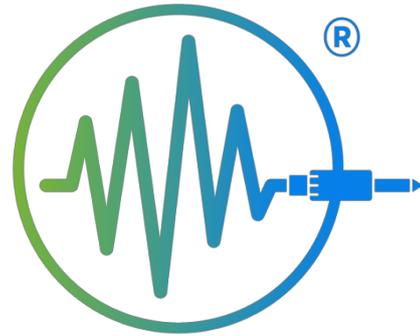


LISA LASHES  
**SCHOOL** *of*  
**MUSIC**



IN ASSOCIATION WITH PTS TRAINING ACADEMY

# Trip, Visit & Outdoor Education Policy

## Contents:

1. Policy Overview	3
2. Safe Practice for Off-Site Visits	3
3. Approval for Offsite Visits	4
4. Role of the Trip Leader	5
5. Supervision on Visits and Trips	6
6. Supervision	6
7. Medical Needs	10
8. Risk Assessments	10
9. Emergency Procedures	11

## 1. Policy Overview

- 1.1 Every young person at LLSOM should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Having Educational visits means that external learning experiences can help pupils understand the world allowing them to gain vital experience in different settings.
- 1.2 LLSOM believe that learning outside of the classroom gives pupils direct experience in multiple learning environments. Changing the space in which pupils can absorb information allows a different perspective to re-engage in an educational curriculum with a creative medium.

## 2. Safe Practice for Off-Site Visits

- 2.1 LLSOM believe that...
  - The outdoors is an integral part of the learning process, having the option of open space and other different elements along with safety allow pupils to have more freedom with their learning.
  - Risk assessments should be undertaken by the trip leader and other staff for any pre-planned outdoor activity, using the appropriate forms.
  - The itinerary and schedule for the day should be clearly outlined to the pupils and every member of staff that will be going on the trip.
  - Having the utmost respect for the environment and any other beings that could come into contact with is a must.
  - Having health and safety procedures in place that the staff have had previous training in accompanied by their sound judgement and leadership skills allow the pupils to not be exposed to any risk.
  - Communication between all tutors at all times is essential and the strict following of the Behavior Policy is upheld at all times.
- 2.2 Approval for any off-site activities must be confirmed by the CEO, Managing Director and Senior Tutors to be allowed to go ahead.
- 2.3 Only tutors with the appropriate skills and qualifications should be given the approval to be able to lead activities with potentially hazardous elements.
- 2.4 Parental consent is essential for pupils under the age of 18 to be permitted to go on off-site trips with the LLSOM. And parents should be fully informed of what the trip entails as a duty of care is adopted for all pupils.
- 2.5 Any medical needs or allergies will be recognized by the tutors before any trip goes ahead.
- 2.6 All pupils whether in groups or alone need to be supervised at all times. This being direct or indirect in conjunction with the nature of the activity that is being conducted.

- 2.7 A register should be taken of all parties who are attending the trip and there should be a copy with the trip leader and also a copy kept at the school on record.
- 2.8 At all times there will be two tutors with one pupil as they are under the age of 18. When on off-site trips the ratio will be determined by the number of pupils that will be attending the trip.
- 2.9 It is recommended that staff have previous experience as a member of staff on a similar activity.
- 2.10 Pupils must not undertake any potentially hazardous activities without the appropriate clothing or equipment as this is an important safety feature.

### **3. Approval for Offsite Visits**

- 3.1 All Progress Schools staff undertaking off-site activities as part of their work with young people should follow the system of approval outlined below.
- 3.2 Any off-site trip should be approved by the CEO, Managing director or a senior tutor. This along with the confirmation from the parents/ guardians of the pupils. If this is not followed, the insurance for staff could become compromised.

#### **Categories of activities are:**

Visit / Sporting / Adventurous Training / Day Trip / Overnight Trip

When organizing a visit or outdoor activity the following procedures should be followed:

1. Complete a Trip Application Form, together with relevant risk assessments and send to the CEO, managing director or senior tutor
2. If approval is given from CEO, managing director or senior tutor, then the visit or outdoor activity can take place.
3. A Parental Consent Form must be completed by parents/carers for all pupils undertaking the trip/visit, along with emergency contact details.
4. Prior to the visit or trip, all details (pupil numbers, medical conditions, staff ratios etc.) relating to the off-site activity should be sent to the CEO, managing director or senior tutor along with any letters sent to parents/carers.
5. Medical issues need to be resolved. See section: Medical Needs on Trips.

## 4. Role of the Trip Leader

- 4.1 This is a most important and responsible role. It is the trip leader who has the overall responsibility for any particular group. The trip leader should be a qualified member of staff, either being a senior tutor or specialised tutor. In considering the approval of proposed visits, the CEO or managing director will bear in mind the following:
- The leader's personal level of skill and recent experience in the activity.
  - The leader's experience in supervising participants of the age and ability level concerned
  - The leader's experience of the location and activities concerned.
  - The leader's organising ability and sense of responsibility.
- 4.2 It is the duty of the trip leader to state the purposes and goals of the venture to all concerned: Pupils, Parents/Carers, LLSOM Staff and Instructors, where a third party is involved.
- 4.3 The Trip leader is responsible overall for the group at all times. In delegating supervisory roles to other tutors in the group, it is good practice for the trip leader to:
- allocate supervisory responsibility to each tutor for named pupils;
  - ensure that each adult knows which pupils they are responsible for regarding a certain group that they have been allocated to;
  - ensure that each pupil knows which tutor is responsible for them;
  - ensure that all tutors understand that the trip leader is the person to speak to in regards to any questions or problems that may or may not occur to the supervision of the pupils assigned to them;
  - ensure that all staff and pupils are aware of the expected standards of behavior contained within the LLSOM Behaviour Policy.
- 4.4 It is good practice for each supervisor to:
- Understand if the pupils wanting to attend the trip have any medical or educational needs and/ or disabilities;
  - At all times, have a register that is held by the trip leader;
  - directly supervise the pupils (except during remote supervision) - particularly important when they are mingling with the public and may not be easily identified;
  - regularly check that the entire group is present;
  - have a clear plan of the activity to be undertaken and its educational objectives;
  - have the means to contact the trip leader/other supervisors if needing help;
  - have prior knowledge of the venue – the trip leader should normally have made an exploratory visit.

- anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of hazard before the pupils do, and acting promptly where necessary;
- continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions;
- be competent to exercise appropriate control of the group, and to ensure that pupils abide by the agreed standards of behaviour;
- clearly understand the emergency procedures and be able to carry them out;
- have appropriate access to First Aid

## 5. Supervision on Visits and Trips

- 5.1 Where staff are required to transport pupils in their own vehicles for visits and trips, there must be a minimum of 2 staff members in each car (driver plus 1).
- 5.1.1 Where reasonable adjustments need to be made to this clause, each case must be submitted in writing to the CEO and managing director to review and approve in writing.
- 5.2 Any trip or visit will have a minimum of two LLSOM staff present, regardless of how many pupils there are.
- 5.3 Pupil to staff ratios for large school trips are not prescribed in law but LLSOM will never go above a 1:10 ratio where there are 2 members of staff.
- 5.4 An improvement in the basic ratios and staffing will be required dependent on:
- The sex, ages, attitudes, disability, behaviour and competence of the group members.
  - The extent to which people with special needs are included within the group.
  - The nature of any planned specialist activities.
  - The experience and expertise of the adults.
  - The duration and nature of the journey
  - The need to maintain a complete programme of supervision.
  - The type of accommodation.

## 6. Supervision

- 6.1 Small group and independent work, which is not under the direct supervision of a member of staff, can be the most worthwhile approach. Greater care is, however, needed in the management of such activities. The incidence of attacks on the young must also be borne in mind when assessing what

support is needed. It is not necessary to highlight every occasion when remote supervision occurs on a trip involving pupils but general parent/carer permission must be given on the Parental Consent Form.

#### 6.2 Supervision can be close or remote but is always 24 hours:

- close supervision occurs when the group remain within sight and contact of the supervisor;
- remote supervision occurs when, as part of planned activities, a group works away from the supervisor but is subject to certain controls. The supervisor is present though not necessarily near or in sight, but his or her whereabouts are known;
- downtime (or recreational time) – for example during the evenings when on residential trips – may involve close or remote supervision, but should not be unsupervised, the supervisors continue to be in charge;

#### 6.3 It is essential that everyone involved in the visit understands the supervision arrangements and expectations before the trip starts.

#### 6.4 When supervision is remote:

- Trip leaders and other staff should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures. Pupils will also have some knowledge of this. Remote supervision will normally be the final stage of a phased development programme;
- pupils will be familiar with the environment or similar environments and have details of the meeting points and the times of when the group needs to meet again;
- clear and understandable boundaries will be set for the group;
- there must be clear lines of communication between the group, the supervisor and LLSOM senior staff, CEO and managing director. Do not rely exclusively on mobile phones;
- the supervisor should monitor the group's progress at appropriate intervals;
- the supervisor will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an emergency;
- there should be a recognisable point at which the activity is completed;
- there should be clear arrangements for the abandonment of the activity where it cannot be safely completed and this should be related back to the CEO and managing director.

#### 6.5 Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. It is good practice for all staff to:

- carry a list/register of all pupils and adults involved in the visit at all times;
- ensure that pupils are readily identifiable, especially if the visit is to a densely populated area. Brightly coloured caps or T-shirts can help identify group members more easily;

- avoid identification that could put pupils at risk e.g. name badges;
- ensure that all pupils are aware of meeting points;
- ensure that all pupils know what to do if they become separated from the group.

6.6 A buddy system can also be used. Each pupil is paired with a buddy. Each regularly checks that the other is present and is OK.

6.7 Rearranging Groups - Potential danger points can occur when rearranging groups. In particular:

- when a large group is split into smaller groups for specific activities;
- when groups transfer from one activity to another and change supervisor;
- during periods between activities;
- when small groups re-form into a large group.

It is therefore important that the supervisor:

- clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all group members especially staff are aware of the changeover;
- clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next leader is.

6.8 Downtime - Trip leaders should ensure that pupils continue to be properly supervised during downtime before, between and after activities. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time in a residential programme can allow time for mischief, bullying, homesickness and wandering off from the body of the group.

It is good practice to:

- ensure that all staff and pupils understand the standards of behaviour that apply at all times, not just during activities;
- ensure that handover between activities is properly supervised, with a named supervisor responsible for the group if there is down-time between activities;
- ensure that all staff understand that their supervisory role continues in the evening – however hard a day it has been, that it is not a time to relax in the bar or in front of the TV;
- use down-time in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times etc.;

- use downtime after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day;
- apply the advice contained in “Remote Supervision” above, adapted as necessary if it is felt reasonable to allow pupils some time without close supervision;
- occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led walks.

6.9 During night times on residential trips, trip leaders should ensure that;

- the group’s immediate accommodation is exclusively for the group’s use;
- staff (of both genders where appropriate) have sleeping accommodation on the same floor immediately adjacent to the pupils’ accommodation;
- there is a tutor present on that floor whenever the pupils are there;
- safeguarding arrangements are in place to protect both pupils and staff;
- where hotel/hostel reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visits;
- in the absence of 24-hour staffing of reception, external doors must be made secure against intrusion and windows closed as necessary to prevent intrusion;
- where possible, internal doors are lockable but staff must have reasonable access to the pupil accommodation at all times;
- where pupils’ doors are locked, teachers have immediate access, as necessary, to a master key;
- all staff and pupils know the emergency procedures/escape routes in the event of a fire. Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

6.10 Travel - A driver cannot safely drive and supervise pupils at the same time. Trip leaders should ensure that;

- transport by road has seat belts and that the pupils wear them;
- there is adequate supervision at all times when travelling;
- supervisors are reserved seats that allow them to supervise properly
- pupils are supervised when boarding and leaving;
- extra care is taken when leaving a vehicle in a country that drives on the right as some doors may open onto the roadside;

- standards of behaviour are met, and in particular that drivers are not distracted
- smoking/alcohol etc. bans are observed;
- pupils are occupied on long journeys – this will help the journey pass quickly;
- evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- there are adequate rest stops for drivers;
- headcounts are carried out when the group is getting off or onto transport.

## 7. Medical Needs

- 7.1 Staff need to be aware of any medical needs of all individuals on the trip. The trip leader must ensure that all supervising staff on the trip are aware of any medical needs.
- 7.2 For short, local visits medical information from the database will be sufficient. However, if there are particular concerns the trip leader should seek further information from parents/carers or the qualified first aider.
- 7.3 For more remote, longer visits Parental Consent Forms need to be completed and returned. The form includes a section for declaration of medical conditions and treatment required. Self-administration of medicines by the pupils is to be encouraged. Parental/carer agreement for this is required on the Parental Consent Form. Also, permission from parents/carers is required for pupils to carry their own medicines.
- 7.4 Should a pupil be unable to self-administer parents/carers must complete Med Form 1: Parental Agreement for School to Administer Medicine on a Trip/Visit. The trip leader must record the administration of medicines. Should the trip leader have any concerns, then they should seek advice from parents/carers or a qualified first aider.
- 7.5 Should there be an accident on the trip involving an injury to an individual then an Accident- Incident Form must be completed and parents/carers notified at the earliest possible time. A decision on whether the casualty can continue on the visit will need to be made by the trip leader after consultation with parents/guardians/carers, doctor and/or nurse. Any forms completed during a trip should be delivered to the LLSOM offices for safekeeping.

## 8. Risk Assessments

- 8.1 Trip Leaders must carry out a risk assessment for all activities on any trip. The trip leader will need to produce their own risk assessment. If in doubt the leader should seek advice from the CEO and

managing director of the music school.

- 8.2 All residential visits must have a residential stay risk assessment carried out. On completion of the relevant risk assessments, a copy must be sent to the LLSOM leader/manager. Copies should also be taken on the visit and all accompanying adults should study them.
- 8.3 Activities planned with a higher than normal risk should be identified. The Parental Consent Form should be edited so that consent is given for these activities.
- 8.4 Leaders using an activity Centre, theme park, a licensed centre or an established agency (e.g. the Armed Forces) should request risk assessments from the organisation.
- 8.5 Despite risk assessments it is recognized that accidents occur. Often decisions will need to be taken “on the ground” regarding the safety of a particular activity. It is the duty of the trip leader to demonstrate that all reasonable effort was made to minimise any risks.

## 9. Emergency Procedures

- 9.1 By their nature, emergencies are usually unexpected. But careful emergency planning can mitigate the trauma of being caught up in an emergency. It is good practice for the trip leader to:
  - agree an emergency action plan, which includes 24-hour (i.e. constant cover) contact points at Progress Schools and clear roles for the group leader, School contact, Head Teacher e.g. managing media interest, supporting parents of injured pupils, transport arrangements etc.;
  - ensure that all members of the group know what action to take if there is a problem;
  - hold evening briefings with staff to discuss issues for the next day;
  - spend time early the next morning explaining arrangements to the pupils;
  - hold, or ensure that other adults in the group hold, up-to-date competence in first aid and other lifesaving competence as necessary for the activities;
  - ensure that the first aid kit is properly stocked and accessible (see Guidance on First Aid for Schools, paragraph 60 <http://www.teachernet.gov.uk/firstaid>);
  - ensure that all pupils’ medical needs (e.g. asthma, diabetes, and anaphylaxis) are known and that staff are competent to handle them (see Supporting Pupils with Medical Needs: A Good Practice Guide <http://www.teachernet.gov.uk/medical>);
  - be aware that some diseases are more common in some countries and know what preventative action to take and what to do if a group member becomes infected;
  - recognise that many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep;

- if appropriate, advise group members about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea;
- in warm climates, keep fluid levels high, take extra salt and wear loose, lightweight clothing – preferably made of cotton or other natural fibres – and use suitably factored sun protection creams and sun hats/glasses;
- ensure that drivers take adequate rest breaks on long journeys;
- ensure that all pupils understand and follow the code of conduct;
- practice emergency drills e.g. evacuation of mini bus;
- if abroad, know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.

9.2 Emergency procedures framework during the visit - If an emergency occurs on a visit the trip leader should maintain or resume control of the group overall. The main factors to consider include:

- establish the nature and extent of the emergency as quickly as possible;
- ensure that all the group are safe and looked after;
- establish the names of any casualties and get immediate medical attention;
- ensure that a teacher accompanies casualties to hospital with any relevant medical information and that the rest of the group are always adequately supervised and kept together;
- notify the police if necessary;
- ensure that all group members who need to know are aware of the incident; ensure that all group members are following the emergency procedures and the roles allocated to them – revise procedures and re-allocate roles as necessary;
- inform the school contact and provider/tour operator (as appropriate). The school contact number should always be accessible during the visit;
- details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);
- School contact should notify parents/carers, providing as full a factual account of the incident as possible;
- notify insurers, especially if medical assistance is required (this may be done by the school contact);
- notify the British Embassy/Consulate if an emergency occurs abroad;
- ascertain phone numbers for future calls. Try not to rely solely on mobile phones;
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;

- keep a written account of all events, times and contacts after the incident;
- complete an accident report form as soon as possible, if there is an accident with one of the pupils or staff.
- no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Refer media enquiries to a designated media contact in the home area; this being the CEO or managing director.

**Date:** 3<sup>rd</sup> January 2020

**Name:** Lisa Rose-Wyatt

**Signature:** *Lisa RoseWyatt*

**Position:** CEO at Lisa Lashes School of Music

**Policy renewal date:**

**January 2021**