

General

85. Pupils who are involved in a visit's planning and organisation, and who are well prepared, will make more informed decisions and will be less at risk.

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should clearly understand what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major cause of accidents. Pupils should also be told about any potential dangers and how they should act to ensure their own safety and that of others.

86. Pupils should also be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This should include considering any health and safety issues.

Participation

87. The group leader should ensure that the pupils are capable of undertaking the proposed activity. Pupils should be encouraged to take on challenges during adventurous activities but should not be coerced into activities of which they have a genuine fear.

88. Pupils whose behaviour is such that the group leader is concerned for their safety, or for that of others, should be withdrawn from the activity. On residential visits the group leader should consider whether such pupils should be sent home early. Parents and pupils should be told in advance of the visit about the procedures for dealing with misbehaviour, how a pupil will be returned home safely and who will meet the cost.

Equal opportunities

89. Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic

origin, sex, religion etc. All young people should be encouraged to participate in as wide a range of activities as possible. If a visit is to cater for pupils with special needs, a suitable venue should be selected.

Information to pupils

90. The group leader should decide how information is provided, but must ensure that the pupils understand key safety information. For some pupils on overnight visits it will be their first experience away from home on their own and in the close company of other pupils. Pupils should understand:

- ▼ the aims and objectives of the visit/activity;
- ▼ the background information about the place to be visited;
- ▼ basic foreign words where appropriate;
- ▼ relevant foreign culture and customs (see Chapter 9 Visits Abroad)
- ▼ how to avoid specific dangers and why they should follow rules;
- ▼ why safety precautions are in place;
- ▼ why special safety precautions are in place for anyone with disabilities;
- ▼ what standard of behaviour is expected from pupils;
- ▼ appropriate and inappropriate personal and social conduct including sexual activity;
- ▼ who is responsible for the group;
- ▼ what not to bring back either within the UK or from abroad such as drugs, knives etc;
- ▼ what to do if approached by anyone from outside the group;

- ▼ rendezvous procedures;
- ▼ what to do if separated from the group;
- ▼ emergency procedures.

91. A checklist to give to pupils is at Model Form 6 in Chapter 11.

92. For residential visits all group members should carry the address and telephone number of the accommodation in case an individual becomes separated. This applies to exchange visits when pupils will also need to know about any ground rules agreed between the group leader and host family.

93. Where visits involve multiple activities with differing requirements each activity will need to be assessed and separate information provided. Pupils should be aware of who is responsible in any instances where the group leader has delegated responsibility to another member of staff or instructor.

94. If at any time there is a change in the planned schedule new activities should be assessed and pupils provided with the appropriate information.

Preparing pupils for remote supervision

95. During any time that remote supervision takes place the group leader must ensure that pupils are aware of the ground rules and are adequately equipped to be on their own in a group. The size of each group should also be considered. As a minimum pupils should have the following:

- ▼ telephone numbers and emergency contacts if lost;
- ▼ money;
- ▼ maps and plans and any other information for

them to act effectively;

- ▼ location of local telephones and the appropriate coins;
- ▼ a knowledge of how to summon help;
- ▼ a knowledge of out of bounds areas or activities;
- ▼ identity cards and a rendezvous point.

96. It is important that pupils are told not to go off on their own, are given clear instructions about permitted remote supervised activities and understand and accept the ground rules. See Remote supervision in Chapter 3 paragraphs 82 – 83 and for Remote supervision during adventurous activities see Chapter 8 paragraphs 176 – 179.

Transport and pupils

97. Pupils using transport on a visit should be made aware of basic safety rules including:

- ▼ arrive on time and wait for the transport in a safe place;
- ▼ do not rush towards the transport when it arrives;
- ▼ wear your seatbelt and stay seated whilst travelling on transport;
- ▼ never tamper with any of the vehicle s equipment or driving controls;
- ▼ bags must not block aisles or cause obstructions;
- ▼ never attempt to get on or off the moving transport;

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- ▼ never lean out of or throw things from the window of the transport;
- ▼ never get off a vehicle held up by traffic lights or in traffic;
- ▼ never run about or pass someone on steps or stairs while transport is moving;
- ▼ never kneel or stand on seats;
- ▼ never distract or disturb the driver or impede the driver's vision;
- ▼ stay clear of doors after boarding or leaving the transport;
- ▼ after leaving the vehicle, always wait for it to move off before crossing the road;
- ▼ if you have to cross roads to get to the transport in the UK always use the Green Cross Code;
- ▼ if you feel unwell tell a teacher or supervisor.

98. The group leader should ensure that pupils know what to do if they miss the scheduled departure time.

Pupils with special educational and medical needs

99. Head teachers should make every effort to include pupils with special educational or medical needs in school visits, whilst maintaining the safety of everyone in the group. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

Pupils with medical needs

100. Additional safety measures to those already in place in the school may be necessary to support pupils with medical needs during visits.

Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required.

101. All teachers supervising visits should be aware of a pupil's medical needs and any medical emergency procedures. Summary sheets held by all teachers, containing details of each pupil's needs and any other relevant information provided by parents, is one way of achieving this. If appropriate, a volunteer teacher should be trained in administering medication, if they have not already been so trained, and should take responsibility in a medical emergency. If the pupil's safety cannot be guaranteed, it may be appropriate to ask the parent or a care assistant to accompany a particular pupil.

102. The group leader should discuss the pupil's individual needs with the parents. Parents should be asked to supply:

- ▼ details of medical conditions;
- ▼ emergency contact numbers;
- ▼ the child's GP's name, address and phone number;
- ▼ information on whether the pupil has spent a night away from home before and their ability to cope effectively;
- ▼ written details of any medication required (including instructions on dosage/times) and parental permission to administer;
- ▼ parental permission if the pupil needs to

administer their own medication or agreement for a volunteer teacher to administer;

- ▼ information on any allergies/phobias;
- ▼ information on any special dietary requirements;
- ▼ information on any toileting difficulties, special equipment or aids to daily living;
- ▼ special transport needs for pupils who require help with mobility.

103. Enquiries should be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres etc, if appropriate. If ramps are not going to be available in certain places, the organiser may wish to arrange to take portable ramps with them. The group leader should at an early stage assess whether manual handling skills will be needed and, if so, whether training should be sought.

104. All teachers supervising the visit should be given the opportunity to talk through any concerns they may have about their ability to support the child. Extra help should be requested if necessary, eg a care assistant.

105. If teachers are concerned about whether they can provide for a pupil's safety or the safety of other pupils on a trip because of a medical condition, they should seek general medical advice from the School Health Service or further information from the pupil's parents. For further DfEE guidance see Supporting Pupils with Medical Needs: A Good Practice Guide (see Annex A on how to obtain a copy).

106. The group leader should check that the insurance policy covers staff and pupils with pre-existing medical needs.

Pupils with special educational needs

107. Schools will already be familiar with the nature

of a pupil's special educational needs. Any limitations or problems the pupil may have should be taken into account at the planning stage and when carrying out the risk assessment. Off-site visits may pose additional difficulties for a pupil with SEN and the behaviour of some pupils may prove challenging. The following factors should be taken into consideration:

- ▼ is the pupil capable of taking part in and benefiting from the activity?
- ▼ can the activity be adapted to enable the pupil to participate at a suitable level?
- ▼ will additional/different resources be necessary?
- ▼ is the pupil able to understand and follow instructions?
- ▼ will additional supervision be necessary?

108. It may be helpful to the pupil if one of the supervisors already knows them well and appreciates their needs fully. The group leader should discuss the visit with the parents of pupils with SEN to ensure that suitable arrangements have been put in place to ensure their safety.

