



King David High School

Educational Visits Policy

Approved by:	The Governing Body	Date: December 2024
Last reviewed on:	December 2024	
Next review due by:	December 2027	

Contents

Contents	2
1. Aims and scope	2
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Planning and preparation	6
5. Risk assessment.....	7
6. Volunteers.....	8
7. Communication and consent	8
8. Emergency procedures and incident reporting.....	9
9. Charging and insurance	10
10. Residential visits	10
11. Review	10
12. Links with other policies.....	11
Appendix 1: proposed visit planning information	12
Appendix 1b: proposed residential trip initial proposal form	14
Appendix 2: risk assessment template	155
Appendix 3: volunteer behaviour and code of conduct	166
Appendix 4: Emergency procedure (Visit Leader)	17
Appendix 5: Emergency procedure (Home/Base Contacts)	19

1. Aims and scope

Educational visits are activities arranged by, or on behalf of, our school, which require pupils to leave the school premises, having been authorised to do so by the headteacher or other designated member of staff.

Educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum.

Appropriately planned visits are known to enhance and compliment learning, improve attainment, and aid social and academic development, and so form a key part of what makes King David High School a supportive and effective learning environment.

The school and its leadership will, where practical and appropriate, support and encourage a variety of trips whether they are reward trips or educational visits that enhance and strengthen the academic progress of its students across all subjects.

The school and its leadership will also, where practical and appropriate, support and encourage trips that enhance and strengthen the Jewish ethos of the school and the Jewish identity of its pupils, such as (but not limited to) trips to Israel, Poland, Aish programmes and other similar initiatives. These trips are recognised and valued for their role in enriching our pupils learning.

The benefits to pupils of taking part in visits and learning outside the classroom can include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).

- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Improved religious and cultural knowledge of Judaism.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

This policy sets out our approach to planning and operating educational visits, to ensure the health and safety of our pupils and staff, and to make sure that our visits are available to all pupils. It sets out the roles and responsibilities of staff, pupils and volunteers when it comes to visits.

This policy applies to activities taking place within and outside of normal school hours, including weekends and holiday periods. This includes (but is not limited to):

- › Visits to places of interest in the local area
- › Day visits to places such as museums and other cultural and educational institutions
- › Sporting activities
- › Adventurous and recreational activities
- › Residential trips organised by the school
- › Trips abroad organised by the school

2. Legislation and guidance

This policy is based on the Department for Education's guidance on [health and safety on educational visits](#), and the following legislation and statutory guidance:

- › [Equality Act 2010](#)
- › [SEND Code of Practice](#)
- › [Keeping Children Safe in Education 2024](#)

This policy also complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 Headteacher

The headteacher is responsible for:

- › Approving staff requests for educational visits, including having final authority to approve any educational visit of less than 24 hours
- › Making sure staff, including the educational visits co-ordinator, have received any necessary training
- › Working with the governing board to approve residential trips of more than 24 hours
- › Ensures that trips/visits do not compromise the Jewish ethos of the school.

1.2 The educational visits co-ordinator (EVC)

Tim Chappelle is the appointed EVC at our school. Their role is to:

- › Oversee and guide other staff to arrange and organise educational visits
- › Assess the ability of other staff to lead visits and designate a suitable trip lead for each visit
- › Assess outside activity providers
- › Approve trip risk assessments
- › Advise the headteacher and governing board when they're approving trips
- › Access the necessary training, advice and guidance
- › Ensures that trips/visits do not compromise the Jewish ethos of the school.
- › Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements

3.2 Trip lead

Every educational visit will have 1 member of staff designated as the trip lead. The trip lead will:

- › Complete the CPD training "Certificate in Organising & Managing School Trips for Secondary Schools & Academies" via The National College
- › Plan the proposed visit, taking into account the health and safety risks to pupils, staff and volunteers
- › Assign staff and volunteer roles, as needed
- › Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments
- › Make sure risk assessments are completed in good time (see Section 5)
- › Make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed
- › Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party
- › Communicate key details about the visit and all locations to staff, pupils and parents/carers, including roles and responsibilities and expected behaviour
- › Make sure staff are capable and able to fulfil their roles at all times while responsible for pupils and others
- › For any trip that does not return to King David High School within normal school hours, ensure that every student is handed over to their parents/guardians or an adult nominated by the student's parent/guardian.
- › Uphold the Jewish ethos of the school for the duration of the visit

3.3 Staff

Staff have a responsibility to make sure all pupils and staff who take part in visits are kept safe and understand the proper way to prepare for trips, as well as how to act while taking part. Staff will:

- › Seek and obtain approval for all educational visits from the headteacher
- › Carry out any required risk assessments and work with the trip lead
- › Communicate with parents and carers and make sure trips are inclusive of all pupils' needs
- › Look out for the health and safety of themselves and those around them
- › Help manage pupil behaviour and discipline as required while on the visit
- › Uphold the Jewish ethos of the school for the duration of the visit

- › Share any concerns or worries with the trip lead and others, as appropriate

3.4 Parents and carers

By agreeing that pupils can take part in educational visits, parents/carers agree that they will:

- › Provide all information required, such as emergency contact details and health/medicine information if applicable
- › Sign and return consent forms and any other documentation required in a timely manner
- › Share any concerns or information about the pupil that may affect or impact their ability to safely take part in the trip
- › Meet all costs to send students home early from foreign residential trips, due to unacceptable behaviour and/or criminal activity, including air fare for their child and a staff member as chaperone.
- › Travel to collect their child from UK residential trips if, due to unacceptable behaviour and/or criminal activity, they need to be sent home early from the trip.

3.5 Volunteers

Volunteers attending school trips, including parent volunteers, agree to:

- › Follow the directions of staff and act accordingly
- › Behave appropriately and model good behaviour for pupils
- › Uphold the Jewish ethos of the school for the duration of the visit
- › Report any concerns to the trip lead or other staff present as soon as possible
- › Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible

3.6 Pupils

Our school behaviour policy also applies to all educational visits. This includes the expectation that pupils will:

- › Follow instructions given to them while on the trip
- › Dress and behave as expected for the length of the trip
- › Uphold the Jewish ethos of the school for the duration of the visit
- › Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or trip supervisor

Pupils will always be reminded of our behaviour expectations before going off-site for a visit, and will be expected to uphold the school's behaviour policy at all times.

Any pupil/6th Form student who is detained/sent home due to unacceptable behaviour and/or criminal activity will be banned from any future school trip/visit, with the exception of trips that are a compulsory part of an academic qualification.

Prior to all trips, further information regarding behaviour expectations will be sent to parents/carers and pupils/students.

[KDHS Behaviour Policy](#)

3.7 Joint Visits

There are often good educational reasons for pupils from a number of schools (or different organisations such as Aish) sharing the experience of visits. When there are pupils from more than one school/organisation involved in a visit the EVC from each school/organisation involved is responsible for ensuring that the educational need, and the health, safety and welfare needs, of the pupils from their own schools/organisations are met.

Good practice would be for there to be a group leader from each school/organisation and for these people to share information and the workload in relation to:

- Obtaining approval. This will involve Governors and headteachers of all the schools/organisations involved
- Writing a joint risk assessment that all parties agree to follow and implement
- Writing a joint behaviour expectations agreement, that all parties agree to follow and implement
- Jointly managing the routine, low level behaviour of all pupils on the visit
- Incorporating the needs of all pupils
- Briefing other visit staff. This will almost certainly involve a meeting to discuss the issues
- Management of the visit and supervision of pupils

The management of any more serious behaviour issues, and all health and safety or safeguarding issues are to be managed by the staff corresponding to the pupils' school/organisation.

4. Planning and preparation

The decision on whether or not a visit will take place will be made by the EVC and the headteacher, and based on factors including:

- Cost (including any potential cost to parents/carers)
- Timing in the school year and any potential clashes
- Educational purpose and value
- Disruption to the normal running of the school
- Health and safety considerations
- Staff-to-pupil ratio
- Inclusion and accessibility
- Suitability in relation to the Jewish ethos of the school

As part of the planning stage, information will be gathered by staff proposing the visit, including:

- Location and travel distance
- Travel plans or options
- Full cost breakdown, including multiple options where available
- Resources, including staffing, volunteers, and physical supplies
- Kosher food, where needed
- Accommodation options, where needed
- Insurance detailed, where needed
- Risk assessment plans and first aid provision
- What safety measures can be put in place in order to reduce any risks

See **appendix 1a and 1b** for our trip information form for the planning and approval of a visit.

In cases where a trip involves activities for more than 24 hours, an overnight stay and/or travel overseas, the headteacher will seek approval of the governing board.

Once the risk assessment has been approved by the EVC, the headteacher, and the governing board where relevant, staff will communicate with parents/carers and provide trip information.

Written parental consent will be required for trips that take place outside of normal school hours, and for any trips requiring a higher-than-normal level of risk assessment.

For any trip that does not return to King David High School within normal school hours, the trip leader will ensure that every student is handed over to their parents/guardians or an adult nominated by the student's parent/guardian.

We will evaluate each visit after its conclusion, from the planning through to the visit itself, to continually improve the planning and experience of our future visits.

4.1. Inclusion

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits.

SEND

If a pupil with a disability or an education, health and care (EHC) plan, or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, they will have the same support that is available to them during the school day.

We will adjust the trip programme where necessary, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate.

Additional risk assessments may be carried out to ensure the safety of all staff and pupils.

Challenging behaviour

In some cases, it may be reasonable and necessary to prevent a pupil with challenging behaviour from coming on a trip to protect their safety and the safety of the other pupils attending.

We will consider all reasonable options to help the pupil go on the trip safely, such as adapting the trip itinerary and increasing staffing numbers so the pupil can be supervised on a 1:1 basis.

5. Risk assessment

We will finalise and agree a full risk assessment at least 2 weeks before the start of all residential trips, and one week prior to day trips.

Where opportunities arise for certain visits/trips/activities which do not, or are unable to coincide with the above timings, but do take place within the school's local learning area (as defined within the KDHS Local Learning Area Policy document), day trips that are part of the normal curriculum, or Kodesh provision, and take place during normal school hours, will be permitted, providing all aspects of the Learning Area Policy are followed.

Risk assessments will be completed using the school's risk assessment template which can be obtained from the main school office and in **appendix 2** and approved by the EVC. Existing risk assessments or those provided by the destination itself might also be used to support this process.

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

Where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process, but this is not mandatory.

Trip leads will raise any concerns or questions about potential risks and safety measures with the EVC, headteacher and, where appropriate, third party vendors.

Every risk assessment will be approved by the EVC and the headteacher, and a copy taken on the visit and another copy left with the EVC.

5.1 Staff ratios and first aid

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

- › At least 1 male and 1 female supervising adult is present (for mixed pupil groups)
- › At least 1 supervising adult able to administer first aid is present on all trips
- › Appropriate first aid equipment will be taken on all trips, in accordance with the school's first aid and health and safety policies. These can be found in the main school office
- › All supervising adults will be made aware of any medical issues or allergies at the start of the trip
- › Adults without a DBS check will not be left alone with pupils at any time
- › The trip lead will take regular headcounts and/or rollcalls
- › For residential trips abroad, 1 extra member of staff will be present to escort students needing to be sent home early, for any reason.

5.2 Transport

Transportation for trips will be organised by the school in line with our health and safety policy. We will make sure pupils, staff and volunteers are transported safely and efficiently, with the required first aid provision.

Unless previously agreed with parents, transport for visits will leave from, and return to, the school site.

5.3 Use of external organisations

As part of the risk assessment process, we will check that any external organisations providing an activity have appropriate safety standards and liability insurance.

This includes checking that organisations hold the Learning Outside the Classroom (LOtC) Quality Badge. Where an organisation does not, we will check additional details as outlined in the DfE's guidance on [health and safety on educational visits](#) to make sure it's an appropriate organisation to use.

We will have a written agreement in place with each external organisation outlining what everyone is responsible for during the activity.

6. Volunteers

Where appropriate, parents, carers and other responsible adults may be asked to volunteer to attend and supervise pupils alongside staff members on trips. Where more parents/carers or other volunteers apply to be a part of the trip than are required on the visit, those invited to attend will be selected as fairly and transparently as possible, whilst taking into consideration:

- › The needs of the pupils going on the trip
- › The setting and circumstances of the trip
- › Volunteers' skills, attitude and past behaviour, including previous volunteer experience

Parents/carers or other volunteers selected to volunteer will be informed at least 2 weeks ahead of the visit, and asked to confirm their attendance in writing. They will also be asked to confirm they agree with the expected behaviour and support of the Jewish ethos of the school. See **appendix 3** for our volunteer code of conduct for educational visits.

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

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

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

7. Communication and consent

We will contact the parents and carers of pupils invited to take part in an educational visit at least 1 month before the proposed date of the trip. Communication will be via letter or email, and information provided will include the date, travel times, destination, purpose of the visit, and the size of the group attending.

We will also communicate:

- Times and details of travel, including drop-off and pick-up times and location
- Pupil-to-staff ratios and staff qualifications, where relevant
- Clothing and equipment required, and whether this is provided by the school
- Expected behaviour and consequences of pupils' failure to meet these standards

Where required, parents/carers will be asked to provide written consent for educational visits by signing and dating a form to be returned to the school, or giving consent via the ParentPay app.

Because most visits during the school day will be part of the curriculum, we will not always need written consent. However, we will always inform parents/carers as above about any off-site visits, and give an opportunity for them to withdraw their child.

Parents/carers will also be asked to provide current and relevant medical information and dietary requirements, as well as emergency contact numbers where they can be reached.

In the case of overseas trips, they will be asked to provide passport information and European Health Insurance Card or UK Global Health Insurance Card information, if available.

8. Emergency procedures and incident reporting

Generally, emergency planning will be defined as planning for:

- Serious and unexpected risk
- Serious and life-threatening injury
- Individuals going missing
- A serious breach of safeguarding expectations

The trip leader will be familiar with these plans for each visit.

In the case of an emergency, the trip leader or other supervising adult will contact the school office and/or the school emergency contact(s). The school office and/or the school emergency contact(s) will then contact parents/carers as required, and inform them of changes to plans or cancellations of trips and/or alternative travel plans. This will form part of a wider communication plan that covers how routine communications should be handled in such situations.

1 member of staff will always accompany a pupil seeking medical treatment.

In a case of a pupil being unaccounted for, the trip leader will search the area while another member of staff remains in charge of other pupils. In the unlikely event that a pupil cannot be found within 30 minutes, the trip leader will contact the school office and/or the school emergency contact(s) who will notify the parents/carers. The trip leader will then contact the police and provide them with the relevant information so they can take over the search, staying with them to comfort the pupil when found. The remaining staff and adults will return to the school with the rest of the pupils.

All incidents and accidents will be reported in line with our health and safety policy, including required reporting to Ofsted and the Health and Safety Executive (HSE).

Smaller incidents, accidents or near misses that do not require external reporting will still be covered by an internal report, to include steps that can be taken in the future to avoid similar incidents.

There will also be a clear process for evaluating all visits and trips once they have been concluded from the planning through to the visit itself. This will help with evaluating whether planning worked and to learn from any incidents that took place.

9. Charging and insurance

We will follow our school's charging and remissions policy at all times.

[KDHS Charging and Remissions Policy](#)

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

Where necessary, we may ask for a voluntary contribution to the costs of educational visits, but this will be entirely optional (except for residential visits) and will not affect pupils' ability to take part fully in the trip.

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

10. Residential visits

The headteacher, together with the governing board, will approve all residential trips longer than 24 hours.

The planning and preparation laid out in this policy will apply to residential visits as well as 1-day visits. In addition, the trip lead will make sure:

- › Staff have received any necessary training
- › All necessary permissions and medical forms are obtained at least 1 month before the start of the trip
- › All adults, including volunteers, have had adequate safeguarding checks. Where appropriate – e.g. if the volunteer will be in direct unsupervised contact with pupils – this will include relevant DBS checks

Parents and carers will be given information about the visit and asked for permission at least 2 months before the first day of the visit. Information shared with parents will include:

- › The dates and time of departure and return to school
- › The full address and contact details of the destination
- › Planned activities and options
- › Meal provision
- › Costs and optional charges, including deposits and the date by which this must be received, in line with our charging and remissions policy (this will include information about exemptions)
- › Clothing and equipment provided, and what pupils must bring themselves
- › Public health requirements, including any required vaccinations
- › Accommodation options and arrangements
- › The names of staff attending

For visits abroad, we will make sure that any organisation providing activities holds the LOTC Quality badge or similar local accreditation. We will follow the [Foreign and Commonwealth Office's overseas travel guidance](#) and [foreign travel advice](#) when organising these visits.

11. Review

This policy will be reviewed every 2 years by the EVC. At every review, the policy will be shared with the full governing board.

12. Links with other policies

This policy links with the following policies and procedures:

- Health and safety policy
- Charging and remissions policy
- Behaviour policy
- Child protection policy
- Special educational needs (SEN) policy
- Equality information and objectives
- Accessibility plan

Appendix 1a: proposed day return visit planning information

To be completed by the staff member proposing the educational visit, and submitted to EVC.

**KING DAVID HIGH SCHOOL
SCHOOL DAY RETURN TRIP AUTHORISATION FORM 24/25**

Trip Leader: <i>(I understand that in assuming the role of Trip Leader, I am expected to follow the necessary requirements as laid down below.)</i> Deputy Leader:	Number of other Staff (if confirmed staff please list below): Number and names of additional participating adults: <i>(KD DBS Clearance required)</i>
--	---

Destination:

Proposed Date:	Year Groups Participating:
----------------	----------------------------

Description of Trip:

Approximate Number of Pupils:	Approximate Cost per Pupil:
-------------------------------	-----------------------------

Venue details:	Method of Transport: If Minibus – Driver(s): (Driving licence copy handed in to the office and mini bus training undertaken)
----------------	--

Tour Company (If applicable with ABTA / IATA Number)	
---	--

Insurance (Information to be included)	School insurance policy required: Yes / No
--	---

Risk Assessment	Planning meeting undertaken Yes / No Written, and approved by Tim Chappelle Yes / No
------------------------	---

Tim Chappelle confirmed against other events on the same date/school needs and then intended absence noted.	Date: Signed:
--	----------------------

Tracy Basger I hereby confirm that the above outline proposals are acceptable and that I authorise the trip as being an official school activity.	Date: Signed:
--	----------------------

To be handed to Lindsay Rose once completed for absence reporting/catering information

Appendix 1b: proposed residential trip initial proposal from

To be completed by the staff member proposing the educational visit, and submitted to EVC.

Name of staff member proposing the visit:

Date of request:

Response required by (date):

Proposed trip information

	TRIP INFORMATION	ADDITIONAL COMMENTS
Destination		
Trip date		
Travel distance		
Length of stay		
Purpose of visit / educational benefits		
Number and age of pupils		
Medical & dietary requirements		
Transportation options		
Cost breakdown, including multiple options where available		
Resources required, including: <ul style="list-style-type: none">➤ Staffing➤ Volunteers➤ Physical supplies➤ Transportation		
Accommodation options, where needed		
Insurance needed, where applicable		
Risk assessment plans and first aid provision		
Food Provision		

Appendix 2: risk assessment template

Date of assessment:

Date(s) of trip:

Trip leader:

Assessor:

Trip destination:

Checked by:

HAZARD	WHO MIGHT BE HARMED AND HOW?	WHAT ARE YOU ALREADY DOING?	DO YOU NEED TO DO ANYTHING ELSE TO CONTROL THIS RISK?	ACTION: WHO?	ACTION: WHEN?	DONE
E.g. slips and falls caused by wet floor	Pupils and staff	Appropriate footwear to be worn, first aid kit to be carried at all times	Follow additional instructions from destination staff as appropriate	Trip leader	Duration of trip	

Appendix 3: volunteer behaviour and code of conduct

This code of conduct sets out the expected behaviour for volunteers attending school trips. Volunteers should read and sign this form, showing that they understand and agree to follow this code while acting on behalf of the school. If you feel you cannot agree with this code, please speak to the trip leader or EVC at the earliest opportunity and withdraw from the trip.

A copy of this form will be kept in the school office, and you may ask for a photocopy to keep for yourself.

Volunteers agree to:

- Remain professional and respectful with staff and pupils at all times
- Listen to and act on instructions from staff
- Dress appropriately for the trip
- Arrive at the agreed time and remain until the trip is concluded and they are told they may leave by staff
- Pay attention to potential dangers and raise concerns with staff
- Act responsibly and demonstrate good behaviour to pupils
- Report any concerns about the safety or wellbeing of a pupil to staff as soon as possible
- Uphold the Jewish ethos of the school for the duration of the visit

Volunteers agree **not** to:

- Exchange contact details with pupils unless told to by a member of staff
- Engage in physical contact with pupils unless appropriate or required
- Share inappropriate personal information (i.e. personal beliefs, religious views, relationship status)
- Use demeaning, offensive, abusive or insensitive language
- Smoke, drink alcohol, or use drugs (other than those required for medical reasons) or be under the influence of alcohol or drugs (other than those required for medical reasons) for the duration of the visit
- Allow themselves to be left alone with a pupil unless previously agreed with staff
- Take photographs or record pupils without the permission of pupils and staff
- Provide food to pupils that has not been sanctioned by the school

As a volunteer, I have read and agree to this code of conduct, and will follow the rules set out above.

Signed:

Date:

This 'card' must remain with the Visit Leader at all times

In the event of an incident or accident that does not involve serious injury or fatality, and/or is not likely to attract media attention, the Visit Leader should seek advice from the school emergency contact(s). This should include a member of staff on the Senior Management Team.

In the event of an incident that does involve serious injury or fatality, and/or is likely to attract media attention, the Visit Leader should adopt the following protocol:

Primary Action

- REMAIN CALM – Assess the situation.
- Safeguard yourself and then any other uninjured members of the group.
- Make sure all other members of the party are: accounted for, safe, adequately supervised, and briefed to ensure that they
- understand what to do to remain safe.
- Instruct all Staff members to assume their allocated roles.
- Ensure first aid is carried out as necessary.
- Call emergency services as appropriate.

Secondary Action

- Inform the school emergency contact (information on Risk Assessment).
- They will need the following information: the nature of the emergency, number of casualties and their status, your current location, time of accident/incident, any action already taken.
- **Direct contact with a parent of a group member, from the scene of the incident, should be avoided. A senior member of staff should carry this out from the school base.**
- Liaise with, and take advice from, emergency services if they have attended the scene.
- Ensure an appropriate adult accompanies any casualties to hospital, taking with them parental consent forms (if unavailable to hand, receive confirmation from school office) and medical information.
- Consider other people who may need contacting: police, embassy/consulate/local accommodation.
- Control communications – prevent group members from using phones or going online until permission is given by the
- Move uninjured members of the group to shelter or away from the immediate vicinity of any casualties. Ensure they are adequately supervised and receive appropriate support and reassurance.

- Avoid splitting the group, unless it is the only way to get help, and leave no one on their own.
- Keep a written log of all actions taken, conversations held and a timescale.
- DO NOT speak to the media. Refer all media enquiries to the school.
- Maintain contact with the emergency services and the school emergency contact until the Emergency is over.
- Monitor, reassess and review – ensure nothing is forgotten and that everyone is coping, cared for and secure.

Post – Incident Action

- Consider the emotional needs of any staff or children who may have been adversely affected.
- Complete a written report of the incident, including completing the school accident report form, if necessary.
- Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused.
- Record the following:
 - Time, date and nature of incident.
 - Accurate incident location.
 - Names of casualties.
 - Details of injuries
 - Actions taken, including all communications.
 - Names of others involved but not injured.
 - Details of any moves from the incident site (times, who moved, where to, how).
 - Names and contact details of witnesses.
 - Proposed actions.
- Review the lessons learned and ensure that these feed into future trip plans.
- Share the experience and learning with colleagues.
- Where there have been any incidents of a medical nature, including mental health issues, the Medical Feedback Form should be completed and a copy given to the Nurses.

Name	Office Hours	Out of Hours
Headteacher		
Deputy Headteacher		
EVC		
Chair of Governing Body		

This 'card' must remain with the school emergency contact(s) at all times

The School Emergency Contact(s) should have all visit information, including itinerary, venue details, names and emergency contact details for all participants including staff, etc.

In the event of being contacted by the Visit Leader (or other member of staff involved in a visit), you should:

- Confirm telephone numbers for future calls, providing alternatives to mobile phones where possible;
- Note their location and the location of incident;
- Determine nature, date, time of incident;
- Note names of casualties and nature of injuries;
- Note the names of any others involved in order to be able to reassure parents;
- Determine action taken so far;
- Agree with the School Emergency Contact who will contact the parents/carers of the casualty/ies. This should normally be the School Emergency Contact;
- Determine action yet to be taken-and by whom.

If the incident does not involve serious injury or fatality, and/or is not likely to attract media attention:

- If possible, provide the required assistance;
- Seek further advice and pass on details to other school contacts that may be able to assist.

If the incident does involve serious injury or fatality, and/or is likely to attract media attention:

- Establish whether emergency services have been informed;
- Establish if any assistance is required from the school base;
- Establish that the rest of the group is being adequately supervised and cared for; #
- Contact the Headteacher (if this is not you) and provide a briefing of the situation;
- Contact parents. You may need to make school facilities available.
- Liaise with LA and school Governors;
- Notify the Provider or Tour Operator if appropriate;
- Notify your Insurers, especially if medical assistance is required

Name	Office Hours	Out of Hours
Headteacher		
Deputy Headteacher		
EVC		
Chair of Governing Body		

