-of-kin records of parental consent (if applicable) are kept [state where].

Out of office hours, details of the visit and copies of the group list, staff mobile phone numbers and staff/participant details must also be held by the Emergency Contact(s) and by the visit leadership team (unless they are close to the school site and are able to access the records at any time, even when the site is closed).

Emergency Contact

Emergency Contact phone numbers:

[numbers] (office hours)

[numbers] (out of office hours - mobile phone(s) to be carried by the Emergency Contact(s)).

During office hours, the Emergency Contact is [state role], deputised by [state role(s)].
The Emergency Contact must remain on site until the group returns.

Out of office hours, there must be a named Emergency Contact at all times that a visit is taking place.

Any staff who might by chance take a call from a group must use the First Contact form, which is kept by every office phone, to take details of an incident and then alert the Emergency Contact.

On Receiving a Call -

In the event of being alerted to an emergency on an off-site visit:

STAY CALM

ASK for details of the incident using the First Contact form;

THINK about the actions you need to take and the people you need to contact to help you (see Possible Actions below);

DECIDE what immediate help you need and contact those people;

TAKE CHARGE of the incident until you clearly hand over to someone else - it is essential that one person is clearly designated as controller of the emergency response at any one time, and that it is clear to all who this is;

CONTACT the group in difficulty to reassure them, get up to date information and keep them informed of your actions;

RECORD all information you receive and actions you take;

DELEGATE TASKS as and when possible and appropriate to allow you to manage the situation and allow for concurrent activity.

Possible Actions -

Depending on the circumstances and the support required you may need to do some or all of the following (perhaps in liaison with [name of employer]):

Inform [names/roles of senior managers]

Establish an Emergency Response Team, which may need to include the following roles (combine if insufficient staff are available):

1. Incident Controller;
2. Coordinator/contact with group (consider keeping the same person to always speak to the visit leader);
3. Communications (a number of people dealing with different aspects?);
4. Logistics – arranging transport, accommodation etc. for group and any travelling team;

5. Resources – e.g., office space, reception for any visitors (parents, media etc), refreshments/food;
6. Expert advice – e.g., Educational Visits Co-ordinator (EVC) or an experienced visit leader;
7. Record/log keeper;

Inform [your employer] if you need their support, if the media might be involved, or if the incident is serious:

8. If necessary, [your employer] will implement their Critical Incident Plan – if so, agree whether the role of Incident Controller lies with you or them;
9. Agree the protocol for keeping communications open;

Inform the school governors;

Keep a log of all actions, communications and decisions, including people involved and times;

Arrange alternate and additional phone lines so that incoming calls do not swamp communications;

Consider other means of communication such as WhatsApp, email and text, but remember that some are more reliable and/or secure than others, and do not assume that a message has been received until it has been acknowledged;

Liaise with emergency services, media, tour operators, insurance companies etc.;

Carry out any actions necessary to support the visit leadership team;

If necessary, organise a Travelling Team to provide support at the scene;

Ensure the security of the school site and ensure the access gates are staffed to control access (elements of the media/press sometimes seek to gain access wherever they can);

Make arrangements for relatives etc. to be catered for [state where] while they wait for news;

Arrange for the return or onwards travel of the party, and/or arrange transport for parents to the scene/hospital;

Control communications and the flow of information to the affected group, parents and other school pupils and staff (beware of pupils and staff inadvertently starting rumours circulating);

Control information to the media – direct all media enquiries to [state who, e.g., your employer's media/communications officer];

Make arrangements for meeting the group back from the visit and reuniting children with parents;

Consider the possible need for immediate and/or future practical and emotional support for anyone involved (don't forget other staff, young people and the Emergency Response Team as well as parents and those directly involved) – if necessary, arrange for a liaison person or counsellor to be allocated to specific people.

Practical Arrangements -

[Insert here details such as:

- which office/phones to use during an emergency out-of-hours information (e.g., locks, alarms, heating)
- location of equipment (e.g., mobile phones, laptop, printer, minibus keys)
- how to access relevant information
- how to use existing communication systems (e.g., send group messages to parents, update the school website)
- how to access cash or credit card for emergency use
- how to obtain refreshments/catering]

Version Control:

Version Number	Date	Status	Changes
V1.0	24 02 25	Final	

