



Policy for the health and safety of pupils on activities outside the school

Introduction

This policy is written taking note of the DfES Health and safety advice on legal duties and powers February 2014. This policy should be read alongside the School's Health and Safety Policy, First Aid policy, Child Protection and Safeguarding Policy.

Educational visits and outdoor activities should:

- have significant educational value, academic and/or social, and be consistent with the stated aims of both the school and the covered curriculum.
- be suitable to the children involved having regard to their ages, abilities, needs and aptitudes;
- aim to be inclusive.
- be linked to work within school by preparation and follow-up activities.

It is acknowledged that organising and leading offsite activities puts a great deal of responsibility on all involved. The benefits are immense and make an invaluable contribution to the academic, personal and social development of young people. At NAIS we see these experiences as essential for the following reasons:

- broadening horizons
- self-esteem
- relationship building (staff and young people)
- understanding risk
- raising aspirations
- motivation
- a chance to share
- creativity
- invaluable part of citizenship
- team building
- allow success
- living and working with others
- magic moments – memories for life
- having fun
- decision-making
- risk taking
- experiencing new cultures
- responsibility
- inclusion
- lifelong leisure activities
- independence
- 'real' learning
- consequences related to actions
- learning to cope with failure
- bringing the curriculum alive

The school accepts that trips, visits and outdoor activities cannot be completely without risk and it requires that those staff in charge take all reasonable precautions to protect staff and pupils' health, safety and welfare and to minimise the risk of untoward or dangerous situations.

Planning and proposal

1.1 When planning a trip the trip leader must consider purpose and justification for the trip. Day visits are predominantly curriculum-led and are opportunities to consolidate learning or to extend understanding on a particular curriculum area. Residential and overnight trips, while including curricular focus must have the following points in mind

S- Service- For our residential visits from Year 3 upwards there needs to be a growing element of service for the students. This can range from mending fishing nets in a local Hong Kong village to painting schools in Tanzania. The emphasis must be on helping the community and is aimed to provide progression in this area leading toward the IB.

C- Curriculum- there must be a strong curriculum focus to provide extended learning opportunities for the students. The trip must bring to life what has been taught in the classroom and raise more questions for the students to further deepen their knowledge and understanding.

O- Out of the ordinary- the activities the students undertake on our trips must be something they would not normally do at home. It must stretch them, test their resilience and encourage them to take risks.

R- Relate- Where possible our residential trips will run in countries where we have sister schools. This will allow us to continue to increase the face-to-face opportunities of the Global campus and allow culture box exchanges with a variety of countries. It will demonstrate to the students the wider network of schools to which they belong.

E- Experiential- There must be a strong emphasis on experiential learning on residential visits. There must be a strong emphasis put on a hands on approach, building the students' independence as they progress through the years.

1.2 Once a destination had been chosen an EV1 calendar request form should be completed by the Year / department leader. This will allow the SLT to assess the validity of the trip and the suitability of the timing suggested.

Risk assessments

2.1 Once a destination for a day trip or an overnight trip has been decided and dates confirmed, all team leaders are required to carry out an exploratory visit to the site or sites of the activities. Exploratory visits contribute to overall planning by ensuring that the venue:

- can be assessed with regard to its ability to meet the aims and objectives of the visit;
- can be effectively assessed for risk;
- can cater for the individual needs of the group;

- can direct the visit's itinerary to make the best use of the venue's educational potential.

2.2 Exploratory visits contribute to overall planning by ensuring that the Group Leader:

- is familiar with the geographical, logistical and social aspects of the venue;
- has obtained names and addresses of other schools who have used the venue;
- has met staff at the venue and has obtained advice from them.

2.3 Many visits are straightforward repeats of a previously successful visit but with a different group of students. However, many factors at the venue can alter during the course of the year, e.g. museum displays may change, pollution may appear on a shoreline and the weather is likely to be totally different from a previous year. For these reasons, it is still good practice to conduct an exploratory visit or investigation in order that planning and risk assessment are effective and relevant.

A recce needs to be carried out prior to any educational visit to ascertain the suitability of the site for the visit. Ideally, two people take part on the risk assessment to ensure all factors are considered and an agreement upon risk value is made.

2.5 Complete a risk assessment for the entire visit including embarkation and disembarkation of buses. Risk values need to be calculated and agreed upon. A signed copy of the risk assessment needs to be handed into the Principal. Once this is approved, a copy remains with the Principal and the group leader takes the other. This must be shared with all adults attending the visit. Once staff have read the document they need to sign it to provide evidence they are aware of all present risks. The signed copy needs to be given to the Principal.

2.6 When completing the EV3 form risk is calculated on likelihood of risk occurring and severity of this if it becomes a reality. Any risk noted on the exploratory visit should be photographed and attached upon return to the risk assessment. This will also assist the team when briefing them to give them a clearer picture of what the site looks like in reality.

2.7 Having identified the risks, the teacher in charge should then identify measures that can be put in place to reduce the risks. This should always include emergency procedures.

2.8 Appropriate staffing levels are an essential part of any risk assessment. This should include the relevant experience of staff and as well as the staff / pupil ratio. ☒

2.9 The nature of the activity itself is a crucial element of the form. Hazardous and adventurous activities will require appropriately trained staff. ☒ The age of the pupils

involved is also a factor along with their basic capabilities and experience. Any medical issues and / or allergies should also be given due consideration. In certain 'high risk' activities, a pupil's disciplinary record may also be relevant. ☒

2.10 Coeducational groups must wherever possible contain at least one member of staff of each sex. If organising the appropriate staffing of such an event is proving difficult, then the Principal should be informed. ☒

Communication

3.1 If the trip is outside of a 2km radius of the school it is required that parents be informed. It is imperative that they are given full written details regarding the organisation and administration of the visit, for example:

- purpose;
- content of programme, including details of all available activities;
- dates and times;
- destination and location (including telephone number and address), mode of travel, accommodation;
- code of conduct expected of children;
- staffing details to include names and, where appropriate, experience and expertise of accompanying teaching staff and voluntary helpers plus information regarding the training and experience of activity centre staff;
- special clothing or equipment required;
- insurance arrangements
- Trip telephone numbers including the school and emergency numbers in the home locality and at the venue;
- the emergency procedure for contacting parents.
- Blog site for updates

For residential visits this will all take place in the form of a parent information session held in school.

Additionally, students should be provided with briefing on:

- the code of conduct;
- the aims/objectives of visit.

Parental Consent

4.1 Parental consent (if required) should be completed, in advance, for each student participating in the tour/visit. Amongst other things, it should confirm that the Medical details provided to the school Medical Centre and the Emergency Contact details provided to the Admissions Office are correct and up to date.

Additionally, the form should contain a section for obtaining parental agreement to the student receiving emergency medical treatment, including anaesthetic as considered necessary by the medical authorities. It should be drafted to recognise a

legal guardian where there are no natural parents or where parental responsibility is not straightforward.

Medical forms

5.1 Medical forms are given to parents upon entry to the school. Prior to any trip these need to be resent to the parents. The parents are required to review the details, ensure they are current and up to date and then sign to confirm this is so. This will be sent out before every day and residential visit. The forms are stored with the academic secretary. Any additional or recent information relating to the medical state of the student should be collected and stored with the trip coordinator or given to the leader of the group. Medication should, in most cases be kept centrally, unless the student can clearly take responsibility for this. Copies of medical forms of the group should be kept with the group leader, at no point should a medical form not be to hand of an adult supervising a group.

Trip phones

6.1 Before any trip, the trip leader needs to request school phones from the academic secretary. They must check there is sufficient credit on the phones and request the accompanying lanyards to hand out to the children on the trip. The lanyards accompanying the phone has the message 'if I am lost please call my teacher on this number'

Additional Information

7.1 If there are any other factors that may affect the safety or enjoyment of a particular student on a trip then this should be noted and passed on the trip coordinator or given to the leader of the group.

Safety during the Visit

8.1 The teachers accompanying the party on the visit have ultimate responsibility, acting in loco parentis. However, occasionally the teacher can discharge his/her responsibility by temporarily entrusting the safety of the students undertaking specific activities to a member of the centre staff. This may well be the case when students participate in potentially hazardous activities controlled by experts at the centre. Throughout the rest of the visit, the responsibility will be with the accompanying teachers.

First aid kits are needed on all visits. These can be acquired from the nurse's office. If a first aid kit is required, the nurse will need to be notified 5 days before the trip in order for them to make up the packs. You will also need to obtain any epi pens or medication needed for the duration of the visit. Staff with children in their group requiring medication need to liaise with the nurse the day prior to the visit for a debrief on the medication, the dosage and to read through the medicines in the

school form attached to the medicine. Every year team has an advanced First aider and every member of staff should have received basic first aid training

8.2 Full lists of all students attending and of groups and group leaders should be handed in at school before leaving, along with the signed risk assessment.

Supervision

9.1 For both day trips and overnight trips there is a recommended ratio for students supervision as follows.

K.S.1 1-8

K.S.2 1-10

K.S.3 1-15

There should usually be a minimum of two members of staff per trip with one member of each sex for trips involving boys and girls where possible. These figures do not apply for sports fixtures. Parents/other adults involved are subject to checks at the appropriate level before they can take part in supervising children.

9.2 Ideally mixed gender day trips will be covered by both male and female staff. Mixed gender trips that involve overnight accommodation should be passed to the Principal for approval, if both a male and female leader are not available.

These ratios are a guide to safe operating procedures for general trips without additional support or agencies providing specialist instructors and guides. Clearly, if operating close to water, at height or in extreme climatic conditions, additional precautions will need to be taken as well as the hiring of specialist guides, medical backup, etc.

Emergency procedures.

10.1 Staff supervising the trip will be in possession of local emergency contact numbers, together with contact numbers of all SLT (these have already been entered into the phones). In the event of a pupil falling ill or becoming injured, the supervising member of staff will assess the seriousness of any situation and take whatever action is necessary in the circumstances. He/she will seek help from local emergency services or International SOS if necessary and inform the SLT at the earliest possible date. The latter will provide advice and support as appropriate. In the event of a Critical Incident, (i.e. a situation involving a serious threat to the wellbeing of an individual or group), action will be taken in accordance with the School's Critical Incident Policy.

10.2 The Group Leader will 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.

10.3 The Group Leader will take immediate steps to terminate the visit or any element of the visit if the risk to the health or safety of the pupils or anyone else on the Educational Visit is at risk.

10.4 The Group Leader has the full authority of the Principal and has the right to return any pupil home if, after consideration of all relevant matters, s/he is of the opinion that such action is warranted. Extra costs arising out of any such event will be payable by the Parent.

International SOS

11.1 All students attending trips are covered by International SOS. This gives trip leaders access to 24 hour medical advice and care. Details of the level of support should be obtained before travel and numbers of local offices entered into trip phones.

Transport

12.1 If buses are required for the trip these need to be requested from the Bus coordinator at least one week before the trip.

12.2 If Jacksons buses are not being used, these have to have been inspected to ensure all children have access to a seatbelt. A proper briefing of pupils regarding behaviour in coaches and cars (including the use of seat belts) is an integral part of the risk assessment and planning for any trip.

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