

# EDUCATIONAL VISITS POLICY

Reviewed and updated in 01 September 2024

## RESPONSIBILITIES FOR VISITS

### LEGAL FRAMEWORK

Under the Health and Safety at Work etc Act 1974 “L’école bilingue” is responsible for the health, safety and welfare of their employees at work. It is also its duty to ensure, as far as is reasonably practicable, the health and safety of anyone else on the premises or anyone who may be affected by its activities. This includes participants in off-site visits.

The Management of Health and Safety at Work Regulations 1992, decided upon the 1974 Act, require “L’école bilingue” to:

- assess the risks of activities: Risk assessment
- introduce measures to control those risks
- inform its employees of these measures

and employees to:

- take reasonable care of their own and others’ health and safety
- co-operate with their employers over safety matters
- carry out activities in accordance with training and instructions
- inform the employer, “L’école bilingue”, of any serious risks

These duties apply to all school visits. Teachers and other staff in charge of pupils also have a common law duty to act as any reasonably prudent parent would do in the same circumstances.

### APPROVAL OF VISITS

The procedure to be followed by teachers for arranging visits is:

#### *Before the visit*

1. Complete the “Application for the approval of educational visit by the headteacher” form
2. Complete the “Risk assessment form for educational visit” form
3. Wait for confirmation from the headteacher  
The headteacher’s agreement must be obtained before a visit takes place
4. Give parents the “Parental consent for educational visit” form

#### *After the visit*

Report and assess the visit: type an evaluation of the educational visit

## HEADTEACHER'S DUTY

The headteacher should:

- ensure that visits comply with regulations and the school's own health and safety policy
- ensure that the group leader is competent in monitoring the risks throughout the visit
- be clear about their role if taking part in the visit as a group member/supervisor
- follow the instructions of the group leader who will have sole charge of the visit

The headteacher should also ensure that:

- adequate child protection procedures are in place
- all necessary actions have been completed before the visit begins
- the risk assessment has been completed and appropriate safety measures are in place
- training needs have been assessed by a competent person and the needs of the staff and pupils have been considered
- the group leader has experience in supervising the age groups going on the visit and will organise the group effectively
- the group leader or another teacher is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place. *Where there is more than one teacher/supervisor a group leader should be appointed who has authority over the whole group. If more than one school is involved an overall group leader should be identified, usually the person with the most experience in leading such visits.*
- group leaders are allowed sufficient time to organise visits properly
- non-teacher supervisors on the visit are appropriate people to supervise children  
*Parents/volunteers may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group. Anyone who has not had a criminal conviction check should never be left in sole charge of pupils.*
- ratio of supervisors to pupils is appropriate

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

- *sex, age and ability of group*
- *pupils with special educational or medical needs*
- *nature of activities*
- *experience of adults in off-site supervision*
- *duration and nature of the journey*
- *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.*

*The ratio for visits to local historical sites and museums or for local walks, in normal circumstances, might be: 1 adult for every 6 pupils. Group leaders should assess the risks and consider an appropriate safe supervision level for their particular group. There should be a minimum of one teacher in charge. In addition to the teacher in charge there should*

*be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly.*

- parents have signed a consent form
- arrangements have been made for the medical needs and special educational needs of all the pupils
- adequate first-aid provision will be available
- the mode of travel is appropriate
- travel times out and back are known
- there is adequate and relevant insurance cover
- they have the address and phone number of the visit's venue and have a contact name
- a school contact has been nominated (this may be the headteacher) and the group leader has details
- the group leader, group supervisors and nominated school contact have a copy of the agreed emergency procedures
- the group leader, group supervisors and nominated school contact have the names of all the adults and pupils travelling in the group, and the contact details of parents, teachers and other supervisors' next of kin.
- there is a contingency plan for any delays including a late return home

#### **GROUP LEADER'S DUTY**

One teacher, the group leader, should have overall responsibility for the supervision and conduct of the visit and should have regard to the health and safety of the group.

The group leader should:

- obtain the headteacher's prior agreement before any off-site visit takes place
- clearly define each group supervisor's role and ensure all tasks have been assigned
- be able to control and lead pupils of the relevant age range
- be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity will take place
- be aware of child protection issues
- ensure that adequate first-aid provision will be available
- 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
- ensure that teachers and other supervisors are fully aware of what the proposed visit involves
- 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 the ratio of supervisors to pupils is appropriate for the needs of the group
- consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality
- ensure that group supervisors have details of the school contact
- ensure that group supervisors and the school contact have a copy of the emergency procedures
- ensure that the group's teachers and other supervisors have the details of pupils' special educational or medical needs which will be necessary for them to carry out their tasks effectively

- observe the guidance set out for teachers and other adults below

### **TEACHER'S DUTY**

Teachers on school-led visits act as employees of “L'école bilingue”, whether the visit takes place within normal hours or outside those hours by agreement with the headteacher.

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

They should:

- follow the instructions of the group leader and help with control and discipline
- consider stopping the visit or the activity, notifying the group leader, if they think the risk to the health or safety of the pupils in their charge is unacceptable

### **ADULT VOLONTEER'S DUTY**

Non-teacher adults on the visit should be clear about their roles and responsibilities during the visit.

Non-teacher adults acting as supervisors 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 supervisors and help with control and discipline
- speak to the group leader or teacher supervisors if concerned about the health or safety of pupils at any time during the visit

### **PARENT'S DUTY**

Parents should be able to make an informed decision on whether their child should go on the visit.

The group leader should ensure that parents are given sufficient information in writing and are invited to any briefing sessions.

The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct.

Parents will need to:

- provide the group leader with emergency contact number(s)
- 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 (by means of the consent form).

### **PLANNING VISIT, TRANSPORT AND PREPARING PUPILS**

Whether the visit is to a local park, museum or swimming pool, or includes a residential stay in the UK or abroad, it is essential that formal planning takes place before setting off. This involves considering the dangers and difficulties which may arise and making plans to reduce them. In practice, the headteacher - who is responsible for planning visits - will often delegate the detailed planning to the organiser of the visit or the group leader.



## **CARRYING OUT A RISK ASSESSMENT**

A risk assessment for a visit should be comprehensive. It does not generally require technical formulae or professional health and safety expertise. But specialised information for some visits may be necessary and the headteacher should ensure that the person assessing the risks is competent to do so.

A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Pupils must not be placed in situations which expose them to an unacceptable level of risk. Safety must always be the prime consideration. If the risks cannot be contained then the visit must not take place.

The risk assessment should be based on the following considerations:

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

Frequent visits to local venues such as sport at the leisure centre may not need a risk assessment every time. Nevertheless, it is essential not to become complacent. A generic assessment of the risks of such visit should be made at regular intervals, and careful monitoring should take place.

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

## **FACTORS TO TAKE IN CONSIDERATION**

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

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

## **EXPLORATORY VISIT**

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

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

- ensure at first hand that the venue is suitable to meet the aims and objectives of the school visit
- obtain names and addresses of other schools who have used the venue

- assess potential areas and levels of risk
- ensure that the venue can cater for the needs of the staff and pupils in the group
- become familiar with the area before taking a group of young people there

## **FINANCIAL PLANNING**

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

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

## **FIRST AID**

It is part of the risk assessment. Before undertaking any off-site activities the group leader should assess what level of first aid might be needed. On any kind of visit the group leader should have a good working knowledge of first aid and ensure that an adequate first-aid box is taken.

All adults in the group should know how to contact the emergency services.

The minimum first-aid provision for a visit is:

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

## **PLANNING TRANSPORT**

The group leader must give careful thought to planning transport.

The main factors to consider include:

- passenger safety
- the competence and training of the driver to drive the proposed vehicle and whether the driver holds the appropriate valid licence
- number of driving hours required for the journey and length of the driver's day (including non driving hours)
- capacity and experience of driver to maintain concentration - whether more than one driver is needed to avoid driver fatigue
- type of journey
- traffic conditions
- contingency funds and arrangements in case of breakdown/emergency
- appropriate insurance cover
- weather
- journey time and distance
- stopping points on long journeys for toilet and refreshments
- supervision

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

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

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

- safety when crossing roads as part of the journey. Pedestrian crossings and traffic lights or footbridges should be used to cross roads, whenever possible
- safety on buses, trains, ferries and boats. Appropriate supervision and discipline should be maintained at all times.
- Pupils should also be made aware of what to do in an emergency and where emergency procedures are displayed
- booking transport - the group leader should arrange for seats to be reserved well in advance to ensure that the party can travel together
- safety of pupils whilst waiting at pick-up and drop-off points and when getting on or off transport.
- safety while on stops or rests during the journey - group leaders should plan with the driver sufficient stops at suitable areas to ensure the safety of all group members including the driver
- safety of the group in the event of an accident or breakdown - the group should remain under the direct supervision of the group leader or other teachers wherever possible
- responsibility for checking that seat belts are fastened
- consider whether a visible and easily recognisable article of clothing should be worn in common by pupils
- pupils should be made aware that they are not allowed access to the driving area at any time

### **Private cars**

Teachers and others who drive pupils in their own car must ensure their passengers' safety, that the vehicle is roadworthy, and that they have appropriate licence and insurance cover for carrying the pupils.

Volunteers should be carefully vetted by the school before they are permitted to drive pupils in their car.

If necessary, assurances should be requested by the head teacher.

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

Group leaders who wish to use parents, volunteers to help transport pupils in their own cars, must ensure that they are aware of their legal responsibility for the safety of the pupils in their cars. Parents' agreement should be sought (on the consent form) for their children to be carried in other parents' cars. It is advisable that parents driving pupils are not put in a position where they are alone with a pupil.

### **PREPARING THE PUPILS**

The group leader should decide how information is provided, but must ensure that the pupils understand key safety information.

Pupils should understand:

- the aims and objectives of the visit/activity
- the background information about the place to be visited



- how to avoid specific dangers and why they should follow rules
- why safety precautions are in place
- what standard of behaviour is expected from pupils
- who is responsible for the group
- what to do if approached by anyone from outside the group
- rendezvous procedures
- what to do if separated from the group
- emergency procedures

## **EMERGENCY PROCEDURE**

Teachers in charge of pupils during a visit have a duty of care to make sure that the pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take lifesaving action in an extreme situation.

Emergency procedures are an essential part of planning a school visit.

If an accident happens, the priorities are to:

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

**The group leader** would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that back up cover is arranged.

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

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

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

- establish the nature and extent of the emergency as quickly as possible
- ensure that all the group are safe and looked after
- establish the names of any casualties and get immediate medical attention for them
- ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures
- ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together
- notify the police if necessary
- inform the school contact. The school contact number should be accessible at all times during the visit
- details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom)
- notify insurers, especially if medical assistance is required (this may be done by the school contact)

- notify the provider/tour operator (this may be done by the school contact)
- ascertain telephone numbers for future calls. Mobile phones, though useful, are subject to technical difficulties, and should not replace usual communication procedures
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence
- keep a written account of all events, times and contacts after the incident
- complete an accident report form as soon as possible
- no-one in the group should discuss legal liability with other parties

Prior to the visit, the name and school and home telephone numbers of a school contact should be identified. It is advisable to arrange a second school contact as a reserve.

The main factors for the school contact to consider include:

- ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school base
- contacting parents. Details of parents' contact numbers need to be available at all times while the group is on the visit.

## APPLICATION FOR THE APPROVAL OF EDUCATIONAL VISIT BY THE HEADTEACHER

Joindre une copie du “Risk Assessment Form for educational visit” et du “Parental consent for an educational visit”/Attach a copy of the “Risk Assessment Form for an educational visit” and the “Parental consent for educational visit”

Enseignant responsable/Group leader: \_\_\_\_\_

Titre de la sortie/ Title of the *Educational visit*: \_\_\_\_\_

### 1. Thème et objectifs spécifiques de la visite/Purpose of visit and specific educational objectives:


### 2. Lieux visités/Places to be visited:


### 3. Date et heures/Date and times:

Date/Date	
Heure de départ/Departure time	
Heure d'arrivée/Arrival time	

### 4. Transport/Transport: (Incluant le nom de la compagnie de transport / State the name of the transport company )


**5. Nom de l'organisme utilisé (si existant)/Organising company/agency (if any):**


**6. Coût proposé et arrangements financiers/Proposed cost and financial arrangements:**


**7. Programmation des activités/ Details of the programme of activities:**


**8. Detail des risques éventuels et des procédures palliatives/Details of any hazardous activity and the associated planning, organisation and staffing:**


**9. Nom, expérience, qualifications et responsabilités spécifiques des accompagnateurs /Names, relevant experience, qualifications and specific responsibilities of staff and other adults accompanying the party:**

<b>Nom/ Name</b>	<b>Expérience/ Experience</b>	<b>Qualifications/ Qualifications</b>	<b>Responsabilités/ Responsibilities</b>

**10. Effectif et composition du groupe/Size and composition of the group:**

Classe(s)/Class(es): \_\_\_\_\_

Age/Age range: \_\_\_\_\_ Effectif total/Number of children: \_\_\_\_\_

Nombre de filles/ Number of girls: \_\_\_\_\_ Nombre de garçons/Number of boys: \_\_\_\_\_

Ratio adultes-enfants/Adult to pupil ratio: \_\_\_\_\_

**11. Nom des élèves avec des besoins particuliers/*Names of pupils with special educational or medical needs:***

<b>Nom/ <i>Name</i></b>	<b>Besoin particulier/<i>Special educational or medical need</i></b>	<b>Précautions à prendre <i>/Precautions to be taken</i></b>

**Date/*Date:*** \_\_\_\_\_

**Nom et signature de l'enseignant responsable/*Name and signature of the Group leader***

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**Confirmation from headteacher for visit to go ahead**

J'ai étudié cette demande d'autorisation pour une sortie éducative et suis satisfaite du contenu, de l'organisation et de l'encadrement prévu./*I have studied this application and am satisfied with all aspects including the planning, organisation and staffing of this visit.*

L'autorisation est accordée/*Approval is given.*

- a. Veillez à ce que je possède toutes les informations importantes dont la liste finale des participants, les autorisations parentales et l'itinéraire complet, au moins 7 jours avant la date de sortie./*Ensure that I have all relevant information including a final list of group members, details on parental consent and a detailed itinerary at least seven days before the party is due to leave.*
- b. Le bilan de sortie ainsi qu'un rapport détaillé des incidents éventuels est à me remettre au plus tard 14 jours après la sortie./*Report and evaluation of the visit including details of any incidents should be with me as soon as possible but no later than 14 days after the party returns.*

**Date/*Date:*** \_\_\_\_\_

**Nom et signature de la direction/*Name and signature of the headteacher***

## RISK ASSESSMENT FORM FOR EDUCATIONAL VISITS

Enseignant responsable/*Group leader*: \_\_\_\_\_

Titre de la sortie/*Title of the educational visit. title*: \_\_\_\_\_

Date/*Date* : \_\_\_\_\_

<b>Environnement/ <i>Environment</i></b>	<b>Situation dangereuse / <i>Hazard</i></b>	<b>Risque/ <i>Risk</i></b>	<b>Mesure de sécurité/ <i>Safety measure</i></b>

<b>Environnement/ <i>Environment</i></b>	<b>Situation dangereuse / <i>Hazard</i></b>	<b>Risque/ <i>Risk</i></b>	<b>Mesure de sécurité/ <i>Safety measure</i></b>

## PARENTAL CONSENT FOR EDUCATIONAL VISITS

Enseignant responsable/*Group leader*: \_\_\_\_\_

Titre de la sortie/*Title of the educational visit* \_\_\_\_\_

### 1. Description détaillée de la visite/*Detailed description of the visit* :


### 2. Date et horaires/*Date and times*:

<b>Date/<i>Date</i></b>	
<b>Heure de départ/<i>Departure time</i></b>	
<b>Heure d'arrivée/<i>Arrival time</i></b>	

### 3. Transport/*Transport*: (Incluant le nom de la compagnie de transport / *State the name of the transport company* )


### 4. Contre-indications/*Restrictions*

Mon enfant ne présente aucune contre-indication à la participation à cette visite/ *There is no reason why my child can not participate in this visit.*

Si oui, veuillez préciser lesquelles et quelles sont les mesures à prendre par l'enseignante/ *If yes, please give details of which sort of restriction and what procedure the teacher should follow.*

<b>Contre-indication/ <i>Restriction</i></b>	<b>Mesures à prendre par l'enseignante/ <i>Procedure to be followed by the teacher</i></b>

J'autorise mon enfant/ *I will allow my child* \_\_\_\_\_ à participer à cette sortie/ *to participate in this outing.*

Date, Nom & Signature /*Date, name & Signature*: