



**Watford Grammar School for Girls**

# **Educational Visits Policy**

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<b>Committee Responsible</b>	<b>Resources</b>
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## 1. Purpose of the educational visits policy

- To ensure that students participate in school visits safely and securely.
- To ensure that students' learning is maximised.
- To safeguard students' rights for equal opportunities to participate.
- To ensure a clear understanding by all staff of the rationale for approving applications to take students on visits.
- To ensure that responsibilities for staff are clear and that required formalities and agreements are adhered to.

## 2. Implementation, monitoring and review of the educational visits policy

This policy will be reviewed every 3 years by the Governing Body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with this policy will be monitored by the Educational Visits Coordinator.

## 3. Introduction

The Staff and Governors of Watford Grammar School for Girls acknowledge the immense value of off-site visits and related activities to young people, and support and encourage those that are well planned and managed.

This document provides concise and supportive guidance for the planning and management of off-site visits and related activities. It is available electronically on the school's shared drive and on 'EVOLVE', along with a number of other supporting documents.

All visits and Learning Outside the Classroom (LOtC) activities will be planned in such a way as to ensure that the benefits and intended learning outcomes are clearly identified and understood by the supervising adults beforehand and can form the basis for objective evaluation afterwards.

The School uses the internet based system, 'EVOLVE', to facilitate the efficient planning, management, approval and evaluation of visits. All staff that lead or accompany visits can access their own 'EVOLVE' account, which is set up by the Educational Visits Coordinator (EVC.)

Arrangements and considerations for all visits and LOtC activities will be recorded, either on 'EVOLVE' or by means of standard operating procedures using generic risk assessments, as deemed appropriate by the EVC in order to minimise associated bureaucracy.

## 4. Scope and remit

It is a legal expectation that employees must work within the requirements of their employer's guidance. This policy applies to all members of Watford Grammar School for Girls staff, and other adults associated with the school who take responsibility for young people participating in learning and

recreational activities in environments that are different from where the young people are normally based. It therefore applies when organising and supervising young people in off-site activities and visits, as well as when taking part in on-site activities outdoors.

This policy provides the key reference for sound planning for learning and recreational activities that involve taking groups of young people away from their usual operational base. It should be implemented when using places such as:

- School grounds
- The local environment
- Places further afield, e.g. visits to local libraries, theatres and museums
- Residential venues
- Learning ventures abroad

Staff must ensure that students are supervised in accordance with the contents of this policy, regardless of whether the activities take place within or outside of normal working hours, including overnight, weekends and holiday periods.

## 5. Roles and responsibilities

Under the Health and Safety at Work Act (1974), health and safety responsibilities lie with the employer, The Governing Body of Watford Grammar School for Girls. An employer has the legal responsibility to carry out duties imposed by the act. However, employers can delegate the tasks necessary to discharge these duties, even though the overall responsibility for health and safety rests with the employer.

The responsibilities of key members of the school community involved in planning, scrutinising and approving arrangements for Offsite Visits and LOtC activities are laid out below.

### 5.1. Headmistress

The Headmistress (or nominated delegate) will ensure that:

#### 5.1.1. Policy

- All off site visits comply with employer guidance and are submitted for formal approval as required.
- Establishment visit policy should identify the types of visit that require a preliminary visit.
- Establishment visit policy should formally adopt a set format for written risk assessments.
- The establishment visit policy includes appropriate emergency procedures in case of a major incident.
- The establishment visits policy includes a procedure to ensure that parents are appropriately informed in the event of a serious incident.
- Arrangements are in place for the Governing Body to be informed of such visits as required by the Educational Visits Policy.

### 5.1.2. Staff and Training

- There is a clearly designated person, either herself or another suitable member of staff, as the Education Visits Coordinator and that the designated person meets employer requirements, including undertaking EVC training as recommended or required by the Governing Body.
- All staff involved are competent to carry out such responsibilities as they are allocated;
- If taking part in the visit or activity as either an Assistant Leader of a group member, s/he is clear about their role and will follow the instructions of the designated Visit Leader (who will have sole charge of the visit).
- The EVC is supported in ensuring that visits are effectively supervised with an appropriate level of staffing.
- The EVC, Visit Leaders, assisting staff and voluntary helpers are appropriately trained and competent to carry out such tasks as they are allocated.
- A culture of apprenticeship/succession planning to ensure sustainable visits and the development of competent visit leaders and EVCs, is supported within the establishment.
- Any member of staff acting as assistant leader or group member is aware of their role and that they must follow the instructions of the designated group leader who will have sole charge of the trip.

### 5.1.3. Inclusion Safeguarding and Safety

- Inclusion issues are addressed.
- Suitable safeguarding procedures are in place, including vetting at an appropriate level of all voluntary helpers. Where access to young people is regular or intense DBS checks must be in place as required.
- Arrangements are made for the medical and special educational needs of all the young people and staff.
- Serious incidents are reported to the employer as required by employer guidance, meeting the requirements of RIDDOR.
- Such risk assessments should be proportional, suitable and sufficient and based on the 'Principles of Sensible Risk Management.' The adoption of Hertfordshire County Council exemplar risk assessments available through 'EVOLVE' to reduce bureaucracy is good practice.
- Where the activities or visit involve a third party provider, appropriate assurances have been sought; national schemes e.g. LotC Quality Badge, AALS licence, Adventuremark, or a clear management Statement of Competence, are recognised in keeping with Hertfordshire's recommendations and make further seeking of provider assurances unnecessary.

### 5.1.4. Planning

- Sufficient time is allocated to organise trips properly.
- The EVC is supported in ensuring visit information has been shared with parents and that consent has been sought where necessary.
- Suitable transport arrangements are in place and meet any regulatory requirements.
- Insurance arrangements are appropriate.
- Details related to the visits (including person details of both participants and staff) are accessible at all times to a designated 24/7 emergency contact/s in case of a serious incident.
- That there are contingency plans in place should the visit plan be significantly changed or cancelled (Plan B).
- Staff are aware of the need to obtain best value. Appropriate consideration must be given to financial management, choice of contractors, and contractual relationships;

- All visits are evaluated with regard to best value, teaching and learning, quality experiences, addressing issues raised by any serious incident and to inform the operation of future visits.

## 5.2. Education Visits Coordinator

The Education Visits Coordinator is **Mrs Chris Wilshaw, Deputy Headteacher.**

The EVC will:

### 5.2.1. Policy

- Ensure that the Educational Visits Policy is updated as necessary and available for staff and that procedures should aim to minimise bureaucracy, taking full advantage of any national schemes that provide assurances regarding safety and quality of provision (e.g there should be no need to seek assurances from adventure activity providers who hold the LotC Quality Badge, or a current AALS Licence, or Adventuremark.).
- Ensure that visit policies and procedures are reviewed on a regular basis and immediately following any serious incident or systems failure.

### 5.2.2. Staff and Training

- Support the Headteacher in ensuring that competent staff are assigned to lead and accompany visits and with approval and other decisions.
- Be specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by an establishment and be a member of SLT.
- Attend training, and update training, as required by the Headteacher,
- Ensure the Headteacher, Visit Leaders, assisting staff and voluntary helpers understand that all staff involved in visits require access to training at an appropriate level to ensure that employers' guidance and establishment procedures are properly understood,
- Keep up to date via EVC training events and employer information updates.
- Organise the training of leaders and assistant leaders, including voluntary helpers,
- Ensure off site activities are led by competent leaders and that assistant supervisors are competent to carry out the tasks to which they are assigned.

### 5.2.3. Inclusion, Safeguarding and Safety

- Ensure DBS checks are in place when required
- Ensure that there is a 24/7 emergency contact for each and every visit and that emergency arrangements are in place.
- Ensure that medical and first aid issues are addressed.
- Ensure that emergency arrangements include emergency contact access to all relevant visit records, including medical and next of kin information for all members of the party including staff.

### 5.2.4. Planning

- Have an understanding of the Manifesto for LotC and the supporting rationale,
- Ensure Offsite and LotC activities meet employer guidance requirements,
- Support the Headteacher with approval and other decisions
- Monitor visit planning and arrange for sample monitoring in the field as appropriate
- Provide sufficient guidance to visit and activity leaders regarding information for parents and parental consent.
- Ensure that visits and LotC activities are reviewed and evaluated; this process will require the reporting of accidents and incidents.

## 5.3. Visit Leaders

The Visit/Activity Leader will:

### 5.3.1. Staff and Training

- Have the overall responsibility for supervision and conduct of the visit. S/he must be an employee and not a volunteer.
- Be competent to take on such responsibilities and tasks as may be allocated or required for the duration of the visit/activity and be formally approved to do so.
- Have attended Watford Grammar School for Girls 'Trip Leader Training' since the implementation of this version of the policy and no less frequently than every 3 years.
- Define the roles and responsibilities of other staff (and young people) to ensure effective supervision, and appoint a deputy wherever possible.
- Ensure the visit is effectively supervised; the overarching duty of care remains with the accompanying school staff, even when partial responsibility is shared with a provider. Should the provider run the activity in such a way as causes concern, the accompanying staff should consider stopping the activity at the first opportunity. Such an intervention will need to be used with great sensitivity and discretion to ensure that it does not result in young people being put at greater risk.
- Ensure that where any accompanying member of staff includes someone with a close relationship to a group member, there are adequate safeguards to ensure that this will not compromise group management.

### 5.3.2. Inclusion Safeguarding and Safety

- Plan and prepare for the visit, taking a lead on risk management. The School sees it as good practice to involve all participating staff in the planning and risk management process for any given visit or LotC activity to ensure wider understanding. It is also good practice to involve students in these processes whenever appropriate.
- Ensure that safeguarding issues are addressed e.g. DBS checks.
- Ensure that all staff and any third party providers have access to emergency contacts and emergency procedure details.
- Make sure there is access to first aid at an appropriate level.

### 5.3.3. Planning

- Collate, make available and disseminate relevant information to supporting Assistant Visit Leaders, SLT Emergency contacts, parents and young people as appropriate. This must include:
  - Completed ‘Visit Leader Emergency Checklist’ for all Assistant Visit Leaders (see p.36-37.)
  - A completed ‘Establishment Management Emergency Action Card’ for the SLT Emergency contact(s) (see p.38-40)
- Arrange pre-visit information meetings where appropriate. A pre-visit information evening must always be offered to parents in the case of residential trips.
- Evaluate all aspects of the visit, both during and after the event.
- Ensure that staff and other supervisors have been adequately briefed on:
  - the young people making up the group, including age, health characteristics, capabilities, special educational needs, mental health issues, behaviour and any other information that seems relevant in the context of planned activities.
  - The nature, location and duration of the activity.
  - Emergency procedures, as per the completed ‘Visit Leader Emergency Checklist’
- When abroad, abide by the requisite laws and take local customs into consideration when directing the behaviour of students.

## 5.4. Assistant Visit Leaders

Staff on school led visits act as employees of the school, whether the visit takes place within normal school hours or outside these hours

An Assistant Visit Leader’s role is to:

- Do their best to ensure the health and safety of everyone in the group and act as a reasonable parent/carer would do in the same circumstances
- Consent and agree that the Visit Leader has full authority to reasonably direct their supervision of students
- When abroad, abide by the requisite laws and take local customs into consideration when directing the behaviour of students.
- Deputise for the Visit Leader in cases of illness or emergency.

## 5.5. Member of the Governing Body

There will be a member of the School’s Governing Body who is designated as specifically responsible for Offsite Visits and LotC activities. This is usually, but not exclusively, the Chair.

This person’s role is to “enable and ensure” by acting as a “critical friend”.

S/he will ensure that:

- S/he has a clear understanding that because the governing body is the direct employer of establishment staff, the governing body has the same responsibilities as a Director of Children’s Services.
- S/he has an understanding of how outdoor learning supports a wide range of learning outcomes.

- S/he has access to employer guidance as well as establishment policy, and a training package to support it.
- Establishment policy clarifies his/her involvement in the visit approval process.
- There is an EVC in place that meets the employers requirements.
- There are formal notification and approval procedures in place that meet with employer recommendations and requirements.
- The establishment visit policy supports the principles of inclusion.
- There are monitoring procedures in place.

## 6. Competence

Competence is a combination of experience, training/qualifications and common sense.

The competence of the visit leader is the single most important contributory factor in the safety of participants.

Consideration will be given to the following when assessing the competence of a member of staff to lead a visit:

- What experience has the leader in leading or accompanying similar or other visits? (check Visit History on 'EVOLVE').
- Is the leader competent in planning and managing visits?
- What are the leader's reasons for undertaking the visit?
- Is the leader an employee at the establishment?
- Does the leader have the ability to manage the pastoral welfare of participants?
- Does the leader exhibit sound decision making abilities?
- What experience has the leader of the participants he/she intends to supervise?
- What experience has the leader of the environment and geographical area chosen?
- If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
- Does the leader have sufficient physical capacity to lead the trip?
- Does the leader possess appropriate qualifications, especially if leading adventurous activities? (See Appendix 1 of HCC Employer Guidance)
- Is the leader aware of all relevant guidelines and able to act on these?

Any qualifications, for example Minibus drivers license, First Aid and Mountain Leader qualification can be uploaded onto 'EVOLVE' to provide the EVC with evidence to inform decisions about competence.

Watford Grammar School for Girls operates a process of apprenticeship and succession for all staff likely to be involved in organising, leading or accompanying offsite visits and LOtC activities.

The School undertakes to ensure that all such staff, will undergo an induction process that typically entails "Visit Leader Training" in-house, access to (and training where required) the establishment's 'EVOLVE' site and practical experience of accompanying visits and LOtC activities *before* being tasked with leading a visit for themselves.

## 7. Sporting Fixtures

In line with DfE recommendations, the intention is not to limit any activity which may enrich the curriculum by insisting upon excessive health and safety restrictions. However, it is important that staff are aware of the medical and contact details of any students taken out of school to participate in a sporting fixture. Staff taking fixtures must inform parents/carers of the venue, the time of departure and return and provide parents/carers with an emergency staff contact number. This information should also be communicated by means of the school on the website and updated on a regular basis. There is no need for sporting fixtures to be logged on 'EVOLVE'.

The procedure for organising and ensuring the safe running of sporting fixtures is included as an appendix to this policy.

## 8. Planning

Visits organised by the school need to be approved by the EVC and in the case of residential visits, the Headteacher, meeting predetermined criteria:

All visits and LOtC activities must:

- Enable all relevant students to participate, regardless of financial constraints if the activity is directly linked to the curriculum.
- Meet all statutory guidelines with regard to the health, supervision and safety of students, in addition to guidelines set down by the school.
- Be included in the school calendar and be notified to colleagues in good time in order to minimise disruption to the school day.
- Have due regard to the impact that the visit will have upon other subjects in the students' curriculum and the impact that the trip has upon the workload and well-being of colleagues.
- If taken during the school day, be directly related to the students' formal curriculum, or have an outcome which supports the Aims of the school.
- If an extended visit of more than one day, usually take place during the school holidays or non-curriculum time in order to minimise disruption to the students' formal learning.

## 9. Regularity of Whole Cohort Trips

In order to minimise excessive time being lost from the curriculum and excessive pressure being placed upon members of staff to make up for the time taken, departments should run no more than the following number of trips during curriculum time:

- 2 trips in KS3
- 1 trip in KS4
- 1 trip in KS5

## 9.1. Inclusion of Year 11 Students in a Visit

Where a trip is planned that will not take place until the following academic year, Year 11 students cannot be included. This is because it cannot be guaranteed that Year 11 students will return to the Sixth Form.

## 10. Procedures and Protocols

Dates of proposed visits should be submitted to both the EVC and Headteacher by email as follows:

- Day visits: 8 weeks prior to the visit date.
- 1 term in advance where the visit is directly related to the curriculum and will involve the whole year group. This is in order that it can be cancelled, without incurring a financial penalty, if the school is not in receipt of sufficient parental contributions.
- Residential visits: 11 months prior to the visit date.
- Residential visits costing in excess of £2000: 18 months prior to the visit date.

If the visit is agreed, then it can be entered on the school calendar and trip leaders will be notified by email. Once it has been agreed that the visit can be accommodated in the school calendar, the Visit Leader may proceed in creating the visit on 'EVOLVE'.

Trip leaders need to complete full trip details on EVOLVE, giving full information with regard to the students to whom an invitation is extended, costings, and staffing and attaching the relevant risk assessments, itineraries and parental letters. No communication may be sent to parents and students until the trip has been approved by the EVC on Evolve and the letter has been approved by the member of SLT responsible for communicating with parents and carers. If the proposal is for a trip in less than eight weeks, then the EVC, if she/he feels that there is not sufficient time in which to organise the trip in an efficient of appropriate manner then he/she may withhold their approval.

## 11. Trips Shared with Watford Grammar School for Boys

The school organises several joint trips a year with Watford Grammar School for Boys.

- If our students are on a WBGS trip, then they must be accompanied by at least one member of WGGGS staff.
- If the trip is organised solely by WGGGS then it is governed by the WGGGS Educational Visits Policy.
- If the trip is organised solely by WBGS then it is governed by the WBGS Educational Visits Policy.
- All visits which involve WGGGS students must be entered and approved on 'EVOLVE'.

## 12. Risk Assessment

Risks are expected to be reduced to an acceptable or tolerable level, and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity.

An activity can become dangerous when certain factors, or a combination of factors occur: these could include elements such as weather, geographical features, the inexperience of young persons, indiscipline,

the nature of the selected student body , unexpected equipment failure, lack of effective safety controls, lack of training and experience with regard to leaders or even interference by other parties.

Due to the complex nature of off-site visits, conventional ‘risk assessment’ as a stand-alone tool is not particularly useful and can on occasion be misleading. It is of greater benefit to consider the overall ‘risk management’ of visits by taking all aspects of visit planning and management into account. This can be achieved effectively through a combination of the ‘EVOLVE’ form itself, and where appropriate, any event specific notes or attachments.

Visit planning includes consideration of the questions: ‘What are the really important things we need to do to keep us safe?’ It should focus on those issues that are specific to the individual event, taking into account the needs of the group (including special and medical needs, the experience and competency of the staff team, and the leader in the context of the event. Significant issues must be recorded in a risk assessment form and uploaded on ‘EVOLVE’.

During the Coronavirus pandemic, all trips and visits are required to include coronavirus risk management in their risk assessment. The school coronavirus risk assessment, which can be found on the school website, should be consulted to identify sources of risk and possible control measures. Visit leaders should speak to their SLT line manager or the EVC if they need support in considering the risks and control measures needed as a result of coronavirus.

This planning process by the leader may be compared to the expectation of a teacher to plan a lesson which is relevant to the needs of the group.

Planning that includes adventurous activity commonly involves delivery by an external provider and the provider will have responsibility for risk assessments and managing the activity. As such, the provider’s risk assessment is not the concern of the establishment leader, does not need to be requested from the provider, and does not need to be attached to ‘EVOLVE’.

It is good practice to involve participants in the planning and organisation of visits, as in doing so they will take more informed decisions, and will become more ‘risk aware’ and hence less at risk. They will also have greater ownership of the event.

## **12.1. Use of Generic Risk Assessments**

A selection of generic risk assessments is available in Word format from the Health & Safety pages on Herts Grid for Learning through the risk assessment section on ‘EVOLVE’.

Whilst not exhaustive, the control measures contained within this selection are probably sufficient to cover most eventualities likely to be encountered in the course of most offsite visits and LOtC activities.

Staff are encouraged to compile their own “event-specific” risk assessments which can then be reviewed and re-used as required.

## **12.2. Plan B**

Alternative arrangements should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

Where appropriate, all alternative activities should be fully considered and risk assessed beforehand.

The consideration of alternative arrangements is particularly important at the current time due to the Coronavirus pandemic, as it would be in the case of any other pandemic, epidemic or outbreak of an infectious or serious disease which could affect a trip or visit. Alternative arrangements must be included within the risks assessment, covering circumstances such as:

- Individuals testing positive
- Staff members testing positive and the need for reserve staff members to enable the visit to take place
- Introduction of local or national restrictions that could limit parts of the visit (e.g. closure of indoor venues)
- Reintroduction of local or national restrictions for which participants would need to be prepared in advance, e.g. wearing of face coverings, daily lateral flow testing in areas of high virus prevalence

### **13. Seeking Assurances from Provider / Use of a Provider assessment form**

#### **(OV6)**

Hertfordshire County Council provides the OV6 'Provider Assessment Form' to help provide an audit trail for arrangements and checks if required. It enables the visit leader to be confident that the provider has appropriate health and safety management procedures in place. This form is optional and will only need to be used where a 'Trip Leader' pack is not provided containing such information or where such information cannot be found on an organisations website.

The OV6 can be downloaded from 'EVOLVE.'

The OV6 is a generic form, for use by all kinds of providers, so if one is sent to a provider, it should be specified that they only need to complete the parts applicable to their service.

Once the OV6 has been received, signed and dated by the manager or person in authority, it is not always necessary to send a new one to the same provider each time you use them. It is sufficient to annotate the existing form already held by the establishment to show the school has checked back with the provider that there has been no major or significant change since the form was originally signed; this will not apply if the time interval is more than 12 months.

To reduce bureaucracy for both Visit Leaders and Providers, leaders should take advantage of national schemes that have been established to eliminate the need for questionnaires and forms as advised in Local Authority guidance e.g. LOtC Quality Badge, AALS Licence and 'Adventuremark.'

Holding one of the above is a credible assurance of Health and Safety, and Visit Leaders should seek no further verification. The LOtC Quality Badge also covers learning quality.

Visit leaders should not ask for copies of risk assessment documentation but may seek assurance of a provider's competence to deliver their activities safely by means of a Safety Management statement if this is not already provided.

National Institutions and Public Buildings: - by their very nature these venues and providers are extremely unlikely not to conform to current Health and Safety legislation so it should not be necessary to require them to complete an OV6 or send out copies of their risk assessment documents.

HCC Providers and establishments – OV6 forms are not required for Hertfordshire County Council run providers such as Herts Young Mariners Base or Hudnall Park.

## 14. Safeguarding

Whilst engaged in learning outside the classroom activities and educational visits, school safeguarding procedures continue to apply. There are likely to be additional safeguarding measures in place and these will have been dealt with in the risks assessment.

Should a member of staff have a safeguarding concern whilst on an educational visit, their immediate actions will be determined by the severity of the concern:

- If the student has been subject to serious harm or is at risk of serious harm, the DSL or a Deputy DSL should be telephoned at school if during the school day to discuss the concern and how to proceed. The incident must then be logged on CPOMS at the earliest available opportunity to ensure that all relevant information is available to the DSL.
- If the student has not been subject to serious harm and is not at risk of serious harm, the concern should be logged on CPOMS at the earliest available opportunity and before the end of the day on which the concern arises. Where the visit leader or member of staff raising the concern does not have internet access, he/she should telephone the school to report the concern to the DSL or a Deputy DSL.
- Where a concern is raised outside of school hours the Emergency Contact should be telephoned to inform them of the concern. The emergency contact will then ensure that contact is made with the DSL or Deputy DSL, who will make contact with the visit leader to discuss the concern.

## 15. Preliminary Visits

Wherever reasonably possible, it is good practice for the Visit Leader to make a preliminary visit to a venue or provider beforehand in order for them to familiarise themselves with the layout and surroundings, and any site-specific procedures or issues which may have an impact on the visit or members of the group. Within the UK, highest priority for preliminary visits will be where no serving member of staff from the school has visited before, then when the Visit Leader has no experience of the venue/activity.

For overseas visits, advantage should be taken of any offers by tour operators for “leaders orientation” type visits.

The cost of any preliminary visit must be factored into the total cost of the trip.

## 16. Outcomes

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved. Up to four ‘intended’ outcomes may be recorded on ‘EVOLVE’ during the planning process, for subsequent evaluation.

Preparatory work should take place in advance of the visit where appropriate. This, in conjunction with activity that will take place during the visit, should feed into any follow-up work.

## 17. Checklist

Visit Leaders may find the 'Visit Leader Check List' provided by the Outdoor Education Advisors Panel National Guidance a useful document in undertaking planning. This can be found in the appendices to this policy.

## 18. Staffing and Supervision

### 18.1. Staff: Student Ratios

Schools are required to ensure there is an *appropriate level of supervision at all times* for all visits and that such supervision is '*effective*'. This must have been approved by the EVC or Headteacher.

The visit leader, EVC and Headteacher will make a professional judgement regarding the number and suitability of staffing on an individual visit basis after consideration of the following factors:

- The type, level, and duration of the activity;
- The nature and requirements of individuals within the group, including those with additional needs;
- The experience and competence of staff and other adults;
- The venue, time of year and prevailing/predicted conditions;
- The contingency 'Plan B' options.

A visit must not go ahead where any of the Visit Leader, EVC, or Headteacher is not satisfied that an appropriate level of supervision exists.

The organisation and participation in trips is a voluntary activity.

Unless the trip involves only sixth form students, no trip should have fewer than two employees of the school so that there is always adequate insured cover in the event of staff or student illness.

Requirements for further adult supervision can be met by using support staff, governors, parents and volunteers. It is important to remember that the duty of care of students cannot be handed over to a third party and so off site instructors cannot be used in any considerations of ratio.

Acceptable ratios are:

- 1 adult to 20 students – UK day trips within 30 minutes journey of the school
- 1 adult to 15 students - UK day visit more than 30 minutes journey from the school
- 1 adult to 15 students – UK residential visit
- 1 adult to 10 students – Overseas visits

A useful starting point for consideration is 1 adult to 15 students. Where departing from this starting point results in fewer staff, the justification should be recorded as a note on 'EVOLVE'. All visits must have a maximum ratio of 1 adult to 20 students. Visit leaders must however consider how the group would be managed if one adult were unavailable to assist in running the visit, e.g. if a student was hurt and that member of staff needed to stay with the student, or if a student experienced problems at immigration and a member of staff were required to wait with them while the rest of the group travelled onward.

During a pandemic, such as COVID-19, the EVC may require an additional member of staff to be in attendance on residential visits to enable pupils to be adequately supervised if they have to self-isolate as a result of symptoms or testing positive, or if another member of staff has symptoms or tests positive.

Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Staff and volunteers who are work frequently or intensively with , or have regular access to young people, must undergo an enhanced DBS check as part of their recruitment process. For the purpose of this policy:

- Frequently is defined as once a week or more
- Intensively is defined as 3 times in a 30 day period, or overnight (2am-6am)

## 18.2. Family Members on Visits

Where a Visit Leader, accompanying member of staff or volunteer has a child on the visit, they should not normally be responsible for the group containing their own child. This is to avoid any conflict between the duty of care of a parent and that of a teacher for the wider group.

Family members (e.g. partners and children who are not members of WGGS and in the year group to whom the visit is offered) are not permitted to participate in school visits.

## 18.3. Unaccompanied Year 12/13 Visits

As a result of the present security climate, unaccompanied visits for 6<sup>th</sup> Form Students are not able to run. Students may travel to and from the venue unaccompanied provided this does not involve travel in TfL Zone 1. This will need to be made clear in the letter to parents to enable them to give informed consent.

Opportunities for enrichment, such as theatre trips, lecture and exhibitions taking place outside of school time may be advertised to students and their parents via an appropriate letter on Parentmail. It must be made clear in such letters that school staff will not accompany students and that this will not be run as a school trip..

## 18.4. Remote Supervision

Young people must be supervised **throughout** all visits. At times they may be unaccompanied by a member of staff or other responsible adult, e.g. D of E expedition, 'downtime' in a shopping centre etc, this is defined as remote supervision.

'Remotely supervised' activities can bring purposeful educational benefits, and the progression from dependence to independence is to be encouraged.

In addition to considering the benefits of the activity, staff should also ensure reasonably practicable safety precautions are taken.

The decision to allow remote supervision should be based on professional judgement, taking into account such factors as:

- Prior knowledge of the individuals (including their maturity and levels of responsibility);
- Venue and conditions;
- The activity taking place;
- Preparatory training;
- The competence of the supervising staff;
- The emergency systems in place

Where remote supervision is planned, the management of this risk must be included in the risk assessment.

Planned remote supervision must be made clear in the letter to parents so they can give informed consent for this.

## **18.5. Use of Volunteer Helpers**

The use of parents and other adults with a clear association with the school, as helpers or supervisors on offsite visit or LOtC activities, is seen as a valuable means of encouraging or maintaining closer links with the local community and accessing a wider set of skills and experience than may exist amongst school staff.

Such volunteers will need to understand and consent to the fact that they will be answerable to the visit/activity leader.

Volunteers will not be accountable through a legal audit trail (as would exist were their involvement based on a contractual relationship) and it is therefore the case that a volunteer cannot be appointed as a Visit Leader.

It is good practice that all adult helpers and volunteers are subject to DBS checking; however, this may not be required where no possibility for unsupervised direct contact exists.

Clear DBS checks must have been returned before a volunteer adult helper may participate in a residential visit or activity.

## **18.6. Adult supervision in cases of foreign exchange visits**

When a foreign exchange visit takes place, all adults living in the home where the exchange student will stay must have DBS checks carried out. Clear DBS checks must have been returned before the exchange visit takes place. In order to ensure this, HR must have been informed of the names of all hosting adults a minimum of 8 school weeks prior to arrival of the exchange group.

## **19. Costing The Visit**

All visits must be fully self-financing and it must be clear that this will be the case at the planning stage. Costing must be outlined on the EVOLVE form, taking into account insurance, administrative costs and contingency funds. The Finance Office can advise on the costs of insurance for visits.

For residential visits, the Finance Office are able to set up staged payments for parents on Parentpay. Parents/carers should be given sufficient time to finish making reasonable staged contributions by no later than 12 weeks before the visit.

Where a student is in receipt of Pupil Premium funding subsidy may be provided if the parent informs the Visit Leader that they cannot meet the cost of the visit. This applies to visits that are part of the curriculum as well as enrichment activities. Applications for Pupil Premium funding for visits should be made to the Assistant Headteacher who oversees Pupil Premium funding.

Families not in receipt of Pupil Premium but still experiencing financial hardship may apply to the Headteacher for financial support. The Headteacher will manage the 'Service Fund' to provide financial assistance for a proportion or entire cost of a trip. Trip leaders should include text that states that financial support is available for curriculum based trips.

## 20. Emergency Procedures

Staff involved in a visit must be aware of, and adhere to, the establishment's policy on emergency procedures.

The school maintains a number of mobile phones specifically for use during offsite visits which should have all relevant contact details pre-programmed into them. It is each Visit Leader's responsibility to ensure these phones have:

- The correct details programmed into them beforehand;
- Fully charged batteries (and chargers available if necessary);
- Sufficient credit available for the duration of the visit.

For all 'out of hours' and residential visits there will be 2 nominated person(s) that can provide 24/7 cover as an Emergency Contact and that the person(s) so nominated will have 24/7 access to all details of the visit. This will include medical and next-of-kin information regarding staff as well as young people. Emergency contacts must be members of SLT

Consideration will be given to the following:

- Criteria for identifying the nominated Emergency Contact(s); this should normally be the SLT line manager for the department leading the trip;
- For residential visits, there must always be 2 emergency contacts, both of whom must be members of SLT.
- Have procedures been tested?
- Is it possible to demonstrate a proactive response, to any pattern that can be recognised within incidents?

Visit Leader should print and carry with them the 'Visit Leader Emergency Checklist', as downloaded from 'EVOLVE' and included in the appendices to this policy. Copies must also be given to all other adults participating in the visit in order that appropriate action may be taken in case of an emergency if the group is separated.

1. A situation is deemed an emergency if an event occurs which involves the health, safety and well-being of students and/or adults where school and/or parents/carers should be told or where an incident occurs which is beyond the normal coping mechanisms of the Visit Leadership Team.
2. The trip leader is responsible for decisions and action taken in an emergency situation. It is therefore the responsibility of accompanying staff to keep the leader informed of any situation which might be deemed an emergency.
3. Should a critical incident arise, the procedures on the 'Visit Leader Emergency Checklist' should be followed.

4. If a problem arises during school hours where advice is needed or information needs to be given, the trip leader should ring the school and ask for a member of SLT or the EVC.
5. If a problem arises out of school hours, unless it is a simple delay, the trip leader should ring the Emergency Contact. The emergency contact should make other SLT members aware where appropriate.
6. If a problem arises and students have access to telephones, the trip leader should try to ensure that students do not telephone parents/carers, unless instructed to do so. All contact with parents/carers should be made via the school or the emergency contact number.
7. It is the responsibility of SLT, the EVC and trip leader to follow the school's 'Establishment Management Emergency Action Card' which can be downloaded from 'EVOLVE' and can be found in the appendices to this policy.

## 21. First Aid

It is not always necessary that a qualified First Aider accompanies an offsite visit or LOtC activity. First Aid issues for any trip/activity should be considered as part of the risk management process and the exact requirements should be determined by ensuring that first aid support is available at an appropriate level. What is 'appropriate' will be determined by:

- The nature of the activity;
- The nature of the group;
- The likely injuries associated with the activity;
- The extent to which the activity will isolate the group from normal ambulance support, or a known point where a qualified first aider will be available and the group is competent to use it.

A basic level of first aid support must be available at all times. This will require at least one or more members of staff leading the activity to:

- Know how to access qualified first aid support;
- Have a working knowledge of simple first aid and is competent to use the first aid materials carried with the group.

For some activities (most commonly defined as adventure activities) there is a good practice expectation that requires those leading such activities to hold a current first aid 'qualification'. To be a 'qualification', the first aid course must include a formalised assessment process; otherwise any certification will have the status of a certificate of attendance. In practical terms, the course will be a minimum of 16 hours.

It is a legal requirement that all minibuses carry a first aid kit.

## 22. Approval of Visits

Approval is given by the Headteacher for the following categories of visit:

- Overseas (anywhere that involves crossing a substantial area of open sea, including Northern Ireland, the Isle of Man, the Hebrides and the Channel Islands)
- Residential
- Those involving one or more adventurous activities to be led by a member of school staff.

All other categories of visit are approved by the EVC.

There should always be a clear, unambiguous audit trail for arrangements with clear evidence of approval. Such evidence will usually be recorded on 'EVOLVE' but where this is not the case, a signature of endorsement on a lesson plan (for example for scientific fieldwork on the school site) will suffice.

The process for approval has three main stages:

1. Visit/activity proposed and planned by Visit Leader and accompanying colleagues;
2. Arrangements scrutinised by EVC until satisfied to recommend approval;
3. Arrangements re-scrutinised by Head and, when satisfied, approved.

For adventurous activities led by staff or overseas residential visits, stage 3 will be completed. For all other activities the visit will be approved by the EVC at stage 2.

An offsite visit or LOtC must not proceed without clear evidence of approval. Visit Leaders will receive email notification from 'EVOLVE' when this stage has been completed.

Governors do not need to be informed of visits or to approve them but there will be a Visits Link Governor, whose role is to monitor the organisation of visits. He/she will review one visit per term at random, to include a range of day visits, UK residential and overseas residential visits to ensure that procedures are being adhered to and value for money achieved.

## 23. Additional Monitoring

In its evaluation of LOtC, "How far should you go" – 2008, Ofsted recommends that it is good practice to sample monitor offsite visits and LOtC activities by means of field visits.

From time to time the EVC may recommend, or the Headteacher or Governors may decide to sample monitoring by field visit as an additional means of ensuring safety of participants and quality of provision.

## 24. Communication with Parents and Carers

### 24.1. Letters to Parents

A draft letter should be prepared for parents/carers. The letter must then be submitted for approval by the appropriate member of SLT and when checked, sent out to parents via ParentMail. All letters should follow the standard format given in the appendices for either day or residential visits. Example letters are included in the appendices to this policy and can be downloaded from Evolve.

Where parental contributions are requested/required, parents and carers will need notice of at least:

- Two months to pay £100 or above.
- Four weeks to pay £50 or above.
- Two weeks to pay under £50

When there is no charge, parents and carers must still be notified and their permission sought and recorded in the same manner. Parents should be informed a minimum of 2 weeks before any visit takes

place. Finally, parents will need to be notified that in the case of oversubscription, students will be selected on a random basis to ensure equality of opportunity.

In order that parents and students can make advance plans for participation in visits and the associated costs of these, the EVC will maintain a general outline of regular visits and their approximate costs and timings on the school website.

## 24.2. Consent

Section 35 of the Education Act 2004 states: “Where a visit is part of a planned curriculum in normal curriculum time, then parental consent is not necessary although it is recommended good practice to ensure that parents are informed”.

Annual consent is appropriate for regular routine activities that take place during normal school hours. For all other visits, consent should be obtained on an individual visit basis. Information provided to parents prior to granting consent should include full details of the activities and any other significant information.

When parents issue consent, they should also submit contact details and dietary and medical information. This can be done through Parentpay for visits for which there is a cost or voluntary contribution, via prior arrangement with the Finance Team. This information should be downloaded and printed from Parentpay/Evolve by each trip leader, circulated amongst accompanying staff and taken on the trip.

## 25. Insurance

Watford Grammar School for Girls Travel Insurance Policy is available on the Trips page of the school website. Visit organisers should ensure that any high risk activities they are planning are included in the cover provided by the policy

The Finance Office are able to provide visit leaders with the cost of insurance for a trip. This should be included on the ‘EVOLVE’ form.

Parents should be informed of the location of the insurance policy via the parent letter so that they are able to check coverage in advance and consider the purchase of additional cover for items not covered, e.g. the loss of their daughter’s mobile phone on a visit.

Our insurance company have advised that no claims will be considered as a result of the impact of coronavirus. This includes refund for a child who is showing symptoms or tests positive and is unable to participate, modification, curtailment or cancellation of the visit as a result of restrictions imposed locally, nationally or internationally and the inability of the school to run the trip or visit due to insufficient staffing as a result of coronavirus. All visits for which there is a cost much include the following paragraph:

“Our insurers have informed us that they will not accept insurance claims for any COVID related cancellations, curtailments or modifications, either for an individual or for a trip as a whole. We therefore advise that you take out an individual insurance policy for your child specifically to cover trip cancellation, curtailment or modification as a result of COVID.”

For some visits and trips, it may be that the provider is able to provide insurance covering cancellation, curtailment or modification as a result of coronavirus. Where this is the case, a copy of the policy should be requested in advance of booking. This should be passed to the Finance Department who will be able to advise whether the policy provides adequate cover. The policy must also be shared with parents and a copy uploaded to EVOLVE as an additional document. In such circumstances, the letter to parents must clearly explain that insurance cover in cases of COVID cancellation is through the trip/visit provider.

## 26. Inclusion

Watford Grammar School for Girls policy endorses the following principles:

- A presumption of entitlement to participate
- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers.

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification.

Visit Leaders are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage.

However, the Disability Discrimination Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises.

It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence and normal working practices.

In the instance of specific students for whom there are generally safeguarding concerns, the trip leader should involve the appropriate Director of Key Stage in determining as to how risks can be best managed to ensure that the particular student is safe at all points.

Where there are fewer places available on a visit than the number of students likely to wish to participate, an initial letter must be sent to parents and carers and a random ballot held to select participants.

## 27. Codes of Behavioural Conduct

All students and staff who participate in trips and visits that are organised in the confines of this policy, are governed by the same rules with regard to conduct and behaviour as those staff and students who remain in school. As such, any behavioural incidents must be logged and reported to the Headteacher and appropriate Director of Key Stage.

Where students might have opportunities to behave in a way that is different to the way they would in school, a code of behavioural conduct should be considered. This provides the opportunity to clarify behavioural rules and expectations and thus avoid behavioural misconduct on the visit.

Exemplar codes of conduct can be found as appendices to this policy and downloaded from 'EVOLVE'.

## **28. Transport**

### **28.1. Private Cars**

It is not permitted for students to travel in vehicles privately owned by staff.

### **28.2. Coaches**

The Local Authority does not provide a list of 'approved' coach companies. Whilst UK legislation ensures that coach companies are fit for public use, the facilities available on coaches may vary. Liaising with other establishments or with colleagues in other departments will help to determine the level of service that may be provided by different companies.

It is recommended that at least 2 quotes are obtained to ensure best value..

### **28.3. Minibus/Minibus Light**

All drivers of minibuses and minibus lights must follow the 'School Minibus Rules of Use.' These are located in each minibus and in the shared drive policy folder.

Each driver must undertake a test that can be arranged with the Site Manager and must also meet the following qualifying conditions:

- Drivers are aged 21 years of over
- They have held their category B driving licence for at least 3 years if driving a minibus
- They have held their category A driving licence for at least 3 years if driving a minibus light
- The minibus is being used by a non-commercial body for social purpose, but not for hire or reward
- Drivers are not being paid to drive the minibus, other than out of pocket expenses
- The minibus does not exceed 3.5 tonnes (or 4.25 tonnes if specialised equipment for the carriage of disabled passengers is included) gross vehicle weight
- No trailer is towed

### **28.4. Public Transport**

For public transport within the Greater London area contact 'Transport for London', who offer special arrangements for school parties on London buses, Underground, Tramlink, and Docklands Light Railway, to cultural destinations. See TFL website for details.

## 29. Swimming

Watford Grammar School for Girls acknowledges the immense educational benefits that swimming activities can potentially bring to young people, and fully supports and encourages swimming activities that are correctly planned, managed and conducted.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

All swimming activities and venues must be included within the visit plan and risk assessment, and life guarding arrangements checked in advance. This is particularly important in respect of visits abroad, where for example, a hotel pool may be available.

Particular consideration should be given to the following factors:

- Unknown locations and hazards, especially overseas.
- Changing environmental conditions.
- Supervisor complacency and lack of transferable knowledge.
- Adherence to local advice.
- Preparation and knowledge of students e.g. is it a planned activity?

Students must be supervised at all times by a competent adult whilst undertaking swimming activities.

### 29.1. Swimming Pools – life guarded

UK swimming pool safety is guided by various Health and Safety at Work acts and regulations. Pool operators have a statutory duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.

For publicly life-guarded pools abroad, the trip leader must ensure that appropriate lifeguard cover before permitting students to enter the water.

Unless suitably qualified, trip leaders and accompanying staff should not have responsibility for life-guarding. However they do retain a pastoral role for participants at all times through direct supervision.

For swimming lessons the trip leader should ensure that the swimming teacher in charge or other pool employees/responsible adults supervising the students are qualified according to current guidelines.

### 29.2. Hotel and other swimming pools

Trip leaders should check the life-guarding position in advance.

If life-guarding arrangements are not provided at the pool then the trip leader will bear the full responsibility for ensuring swimming safety.

Staff must be aware of the procedures in the event of an emergency, and who at the venue will provide back up. Staff should enquire whether they have exclusive use of the pool, as other pool users may increase the supervisory role of the life-guard. This should be taken into consideration in deciding whether and how many students may swim at any one time.

If a student in the party holds an appropriate qualification then their role should be restricted to emergency life-guard action, but supervision should remain the responsibility of the school staff.

### **29.3. Open water swimming**

The designated lifeguard must be dedicated exclusively to the group and the location used must fall within the RNLI/RLSS definition of a 'safer bathing area'. Local advice must always be sought.

### **29.4. Safeguarding in changing areas**

In some countries and facilities, expectations with regard to the wearing of swimwear whilst changing and showering are different to in the UK. It is essential that trip leaders ensure they are clear about changing and showering arrangements and the levels of privacy available in advance. To safeguard pupils and staff appropriately, leaders should plan for the group to change together in a location where privacy can be maintained. The trip leader must ensure that staff and pupils are aware of the arrangements to ensure they are safeguarded.

## **30. Weather, Clothing and Survival**

Where appropriate, the leader must obtain and act upon recent weather forecasts and local advice.

Participants should be adequately clothed appropriate to:

- The time of year, prevailing weather conditions, altitude and exposure to elements;
- Likely changes in weather;
- The experience and strength of the party;
- The nature of the visit and environment.

When venturing away from immediate help, leaders should consider the need for:

- Comfort, insulation and shelter for a casualty;
- Comfort, insulation and shelter for the whole group;
- Provision of emergency food and drink;
- Torch;
- Possible need of signalling equipment and/or mobile phone (NB: mobile phones may not work in remote areas.)
- Possible need of tracking equipment, for example for Duke of Edinburgh expeditions where groups are operating under remote supervision.

It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (e.g. Plan B) to suit changed or changing circumstances – for example, an over-busy lunch area, rain, rising water levels etc.

## **31. Consumption of Alcohol on School Visits**

- When on school trips prior approval must be gained from the Headmistress before any social consumption of alcohol is undertaken

- There is a strict no alcohol policy on day trips.
- During residential trips, when staff are off duty, with other staff or residential staff on duty it may be acceptable to consume alcohol. eg whilst the children are asleep, staff may drink no more than 3 units of alcohol (2 small glasses of wine).
- In this situation, care should be taken to ensure that staff regarded as 'on duty' understand that they are not permitted to consume alcohol during this time since they have a duty of care over the pupils attending the visit, and may be required to make professional decisions or actions.
- In this situation a minimum of two members of staff should be 'on duty' at all times. Another member of staff should act as the 'designated driver' and not drink. Decisions regarding on duty and designated driver staff will depend on factors such as which members of staff have first aid qualifications and can drive available vehicles. Additionally, staff drinking alcohol should be part of the full risk assessment for the visit.
- No alcohol may be paid for using money paid by parents or carers.

Points to consider for staff who choose to drink alcohol on trips. These include remembering that:

- Their responsibility to act "in loco parentis" must take priority over all other considerations
- They need to be able to respond in any emergency or unforeseen circumstances
- Pupils will take the behaviour of staff as an example

## Appendix 1: Procedures Prior to The Visit

### Day Visits

- Mobile phones need to be collected from Reception the last full school day before the trip leaves.
- The trip leader must download a list of the participating students' medical details from EVOLVE prior to departure.
- The trip leader should ensure that there are sufficient first aid kits available and collect them from the Medical Team prior to departure.
- For day visits, the trip leader must be the key contact. Details of his/her contact number should be given to parents/carers via the letter informing parents/carers of the visit. The key contact must be contactable at any time – except perhaps in situations like a theatrical performance when their mobile phones will be turned off.
- The trip leader and accompanying staff must all have a copy of the trip database with all student details.
- For all visits, the trip leader must have the emergency number of the EVC/SLT contact and a second emergency contact.
- Print and complete the Visit Leader Emergency Checklist

### Residential Visits

In addition to measures in place for day visits, the following should be in place:

- A Parents'/Carers' Information Evening must be held approximately 3 to 4 weeks before departure.
- The trip leader is responsible for preparing information for parents/carers that includes details of the emergency contacts on the trip, their phone number and their availability. This should be given as part of an information pack distributed at the Parents'/Carers' Information Evening or with the final itinerary. A copy of the information given at the parents'/Carers' Information Evening, should be attached to the Evolve form.
- The two emergency contacts must have all information that is made available to parents/carers, eg. Itinerary, flight times, hotel addresses and a list of contact numbers for students and staff. This will be via 'EVOLVE' to enable them to access it 24 hours a day.

## Appendix 2: Procedures on the day of the Visit

### Day Visits

- The trip leader should ensure that all staff mobile telephones are turned on before the trip departs.
- The trip leader is responsible for checking the attendance of students and must not depart until all students are accounted for.
- The trip leader is responsible for communicating the names of any missing students from the trip so that the Attendance Officer is aware of any absences. In the event of this being out of hours, a message should left on the reception answerphone or sent via email.
- If any student has not arrived by the due departure time, the trip leader is entitled to depart but he/she must inform the school or emergency contact of this situation.
- For visits involving coach travel, each coach should have a teacher in charge, designated by the trip leader. This teacher should be in possession of a school mobile phone and first aid kit.
- In the case of more than one coach being involved, the trip leader must not depart before the other parties.
- All students should have the number of the mobile phone held by the trip leader.
- Whilst on the journey or before the journey departs, the designated staff responsible for a group of students must brief the students as to the risks that will be undertaken that day and how they can be minimised. These risks should have been identified on the risk assessment.
- For day visits extending beyond the school day, the trip leader should inform the emergency contact once the party has returned. The SLT/EVC contact assumes that all is well unless they are contacted to the contrary.
- A member of staff should always be there to supervise students awaiting collection by their parents/carers at the trip's conclusion, until the last student has safely departed.

### Residential Visits

In addition to measure in place for day visits, the following should be in place:

- At an appropriate point during the return journey, the trip leader should either contact parents/carers via Facebook/twitter or allow students to contact parents/carers in order to enable them to meet the party promptly at the designated place.

## Appendix 3: Procedures on Return from the Visit

### **Evaluation**

On returning from a visit, an evaluation must be completed on 'EVOLVE.' This will include the evaluation of how well the objectives of the trip have been achieved, what evidence there is for this, a statement about the extent to which the visit provided value for money, whether there were any accidents or near misses and details of these and a review of student behaviour on the trip. Any accidents, however minor, must also be recorded in the accident log held in the school office. More major accidents, including those where significant first aid has been provided, the injured person has been taken to hospital or the accident arises from an equipment failure must be reported to the Headmistress as soon as the accident has been dealt with. Any students for whom behaviour was less than satisfactory must be detailed here to enable tracking of behaviour on school visits.

Where a visit takes place on a repeat basis, each visit must be evaluated on 'EVOLVE' prior to authorisation of the next visit.

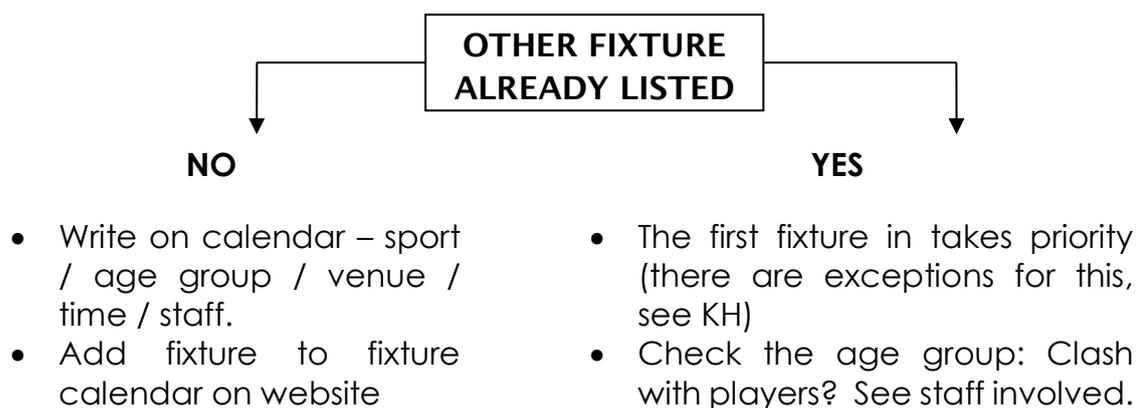
### **Reporting Accidents or Near Misses**

On return from the visit, the Visit Leader must report any accidents or near misses to the EVC. Accidents will be entered into the accident book while near misses are discussed to identify how procedures could change for the future to further minimise the likelihood of accidents.

## Appendix 4 Fixtures policy.

### If your fixture is after school:

Check calendar in PE main office and main school calendar for existing fixtures/ events on the date you wish to organise **your** fixture:



### If your fixture is during school:

If you have a fixture that is taking place during the school time permission will need to be granted by the Headmistress and KH. You will also need to check with the school diary.

Please try not to take pupils out of lessons unless it is a last resort, especially KS4 Pupils.

All fixtures are operated through the Squad in Touch System. All staff need to have a log in and ensure they have the app to enable them quick access to emergency contacts if needed.

### Next Steps:

#### Home fixtures:

Many of the steps below will not need completing. Ensure the team list has been put up on Squad in Touch and Consent requests have been sent and received.

Confirm that details published on Squad in Touch are correct.

#### Minibus booking:

Minibuses are booked each term by KH for those already on the calendar. If a new fixture is added, please book a bus yourself using the school system.

<https://wggs.roombookingsystem.co.uk/>

If you require a coach please email KH with the date, times, venue and size of coach needed.

Booked buses are written on the fixture calendar.

### **Risk Assessment:**

A basic risk assessment will be kept in each of the first aid bags.

Student Emergency contact details and medical needs can be accessed via the Squad in Touch app.

These should be taken to each fixture.

If the activity is a higher risk activity then an additional risk assessment may need to be carried out using the Evolve System. Please speak to KH about this.

### **Letters/ Team Sheets:**

For standard Fixtures:

Team sheets and parental consents are to be posted on Squad in Touch.

### **For fixtures during school or fixtures which are long distance/ late return:**

**You will need to send out an official letter. There are many templates for these on the PE staff shared area. Please speak to our Admin person who will be able to type and sort these for you.**

**If you are leaving during school pupils will need to email staff a list of the students involved.**

### **Team Sheets:**

Team sheets must be created in advance and placed on Squad in Touch as well as given to the captain. The attendance officer and the Main office have live access to this folder, so please update any changes to this ASAP.

### **First Aid/ Emergencies:**

First aid kits need to be taken to all fixtures and trips. These are kept in the indoor store cupboard.

Medical details/ emergency contacts for all students in your team are accessible via the Squad in Touch app.

The medical team will update the PE department of any new medical concerns that we need to be aware of. Squad in Touch should be automatically updated with these.

If there is a medical emergency during a fixture, please use the contents of this and nothing else. We are not allowed to administer creams or lotions.

If a child does get injured at a fixture you must ensure you let parents know and fill in an accident form at the venue or on returning to school. The accident book is found in the first aid office.

If it is a more serious injury, contact parents, school and if needed call for an ambulance.

If there is an incident at a fixture, please firstly call the HOD, if she is unavailable then call 2<sup>nd</sup> in PE or any other member of PE staff.

### **Prior to leaving:**

- You need to ensure the team sheet and timings are correct on Squad in Touch. If not please let Reception know of any changes.
- You have collected a first aid kit
- You have all pupil permission confirmations
- You have the kit bag
- You have got whistles and scorecards

### **When you return:**

- The kit will need to be returned to the office and pop anything that needs washing into the machine.
- Please ask one of the pupils (or yourself) to write a short match report. Please ensure this has the team list and score on it and hand this to the Admin person.
- Photos to be uploaded to the Photo Archive, (Please check photo permissions before taking pictures)

## Appendix 5: Procedures in the event of a terror incident

In the event of a terror attack, Counter Terrorism Policing guidance of run, hide, tell should be followed. The leaflet below illustrates these principles and this could be shared with students in advance of a trip or given to them to carry on the trip if appropriate for the particular trip.

Trip Leaders may also wish to consider showing students the Counter Terrorism Policing “Stay Safe” film. This is a 4 minute video showing what to do in the event of an attack and can be accessed via the following link: <https://www.gov.uk/government/publications/stay-safe-film>



The graphic is a black rectangular leaflet with white text and icons. At the top left is the Counter Terrorism Policing logo, which includes a crown and a checkered pattern. To its right is the text 'COUNTER TERRORISM POLICING'. Further right is the large white text 'ACT' followed by 'ACTION COUNTERS TERRORISM' in a smaller font. Below this is the heading 'IN THE RARE EVENT OF a firearms or weapons attack'. The main body of the leaflet features three large white icons: a running person, a hand holding a gun, and a telephone handset. Below each icon is a corresponding instruction: 'RUN to a place of safety. This is a far better option than to surrender or negotiate. If there's nowhere to go, then...', 'HIDE It's better to hide than to confront. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally and only when it is safe to do so...', and 'TELL the police by calling 999.'

**COUNTER TERRORISM POLICING** **ACT** ACTION COUNTERS TERRORISM

**IN THE RARE EVENT OF**  
a firearms or weapons attack

**RUN HIDE TELL**

**RUN** to a place of safety. This is a far better option than to surrender or negotiate. If there's nowhere to go, then...

**HIDE** It's better to hide than to confront. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally and only when it is safe to do so...

**TELL** the police by calling 999.

# RUN HIDE TELL



At the moment, the issue of terrorist attacks is regularly in the news. But it's been on our agenda for much longer.

The police and security service have been working constantly to foil terrorist attacks for years, not months.

But we are not complacent about keeping you safe.

Due to events in the UK and abroad, people are understandably concerned about a firearms or weapons attack. These attacks are very rare but in the event of such an attack, it helps to be prepared.

Remember, attacks of this nature are still very rare in the UK.

So stay safe, and just remember the words:

## **RUN. HIDE. TELL.**

To watch the film, visit [gov.uk/ACT](https://www.gov.uk/ACT)

Information is vital. If you see or hear something that could be terrorist related, trust your instincts and call the confidential Anti-Terrorist hotline on **0800 789 321**.

Our specially trained officers will take it from there.

Your call could save lives.

Always in an emergency, call **999**.



National  
Guidance

<http://oeapng.info>

## Visit Leader Check List

This list is designed as a final check on visit planning. The relevance of the bullet points and the complexity of the responses are dependent on the nature of the particular visit. For each of the points, further information about good practice can be found elsewhere in this guidance.

- The benefits and risks of all aspects of the visit have been considered and the visit plan has an appropriate balance and an acceptable level of residual risk.
- The visit plan has involved leaders and helpers before the visit and they are clear about what they are expected to do in order to manage the risks.

### Content and Aims

- There are clear and well-considered aims that are particular to the learning and development of the group as a whole and individuals within it, which contribute to the wider curriculum or ethos of the establishment.
- Evaluation and visit review arrangements are in place.

The process has led to a visit plan addressing the following variables:

### Staffing

- I am clearly identified as the Visit Leader and approved by the establishment.
- All members of the Visit Leadership Team are sufficiently confident and competent to fulfil their designated role.
- I have kept my EVC informed during the planning process. nd

about the visit and the group.

- If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.
- I have kept my EVC informed during the planning process.

**Activities**

- Activities are appropriate to the aims of the visit and the nature of the participants.
- Appropriately competent activity leaders are in the Visit Leadership Team or a suitable Provider has been contracted to lead activities.
- There is a sufficient amount of suitable equipment for activities.

**Group**

- Up to date contact details, medical information, dietary requirements and information about special needs are available and shared appropriately with the Visit Leadership Team and any relevant provider staff.
- Information has been provided to parents and young people to enable informed consent (where consent is required).
- Participants have been provided with information about what to do and what is expected of them, and, where appropriate, have been involved in the planning and risk benefit assessment process.
- Safeguarding issues are addressed.
- Inclusion issues are addressed.

**Environment**

- Environmental factors (weather, daylight hours, temperature, water levels etc) have been considered.
- Accessibility issues are addressed.
- Safety and security have been checked and considered.
- I have undertaken a preliminary visit if appropriate or required by establishment policy. In the absence of a preliminary visit. I have sufficient information from other sources.
- There is access to first aid at an appropriate level.
- Where remote supervision will be used, the environment is suitable.
- Accommodation, where used, is safe, suitable and appropriate.
- Travel or transport arrangements are appropriate.
- There is a Plan B/alternative options in place, where necessary.
- There is an emergency plan in place and leaders, helpers, participants, providers and emergency contacts have been given relevant information about it.
- Suitable insurance is in place (and required documents if visiting overseas).

**Finally**

- The visit meets all relevant requirements of my employer and establishment policy/procedure.
- My decision is that this visit is appropriately prepared and should take place.



## Appendix 7: Visit Leader Emergency Checklist



### Visit Leader Emergency Checklist

Use this checklist to guide and record your actions in an emergency.

The sequence of events will depend on the nature of the emergency.

<b>Preserve</b>	<b>IMMEDIATE ACTION</b>	✓
	Ensure own safety	
	<i>All subsequent actions are better delegated to other members of the leadership team when possible - allowing the Visit Leader to remain in charge of the whole situation</i>	
	Ensure safety of uninjured group members and other leaders	
	Ensure safety of any casualties and triage	
	Deal with life threatening first aid	
	Call emergency services as appropriate	
<b>Prevent Worsening</b>	<b>URGENT ACTION - Use resources to do this efficiently and concurrently if possible</b>	✓
	Take stock and make a plan	
	Allocate resources to maximise concurrent activity	
	Continue first aid	
	Inform emergency contact as per your plan	
	Liaise with emergency services as they arrive	
	Deal with urgent physical needs of group	
	Shelter	
	Warmth	
	Water	
	Deal with urgent emotional needs of group	
	Remove from stress	
Protect from intrusion		
Useful things to do		
	Control outward communications	
	Begin written log/note keeping	
<b>Promote Recovery</b>	<b>FOLLOW UP ACTION - Much of this can be done at the same time as Urgent Actions with efficient use of resources (including young people and emergency base contact)</b>	✓
	Take stock again and replan next phase – what have you forgotten?	
	Deal with casualties in care of emergency services:	
	Accompanied to hospital	
	Keep track of who is where	
	Consider needs of self and fellow leaders – are you/they coping?	
	Liaise with establishment/employer as per your emergency plan	
	Deal with physical needs of group members:	
	Food	
	Toilets, Washing facilities and clean clothes if necessary	
	Accommodation and/or onward transport	
Deal with emotional needs of group members:		
Emotional support		
Contact with home		
Deal with press – via employer		
Contact support agencies e.g. travel company, insurers, Consular Assistance Team		

### Once the immediate situation is contained:

- Inform the school/Establishment Emergency Contact or, if unavailable, your Employer (e.g. the Local Authority) Emergency Contact. They will need the following information:
  - Who you are, which Establishment you are from and what your role is within the group
  - What number can you be called back on?
  - What is the nature of the emergency?
  - How many casualties there are and their status
  - The total number of people in your party
  - Your current location
  - Whether you are staying where you are or moving – if you are moving where to?
  - What time did the accident/incident happen?
- Liaise with, and take advice from, emergency services if they have attended the scene.
- Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/repatriation.
- Consider the emotional needs of the group such as removing them from the scene, providing emotional support (they can often do this for each other), giving them useful things to do.
- Control communications - prevent group members from using phones or going online unsupervised or until approval is given.
- Keep a written log of all actions taken, conversations held and a timescale.
- Refer all media, parental or other enquiries to your employer's press office.
- Inform the Foreign Office Consular Assistance Team if abroad.

### Emergency Numbers

Name	Telephone	Mobile
My telephone number		
School/Establishment		
Nominated base contact		
Head/Manager		
Employer (e.g. LA) (office hours)		
Employer (out of hours)		
Emergency Services (if travelling abroad)		
Foreign Office Consular Assistance	+44 20 7008 1500	

4.1d March 2014

Trips Policy  
WGGS version 2021



## Appendix 8: Establishment Management Emergency Action Card



**National  
Guidance**

### Establishment Management Emergency Action Card

**This card may be used by the Establishment's Emergency Contact and managers, when called upon to take charge of managing an emergency on an off-site visit.**

*It is recommended that this card is carried by the Emergency Contact for any visit, and that it is printed, laminated, and a copy placed visibly in the Establishment's office.*

#### On receiving a call

In the event of being alerted to an emergency on an off-site visit use the following to guide your actions:

- **STAY CALM** – consider the actions you need to take and the people you need to contact to help you. Decide what immediate help you need and contact these people.
- **TAKE CHARGE** of the incident until relieved by a more senior colleague. It is essential that one person is clearly designated as controller of the emergency response, 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/appropriate to allow you to manage the situation and allow for 'concurrent' activity.

**Depending on the circumstances and the support required you may need to consider some or all of the following:**

- Inform your own senior managers
- Establish an Emergency Support Team, which may need to include the following roles (combine if insufficient staff are available):
  - Overall Controller
  - Coordinator/contact with group (consider keeping the same person to always speak to the group leader)

4.1f March 2014

- Communications (could be a number of people dealing with different aspects)
- Logistics – arranging transportation, accommodation etc for group and any travelling team
- Resources – e.g. office space, reception for any visitors (parents, media etc), refreshments / food – Site Service Officer(s), Admin support
- Record/log keeper
- Inform your Employer (e.g. the Local Authority), governors, and, if media interest is possible, your Employer’s communications team. If necessary, your Employer should implement a Critical Incident Plan to give support to you, the party, and the parents.
- 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 internet, email and text.
- Liaise with your employer over provision of links with emergency services, media, tour operators, insurance companies etc. - as necessary.
- Carry out the actions required to support the Visit Leadership Team.
- Decide if a ‘Travelling Team’ is needed to provide support at the scene.
- Ensure the security of your site and ensure the access gates are staffed to control access (elements of the press may well seek to gain access wherever they can).
- Make arrangements for relatives etc. to be catered for on site or nearby, if possible, 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, other Establishment staff (beware of other staff inadvertently starting rumours circulating).
- Control information to the media – use the expertise of your Employer’s communications team and direct all media enquiries to them.
- Make arrangements for meeting the group back from the visit and returning children to parents.
- Consider the possible need for future emotional support and care for anyone involved (don’t forget other staff, young people and the Emergency Support Team as well as those directly involved).



## Appendix 9: Day Visit Letter Format

Name of Visit, Date

Dear Parents and Carers,

- Date of the visit
- Purpose of the visit
- Activities included in the visit including any periods of remote supervision
- Materials students will need to bring on the trip
- Timing of the visit
- Travel arrangements
- Meal arrangements
- Suggested additional spending money
- School uniform/other clothing arrangements
- Cost of the visit and deadline for reply
- Hardship arrangements. The wording to be included is as follows:  
In cases of hardship applications should be made to The Headmistress to request financial support for the cost of the visit.
- Possible consequences if there are insufficient parental contributions. The wording to be included is as follows:  
The cost of the visit is £xx.xx. This is a voluntary contribution and students cannot be prevented from participating in the trip if they cannot make the financial contribution. Please note that if insufficient parental contributions can be collected the visit will not be able to go ahead.
- Procedure if visit is oversubscribed  
Insurance information. The wording to be included is as follows: Watford Grammar School for Girls' travel insurance policy can be viewed on the Trips page of the school website. Our insurers have informed us that they will not accept insurance claims for any COVID related cancellations, curtailments or modifications, either for an individual or for a trip as a whole. We therefore advise that you take out an individual insurance policy for your child specifically to cover trip cancellation, curtailment or modification as a result of COVID.  
Parents should review the school insurance policy, via the Trips page of the school website, to consider whether the purchase of additional travel insurance is necessary, for example for the loss of their daughter's personal possessions on the visit.
- Behaviour and eligibility to go on school visits. The wording to be included is as follows:  
Serious misbehaviour by your daughter between now and the departure of the visit raises the possibility that your daughter would be withdrawn from this school visit. If this happens, whatever money has been paid will be refunded only if someone else takes your daughter's place on the trip. Serious misbehaviour during a school visit might make it necessary for a parent to bring home their daughter at the parent's own expense.
- Contact details for questions
- Reply Slip including tick box permission to participate in visit

## Appendix 10: Example Day Visit Letter

### National Gallery Trip, Thursday 28<sup>th</sup> February 2019

Dear Parents and Carers,

On Thursday 28<sup>th</sup> February, Year 10 Fine Art students will have the opportunity to visit the National Gallery. The purpose of the visit is to study a range of paintings of the human form and develop portraiture techniques; the foci of our first GCSE project. The visit will include a one hour guided tour of major relevant works by a National Gallery Guide. Students will then participate in a 2 hour workshop learning how to create a portrait by investigating and discussing portraits from 1400 to 1700. Participation in the day will increase the range of practical skills students have for portraiture and increase the range of artists on whose work they will be able to draw to inspire their own. Students will need to bring a sketch book and their selection of HB, B and H pencils.

We will travel to The National Gallery by coach, departing from school at 8:30am and will return to school at 3:30pm. Students will need to bring a packed lunch with them and will be able to eat this in the schools' lunch room. There is no need for students to bring any additional money but there will be an opportunity to visit the gift shop so they may bring a few pounds if they wish to purchase a souvenir. Students are required to wear full school uniform for the visit.

The cost of the visit is £10.50. This is a voluntary contribution and students cannot be prevented from participating in the trip if they cannot make the financial contribution. In cases of hardship applications should be made to The Headmistress to request financial support for the cost of the visit. Please note that if insufficient parental contributions can be collected the visit will not be able to go ahead.

There are 30 places available on the trip and in the event that it is oversubscribed, a draw will take place after the deadline date to randomly select students. Parents and carers will be informed whether their child has been allocated a place after the deadline date and Parentpay will then become live so that payment for the trip can be made.

Behaviour and Eligibility to go on School Visits:

1. Serious misbehaviour by your daughter between now and the departure of the visit raises the possibility that your daughter would be withdrawn from this school visit.
2. If that happens, whatever money has been paid will be refunded only if someone else takes your daughter's place on the trip.
3. A serious lapse of behaviour therefore on any occasion between now and the departure of this visit could mean the loss of a significant amount of money.
4. Serious misbehaviour during a school visit might make it necessary for a parent to bring home the girl responsible at the parent's own expense.

Watford Grammar School for Girls' travel insurance policy can be viewed on the Trips page of the school website. Our insurers have informed us that they will not accept insurance claims for any COVID related cancellations, curtailments or modifications, either for an individual or for a trip as a whole. We therefore advise that you take out an individual insurance policy for your child specifically to cover trip cancellation, curtailment or modification as a result of COVID. Parents should review the school insurance policy, via the Trips page of the school website, to consider whether the purchase of additional travel insurance is necessary, for example for the loss of their daughter's personal possessions on the visit.

If you have any questions regarding the visit, please do not hesitate to contact me on [c.wilshaw@watfordgirls.herts.sch.uk](mailto:c.wilshaw@watfordgirls.herts.sch.uk).

Yours faithfully

C Wilshaw (Mrs)

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I, parent/carer of .....Form.....  
give permission for my daughter to take part in the National Gallery visit on Thursday 28<sup>th</sup> February  
2019.

Student contact number:.....

Signed.....Date.....

(Parent/Guardian)

## Appendix 11: Residential Visit Letter Format

### Name of Visit, Dates of visit

Dear Parents and Carers,

- Dates of the visit
- Purpose of the visit
- Activities included in the visit including any periods of remote supervision
- Materials students will need to bring on the trip
- Timing of the visit
- Travel arrangements
- Accommodation arrangements
- Meal arrangements
- Suggested additional spending money
- School uniform/other clothing arrangements
- Cost of the visit and deadline for reply
- Cost of any additional preparatory activities, e.g. ski lessons
- Information regarding the need to obtain visas
- Cost of any visas
- Requirement to have in excess of 6 months remaining on a passport by the return date, when travelling to any overseas destination
- Statement that any false declarations regarding visas or minimum 6 months until passport expiry are non-refundable
- Equipment students will be required to purchase/bring on the trip
- Hardship arrangements. Only applicable to residential trips which are an essential part of the curriculum. This must be agreed in advance with the EVC. The wording to be included is as follows:  
In cases of hardship applications should be made to The Headmistress to request financial support for the cost of the visit.
- Procedure if visit is oversubscribed
- Insurance information. The wording to be included is as follows:
- Watford Grammar School for Girls' travel insurance policy can be viewed on the Trips page of the school website. Our insurers have informed us that they will not accept insurance claims for any COVID related cancellations, curtailments or modifications, either for an individual or for a trip as a whole. We therefore advise that you take out an individual insurance policy for your child specifically to cover trip cancellation, curtailment or modification as a result of COVID. Parents should review the school insurance policy, via the Trips page of the school website, to consider whether the purchase of additional travel insurance is necessary, for example for the loss of their daughter's personal possessions on the visit.
- Behaviour and eligibility to go on school visits. The wording to be included is as follows:  
Serious misbehaviour by your daughter between now and the departure of the visit raises the possibility that your daughter would be withdrawn from this school visit. If that happens, whatever money has been paid will be refunded only if someone else takes your daughter's place on the trip. A serious lapse of behaviour therefore on any occasion between now and the departure of this visit could mean the loss of a significant amount of money. Serious misbehaviour during a school visit might make it necessary for a parent to bring home the girl responsible at the parent's own expense.
- Contact details for questions
- Reply Slip including tick box permission to participate in visit

## Appendix 12: Example Residential Visit Letter

5<sup>th</sup> November 2018

### CERN Trip, 28<sup>th</sup>-30<sup>th</sup> October 2019

Dear Parents and Carers,

From Monday 28<sup>th</sup> to Wednesday 30<sup>th</sup> October, Year 13 Physics students will have the opportunity to visit CERN in Switzerland. The purpose of the visit is to learn about Particle Physics at this world leading Particle Physics research facility, to meet Physicists and Engineers and gain an insight into to research they participate in. Over the course of the 3 days, students will have a lecture from a research Physicist, visit CERN's Antimatter factory and the above-ground operations and research centre for the ATLAS detector, where the Higgs Boson was discovered. In addition, the group will visit 2 CERN museums, studying current and historical research into Particle Physics and the particle accelerators and detectors that have made this possible. The trip will significantly enhance and enrich students' understanding of Particle Physics as well as provide a taster of life as a research Physicist, including staying in accommodation on site at CERN. In addition, we will travel into Geneva to sample the local cuisine and visit local sites of cultural interest. Students will have the opportunity to shop and spend time at leisure whilst remotely supervised for periods of no more than 2 hours at a time.

The cost of the trip is £410 exclusive of any visa fees for non British/EU citizens. If your daughter is a non British/EU citizen please consult the Swiss Embassy for visa fees which will need to be arranged independently of the school. You will be asked to confirm whether your child holds a British passport and to confirm that you will arrange any additional visas independently if this is not the case. All participating students must have a minimum of 6 months remaining on their passport on the return trip date. You will be asked to confirm that this is the case when the first payment is made. Please note that any false declarations will be non-refundable. The trip will depart from school at 5:00am on Monday 28<sup>th</sup> October and return at approximately 9:00pm on Wednesday 30<sup>th</sup> October. This is inclusive of all flights, accommodation in a single room at CERN, with shared bathroom facilities, breakfast each morning and an allowance of 30 CHF for dinner on each evening. On the first day, students will purchase their own lunch in the CERN cafeteria and on the second will eat at an establishment of their own choice during their leisure time in Geneva. Students will therefore need to have sufficient money available to pay for this. 25 CHF is recommended if the student wishes to eat in a restaurant or 15 CHF if she is happy to eat a sandwich or fast food. There is a gift shop at the CERN museum selling CERN souvenirs and students will have the opportunity to shop in Geneva and may therefore wish to bring some additional spending money if they wish to purchase souvenirs.

Students should bring a notebook and pens with them to make notes during the lecture and museum visits but will not need to bring their Physics folders. Students should ensure they have comfortable footwear as there will be a lot of walking involved in the trip and should dress appropriately to a climate which has variable weather, with cold and rain likely. Students should ensure they bring a warm coat on the trip.

There are a maximum of 20 places available on the trip and the deadline for expression of interest is Friday 7<sup>th</sup> December. Should the trip be oversubscribed, a random ballot will take place. Parents and carers will be notified whether their daughter has a place on the trip by Friday 14<sup>th</sup> December. Payment of a £100 non-refundable deposit will then be required by 5<sup>th</sup> January 2019.

Watford Grammar School for Girls' travel insurance policy can be viewed on the Trips page of the school website. Please be aware that our insurers have informed us that they will not accept insurance claims for any COVID related cancellations, curtailments or modifications, either for an individual or for a trip as a whole. We therefore advise that you take out an individual insurance policy for your child specifically to cover trip cancellation, curtailment or modification as a result of COVID. Parents should

review the school insurance policy on the Trips page of the school website to consider whether the purchase of additional travel insurance should be considered, for example for the loss of their daughter's personal possessions on the visit.

Serious misbehaviour by your daughter between now and the departure of the visit raises the possibility that your daughter would be withdrawn from this school visit. If that happens, whatever money has been paid will be refunded only if someone else takes your daughter's place on the trip. A serious lapse of behaviour therefore on any occasion between now and the departure of this visit could mean the loss of a significant amount of money. Serious misbehaviour during a school visit might make it necessary for a parent to bring home the girl responsible at the parent's own expense.

If you have any questions regarding the visit, please do not hesitate to contact me on [c.wilshaw@watfordgirls.herts.sch.uk](mailto:c.wilshaw@watfordgirls.herts.sch.uk).

Yours faithfully

C Wilshaw (Mrs)

-----  
I, parent of .....Form.....

give permission for my daughter to take part in CERN Trip, 28<sup>th</sup>-30<sup>th</sup> October 2019

Student contact number:.....

Signed.....Date.....

(Parent/Guardian)

## Appendix 13: CODE OF CONDUCT ON SCHOOL TRIPS



\_\_\_\_\_ TRIP, DATE

Since this is a school trip and as a result, all the usual school rules apply. Whilst on the trip, all students are expected to adhere to the following:

1. Participate fully in all activities at all times.
2. Be punctual at all times.
3. Do not leave group activities or accommodation without permission.
4. Seat belts must be worn at all times as required by law in the relevant country.
5. Activities such as swimming and skiing may only be undertaken with permission and if accompanied by a member of school staff.
6. Remain in groups of at least 4 and stay within the area defined by staff leading the trip. You must return at the agreed time.
7. Remain in rooms once settled by staff or host families at night.
8. Do not give your contact details, such as the address of the accommodation to anyone you meet.
9. Guests may not be invited to a pupil's bedroom at any time.
10. Pupils must not enter the bedroom of a member of the opposite sex.
11. Abide by the laws, rules and regulations of the countries and places visited.
12. Be aware of social, cultural and religious practices of the countries and places visited and show appropriate consideration and respect thereof.
13. The school Anti-Bullying policy will apply.
14. Smoking including vapes (e-cigarettes) or possession of tobacco is not permitted regardless of age or the law of the host country.
15. Alcohol may not be purchased or consumed by those under the age of 18 years.
16. Alcohol (beer, wine or cider only) may only be consumed at mealtimes by those over 18 years of age in the presence of and with permission of the trip leader.
17. Purchase, possession or use of illegal substances is forbidden.
18. If pupils break the Code of Conduct they may be sent home at the discretion of the trip leader. The full cost of this will be met by the pupil's family.

I understand that the trip is organised by the school. Normal school rules and sanctions will apply on the trip. I accept these conditions and will abide by all rules set by the trip leader.

Name of pupil: \_\_\_\_\_ Pupil signature: \_\_\_\_\_

Signature of parent/carer: \_\_\_\_\_ Date: \_\_\_\_\_

Please return this form to \_\_\_\_\_ no later than \_\_\_\_\_

This may be sent via ParentMail and a types signature will be deemed as acceptance of the code of conduct.