CAMBRIDGE SCHOOL OF VISUAL & PERFORMING ARTS

EDUCATIONAL TRIPS AND VISITS POLICY

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Rationale

At CSVPA we believe that student and staff involvement in residential and non-residential educational visits adds significant value to school life and enhances our core values and ethos. First-hand experience adds breadth and depth to the Curriculum and enhances social, moral, spiritual, and cultural development.

Our purpose is to:

- Provide a broad programme of off-site educational visits.
- Ensure access for all students including those with additional needs.
- Develop continuity and progression throughout a student's time here.
- Enable students to learn a sense of community, social responsibility, initiative, resourcefulness, and self-reliance.

Policy

CSVPA has adopted the Outdoor Education Advisers' Panel (OEAP) National Guidance (NG) (www.oeapng.info) as their guidance for educational visits and put in place key roles to ensure that these aims are delivered effectively. It is a legal expectation that employees must work within the requirements of their employer's guidance; therefore, CSVPA employees must follow the requirements of the NG, as well as the requirements of this policy statement.

This policy document covers all off site visits and is managed by the Rector and Educational Visit Coordinator. It provides a local framework for staff planning off site visits.

Visits fall into one of three zones as defined by the NG as Zone 1, 2 and 3.

Roles

All roles are defined by the NG website as: Visit Leader, Assistant Leaders, Volunteers, EVC, Head Teacher, Governing Body, and Employer. There are specific guidance and information for each above role and relevant documents. Within the Schools all roles are covered and managed by staff and the Governing Body. The EVC for CSVPA is Elizabeth Nantais.

All visits have a named visit leader and assistant staff who are aware of their role and responsibilities contained within the NG. **Ultimate responsibility for the safety of students and staff on a school trip or visit resides with the Rector.**

Planning Visits

The policy defines those 3 zones:

A. ZONE 1: LOCAL REGULAR VISITS

These are visits which are both regular and local and therefore straightforward to organise. The risk management will be covered by the school's defined Zone 1 procedures (see Local Procedures). It is the responsibility of the visit leader to ensure that these documents are amended if required because of changes in circumstances. These changes need to be recorded and noted.

Activities that this School includes in Zone 1 are visits within the local area (10 miles of school) provided there is no physical/adventure element.

B. ZONE 2: NORMAL VISITS

These visits will involve aspects of complexity that require careful planning. All Zone 2 visits are required to be planned and logged on e-visit and will be approved by the EVC and Rector. Approval for visits of greater complexity may require pre-approval before undertaking detailed planning and the EVC should be consulted.

Activities that the school includes in Zone 2 are day visits (non-residential) outside of Cambridge that have no physical/adventure element.

C. ZONE 3: ADVENTURE / ABROAD AND COMPLEX VISITS

These visits require specific approval at school level and the approval of the Outdoor Education Adviser. These must be entered into the E-visit system and submitted at least 4 weeks before the departure date. Advice on these visits can be provided by the Outdoor Education Adviser. The adviser approves visits on behalf of the school.

External Providers

Only reputable companies should be used, particularly for overseas and residential trips. There are a range of quality marks. These include the Learning Outside the Classroom Quality Badge.

Organising a visit from the school – practical planning steps

Time scales

The visit leader must allow sufficient time when planning visits to allow the Educational Visits Coordinator time to undertake any checks that may be required. The relevant timescales to submit requests for approval are:

- Zone 1 visits: On morning of visit via form and email notification to EVC and Rector. Zone 1 visits are not normally recorded on E-visit. See Appendix 2 for the form used.
- Zone 2 visits 10 working days' notice
- Zone 3 visits: Minimum 4 months' notice.

For trips deemed complex and residential trips, it is advisable that an outline plan and a draft risk assessment is seen by the EVC before the names of students are finalised. This should assume that students of both genders are attending and indicate the staff: student ratios which will be applied, either with a cap on maximum student numbers, or an indication of how many staff it is planned to take for different levels of student interest. This will enable a good idea of the staffing requirements of the trip to be determined.

If these notice periods are not observed, permission may not be granted for the visit to proceed.

Proposal

The visit leader must be clearly identified from the outset and must complete the e- visit form and attach any key documents outlining the purpose, organisational and supervision arrangements. This must be passed to the Rector for outline approval.

Parental Consent

At the time of granting approval, it will be determined by the Rector whether the visit is already covered by the standard CGS Terms & Conditions, and the consent letter sent to all new students' parents, which grant 'blanket' consent for students under 18 to participate in specific types of visits.

These are:

- Day trips away from Cambridge (such as to a museum in London).
- Trips to theme parks.
- Trips to zoos.
- Trips to watch sports fixtures.
- Taking part in sports fixtures.

Such trips are:

- Non-residential (not overnight).
- Within the UK.
- Without physical/adventure element.
- Not of a controversial nature.

For all other types of visits, the organiser must obtain written consent from the parents/guardians of all students under 18.

Risk Assessment and Programme

An outline programme and risk assessment must be completed for all visits, and the activity must be fully costed. It may be possible to use a generic risk assessment (or modify a previous, specific one). This must be completed on the e-visit system.

The outline plan and risk assessment must include clear contingency plans to cover potential problems (e.g., emergencies; adverse weather; cancellations; etc.) as well as arrangements for students' 'down time' during the visit.

The risk assessment and evidence of parental consent must be passed to the EVC for approval. The organiser should comply with any reasonable requests by the EVC to amend the staff/student ratios, improve the content of the programme and risk assessment (e.g., to provide more detail). If necessary, any dispute may be referred to the Rector.

Practicalities before departure

When planning the trip, the visit leader is responsible for ensuring that they are in possession of and take into consideration all the relevant information about the pupils joining the trip or visit, this should include:

- Number, age and gender.
- Relevant medical conditions.
- Additional needs, whether learning, physical or cultural. All members of staff involved on the visit must familiarise themselves with the National Guidance website (www.oeapng.info). Roles are defined, with associated documents, for visit leaders and assistant leaders. For residential and specialist visits, including those that involve physical and adventurous training activities, the visit leader and EVC will work with the outdoor education adviser.

Visit leaders must ensure they have requested up-to-date medical information on each student who is planning to take part in the visit and should consult in advance with the school nursing and welfare staff allowing enough time for them to respond to discuss any procedures appropriate to the needs of the students. All students including students needing ALS and disabled students must be considered. This information must be submitted when trip approval on E visit is requested.

Visit leaders are reminded to order 'packed lunches' from the kitchen via Sysaid in advance (with any dietary requirements). At least 5 working days' notice is required to ensure supplies are in stock.

The visit leader should ensure all students and accompanying staff have access to and can communicate via Teams.

Planning for Effective Supervision and Welfare Guidelines

Whilst on the visit there are many procedures staff and students can follow to ensure they remain safe:

- Ensure that students and staff are regularly briefed and reminded of timings and meeting points. All accompanying staff must carry a copy of trip paperwork with the

itinerary, bookings, registers, student medical information and risk assessments in case of emergency and separation.

- Spreading staff out. How you do this depends on your staff: student ratio. You can have one at the front and the other at the back OR split students into smaller groups and assign a member of staff to each group.
- Head counting. One can never have too many head counts; ensure that you do this at regular intervals, when changing venues and when getting on and off transport.
- Remote Supervision - during free time ensure that a designated meeting point is arranged, with a set time to meet. Students must be shown the meeting point and know where staff can be located and during remote supervision. In most circumstances, students should remain in groups of at least 3.

Close or remote Supervision?
This will depend on the programme or nature of the activity and the supervision plan agreed before departure.

Normally at least one of the staff supervising the visit should be with the students at all times, or at least within the immediate vicinity. Students who are under 16 must be monitored more closely and will be subject to appropriate contact points and curfews. The students must, always, know the whereabouts of at least one of the staff supervising the visit in case of emergency. (It is understood that for Duke of Edinburgh Award expeditions students will be walking between check points on planned routes).

If there are students of both sexes on the trip, the staff supervising the visit should be at least one of each sex.

When possible, at least one of the staff on the visit should hold a current first aid qualification.

The national guidance states that the level of supervision should take account of:

- The age and ability of the young people;
- The activity being undertaken;
- Children's growing independence;
- Children's need for privacy;
- The location of the activity
- The risk assessment

The Visit Leader’s pre-activity planning should ensure that, should there be an accident or an incident involving a young person or member of staff, there will be enough staff remaining to supervise the group effectively.

Accommodation/Travel

Boys and girls must be in separate sleeping quarters, and students must not share rooms with adults. Best practice would be for students to travel and room with CSVPA students only. Students of similar ages should be roomed together and under 18 students should not room with over 18 students. Any other arrangements should be identified prior to departure, approved by parents/guardians, and noted on the risk assessment.

Payment

Most visits will be classed as voluntary (irrespective of the educational value of the trip) and are expected to be funded by students. Please calculate and send the amount each student will pay to studentservices@csvpa.com Student Services will ensure the Finance Team is made aware so students can be invoiced.

Non-refundable deposits should be paid to secure a student's place. If a visit is classed as voluntary, the entire costs must be paid for prior to the start of the visit. Any student who has not paid for his/her place on the visit prior to the start will not be allowed to attend it. The Finance Team can issue receipts to each student on payment of the visit fees. Visit leaders should ensure payment has been received before allowing a student to attend.

Before Departure

If the visit will affect students' attendance at lessons the visit leader should notify colleagues of the intended visit, using appropriate internal communication channels, informing them of the date and time of the proposed visit, and indicating which students will be attending. Permission to take students out of (other) classes must be sought via the appropriate channels (Rector/Dean) when planning the visit

A copy of all information about the visit must be logged on E-visit in advance of the visit. Itinerary, any non-standard school emergency contact numbers and lists of names of students and staff should be copied to Reception, the Attendance team, and the Boarding Team (if relevant) by the group leader at least three working days before the visit departs.

Students' Code of Conduct

Staff supervising visits should ensure that students have read and understood the Code of Conduct for trips (Appendix 1) and should reinforce these rules before the trip and as appropriate. Parents/guardians have signed a contract upon the student joining the school which includes their adherence to school rules.

On the day of the Visit / Departure Day

Pre-departure checks

The Visit Leader to:

- ensure Teams notifications are enabled
- collect a first aid kit from the school Nurse or reception

- collect any prescription drugs from the school Nurse
- check to make sure that those students that manage their own medication have their medication with them
- check to make sure students collect any packed lunches that have may have been ordered in advance
- double-check contact numbers and the emergency contact cards

The visit leader will brief other members of staff joining the trip on students that have:

- Allergies, particularly those with allergies that may require the administration of an EPIPEN
- Medical conditions
- Students who require ALS that need to be considered given the nature of the trip

The visit leader shall have briefed students and staff explaining:

- Planned itinerary for the visit
- Behaviour and conduct standards
- Any issues that require special attention (these may have been identified in the risk assessment)
- The roles, responsibilities and expectations of accompanying staff on the trip including risk assessment.

Pre-departure Routine

To ascertain exactly the location of every student on departure, an attendance register must be taken of all students boarding the transport or leaving School premises, this register must be passed to the Attendance Team (via Reception) before the transport departs or completed online. This should include names of students who have failed to attend and are not with the group.

During the Visit

Whilst on the visit there are many procedures staff and students can follow to ensure effective supervision:

- Ensure that students and staff are regularly briefed and reminded of timings and meeting points.
- Spreading staff out. Consider your staff: student ratio. You can have one at the front and the other at the back OR split students into smaller groups and assign staff to each group.
- Head counting. One can never have too many head counts; ensure that you do this at regular intervals, when moving between activity or venues and when getting on and off transport.
- Remote Supervision - during free time ensure that a designated meeting point is arranged, with a set time to meet. Students must be shown the meeting point and know

where staff can be located and during remote supervision. In most circumstances, students should remain in groups of at least 3.

Responsibilities and Actions Whilst on the Visit

All members of staff on a trip always have an ethical duty of care as well as a legal responsibility under the Children's Act for the safety and well-being of the children in the group. Do not take your responsibility lightly and remember you are on duty 24 hours a day.

Staff supervising visits accept the full duty of care for students including maintaining staff: student ratios and gender representation and special requirements as given in the risk assessment.

The staff supervising the visit should always maintain complete abstinence from alcohol in case of emergency.

Staff supervising visits must ensure that they are fully aware of contents of the:

- Safeguarding and Child Protection Policy
- Use of Reasonable Force and Restrictive Intervention Policy
- Their role documents on OEAPNG

Please note that the Search and Confiscation Policy is not applicable outside the UK. If a member of staff is faced with a situation on a trip outside the UK where they may need to determine if items are in a student's possession, they may ask the student to hand over items but cannot institute a search. They should inform the Rector of their suspicions, and it may be possible to take matters further upon return to the UK.

Discipline

Disciplinary measures may at times be necessary whilst on a trip, and such procedures must be conducted with objectivity and diplomacy. Firm guidelines for behaviour, curfews, rendezvous times, etc. must be laid down clearly to the students, so that they know what is always expected of them. At least two of the staff supervising the visit must be present when addressing any disciplinary matters.

Be aware at all times of tensions within the group ensuring that bullying and discrimination are not tolerated.

Emergencies

Staff must remember that these are very rare events. The visit leader will normally lead in this situation, but if incapacitated a nominated assistant leader will have to take over. A nominated assistant leader should be ready to assume responsibility for the trip and be fully briefed on all aspects of the trip. All staff should carry the Emergency Procedure Action

Card and have opened it before departure. In the card should be pre noted emergency numbers in case your own phone is not available.

'Lost' student procedure

It is important that if students are not in sight of a member of staff that they know the meeting point where a member of staff will be. In the event of a student going missing, staff should follow these steps (It is also important, where possible, to document events as they happen, particularly the times of incidents):

- Stop as soon as you realise the student is missing. Keep the rest of the group together in a safe environment.
- Take a register, to identify which student is missing.
- Call the student's mobile. If they answer, ask them to describe where they are and tell them to stay there. Keep on the phone until you reach them.
- If they do not answer; ask other students when they last saw them.
- Ask other students to call them.
- If no contact has been made after 15 minutes, contact the school emergency phone, and inform them of the incident.
- A member of staff should go back to where you knew they were last seen and look for them; however, a member of staff **must** stay with the remaining students. If possible, allow them to carry on with the programme.
- If at a venue also ask for help from venue staff.
- Depending on the environment and situation if the student is under 16 you must contact the school after the student has been missing for more than 10 minutes. (If in busy London you are likely to call earlier than if a D of E group in the Shropshire countryside is slightly overdue.) Please provide as much information about the student as possible: name, age, description, language ability and details of the scheduled itinerary. In consultation with staff at School a decision will be made when to inform the Police.
- Make sure that you stay connected with other members of staff, the school, and the Police.
- If the rest of the group must go back to the school, ensure you stay at the agreed meeting point until you are instructed otherwise.
- Once the student has been found, ensure that they are well (physically and emotionally) and then contact the school on the emergency phone number to inform them the situation has been resolved.
- All contact with parents will be via the school.

Monitoring and Evaluation

- After the visit, the group leader must complete an evaluation and return it to the EVC

- The EVC will monitor all trips and visits and provide evaluations for the Senior Management Team and CGS as required.

Reference Documents

- The website www.oeapng.info This site gives information about all visits, specific role details and very useful information about a wide range of topics
- Staff should be aware of their role https://oeapng.info/guidance-by-role/
- OEAP Section 4 and Section 7 gives visit leaders a good overview of many topics
- Equality Act 2010
- Government counter-terrorism advice leaflet: https://www.gov.uk/government/publications/stay-safe-film

Appendix 1: CODE OF CONDUCT

Each student must:

- Observe the rules set by CSVPA staff, hotel staff and travel operators, including at all attractions.
- Always co-operate fully with all staff, respecting all requests and requirements made by staff members, fulfilling any tasks or duties set prior to and during the visit and following all decisions and instructions the duration of the trip.
- Be considerate to others at all times and avoid behaviour that may inconvenience other students and staff.
- Always behave in a manner which reflects credit on self and to CSVPA.
- Participate fully in all activities and attractions throughout the duration of your stay.
- Not leave the hotel or activities/venues unless agreed by staff.
- Not leave the group unless authorised. Students with permission to leave school staff must stay in student groups at all times.
- Always respect the surrounding area and environment: No littering, graffiti or harming the condition of buildings, etc.
- Be punctual at all times. Meeting points and times must be adhered to each day. Curfew times must be followed (including students over 18).
- Not purchase or consume alcohol (including students over 18).
- Not make noise in the hotel hallways or cause noise to come from bedrooms after 21:30.
- No smoking at any time (including students over 16)
- Adhere to no smoking, eating, drinking or the use of media devices at certain places of interest.
- Accept any misconduct will be recorded and may be followed by further discipline on return to School, including being banned from attending future trips.

If you have any questions of any of the matters listed above, please consult with CSVPA staff.

Student Name: _____

Student Signature: _____

Date: _____

Appendix 2: ZONE 1 TRIPS

<u>Signing- out sheet</u> – Zone 1 Activity, where the school policy addresses the generic risk management issues. Zone 1 is defined as activity that is not very complex and close to the college. This allows the staff to know the venue and activity well and therefore risks are more easily managed.

REMINDERS

1. Ensure students/accompanying staff all have Teams installed on mobile phones. Remind students of the emergency numbers on the back of their student ID card.
2. Email Karin and Liz to let them know you are taking a group out of college, with a brief explanation of where you will be going.
3. Collect first aid kit from Reception
4. Before leaving, take head count and give a final briefing.

Signed_____**Date** _____

A printed copy of this form must be left at Reception (Bridge House/Sturton St/Varsity House).

Date	
Visit Leader	
Accompanying Staff (if any)	
Group	
Activity Destination/Venue details	
Time leaving	
Time expected back	
Contact number(s)	
Any other relevant details/issues (eg students from the group not going on the excursion)	

Zone 1 Venues

1. Cambridge Museums
2. Cambridge Restaurants
3. Punting
4. Sports Clubs
5. PE lessons
6. Cinema & Entertainment venues
7. Local Recreation Grounds
8. Local Streets within Cambridge
9. Local Sporting Fixtures at other Educational Establishments or Sport Centres in Cambridge
10. Local Shopping
11. Sport & Activity events that are Cambridge based

Risk Benefit Assessment for Zone 1 visits

Generic Benefits				
Getting students outside, active and engaged with the local environment and an amazing city Discovering new environments, becoming confident in their new city Making subjects engaging and enjoyable Getting students active discovering the world around them, building confidence for future stages of their academic career in the UK				
SPECIFIC ACTIVITY	**POSSIBLE PROBLEMS / ISSUES**	**PROBABLE BENEFITS**	**CONTROL MEASURES, REASONABLE AND PRACTICAL STEPS TO AVOID OR REDUCE PROBLEMS / ISSUES**	**DECISION / COMMENTS / ACTIONS**
SAFETY BRIEFING	Activity specific safety rules.	All group members become aware of ways to ensure safety for potential risks while on a local trip.	Group to be fully briefed regarding required behaviour, potential hazards, any 'no-go areas and all relevant safety measures / procedures – particular mention being made of meeting points and timings. Staff working alone are provided with adequate information, instruction, and training to understand the hazards, risks and safe working procedures associated with working alone.	Staff to inform students at the beginning of the session of the exit points and meeting points and any safety concerns for the activity.

			Staff will be fully briefed with respect to supervisory responsibilities and emergency procedures before they take students out.	
GROUP MANAGEMENT	Group and Individual behaviours and addressing additional needs.	Involving all.	Activity management takes account of group characteristics. Members of staff briefed prior to the trip about trip itinerary, health and safety procedures and means of tackling any health and safety issues expected to be encountered. Staff given clear instruction as to what their duties and responsibilities are. Maintain regular head counts	Ensure there are sufficient staff to provide suitable supervision for size and knowledge of students. Arrange additional support if required. Ensure students understand arrangements for meeting to travel Students know where staff are located at all

			and responsibility for students' general health and safety. If students to be dispersed from staff, staff to have register of students which includes mobile phone numbers and any medical conditions, Zone 1 form left with Reception.	times – if a designated meet area has been allocated for any free time, a member of staff to always remain there as a place for students to contact an adult.
POOR BEHAVIOUR			Brief students about expectations before setting out on trip. Smoking on trips is not permitted.	Behaviour management consequences based on nature of behaviour.
TRAVELING AND WALKING IN PUBLIC AREAS IN AN URBAN SETTING	Slips trips and falls. Lack of student self-control and group control. Members of the public	Being outdoors, walking, learning about new transport systems, busses. Learning and applying road awareness skills.	Group control including speed control on different surfaces. Small group management. Good group preparation and including clothing and footwear.	Students instructed to not walk off the road or on the verge. Students to use road safety when crossing the road such as

TRANSPORT, BUSES, TAXI, HIRE COACH OR MINIBUS	Tourists (some trails). Other road users (bikes). Time of year and weather. Traffic accidents.	Looking after each other. Not just a summer activity, all year-round including evenings.	Other staff involved in planning when required. Awareness of current group experience and how this changes over time.	zebra crossings and traffic lights. Staff and students to check weather conditions before leaving their accommodation. Students to plan for weather with appropriate clothing and equipment. Students to always wear seatbelts while travelling in vehicles. When taking taxis, one member of staff to depart in first and

				last taxi to ensure students are not left unaccompanied at destination or departure.
CROSSING ROADS	Road traffic Other pedestrians and bikes. Awareness of traffic coming from other directions.	Learning to travel safely in a new area. Looking after myself. Look after each other.	Use pedestrian crossings where possible. Using a crossing point with good visibility. Be prepared to divide the group to subgroups.	
NEXT TO WATER	Some paths pass near water.	A variety of different environments are encountered.	Awareness of group, characters within group and environment leadership.	
REST POINTS AND TOILET BREAKS	Define what is required. Identify where this could be.	Group rest and regroup time. Stop and view the new surroundings.	Staff to make safety check upon arrival to determine if area is appropriate.	

EMERGENCY OR INJURY	Students with existing injuries. Exercise induced injury. Serious medical accidents. Traffic collision.		Staff member has emergency card which contains emergency number for Head of House and Deputy Head of House and emergency phone number for Boarding House. Staff to have emergency information on other members of staff. Staff to have exchanged phone numbers. Make sure all activities are appropriate for students.	A member of staff to take first aid kit from Reception. Ensure all students with medical conditions have required medications or supplies i.e. EpiPen, inhaler, insulin. Staff to identify. In case of injury and the need for First Aid, apply First Aid. If further attention is needed, make a call to the Head or Deputy of House so they are informed.

				They will then take control of what happens to the student. Injury/First Aid notes to be made on Shackleton at the end of the trip. In the event of a serious incident, e.g. traffic collision, staff to get group to a safe location and contact emergency services, applying any immediate first aid as qualified before emergency service arrival if safe to do so. Inform Head or Deputy Head of

				House who will then take control of what happens to the students.
LOST PERSON	Group members getting separated. Students deliberately leaving group.		Register and head counts at departure and arrival and prior to departure to ensure staff know the number of students on trip.	If a student is found to be missing, staff to call student, and have other students call them. If no answer, staff should check designated meeting place and after 15 minutes, contact college emergency contact who will then follow the procedures as laid out in the Educational Visits Policy.
CONFRONTATION WITH MEMBERS OF PUBLIC	Members of the public aggressively or abusively confronting the group or individuals.	Staff able to deal with situations and contact appropriate authority.	Students to be briefed about response if approached inappropriately by a stranger, or	Students to contact group leader or immediately return to designated meeting point and report to a

			if they are offered anything by a stranger. Students are never to be left on their own. Individuals are informed not to walk about on their own and to always be a member of a group (at least 3). Make students aware of any potential hazards and how to respond appropriately, or not.	member of staff if approached inappropriately by a stranger. Staff to take as many details as possible and notify the school and police if necessary. Students found to be wandering alone should be made to stay with a staff member until deemed necessary. Staff to remove group from any confrontational person, police

				involvement if required.
TERROR ATTACK		Staff/students knowing what to do in emergency situation.	In case of unplanned protests/attacks, Lead students to safety where possible. Cut short activity if necessary. Follow school emergency procedures plan contacting staff emergency contact. If in immediate danger: Run, Hide, Tell. Staff and students to remain close together and seek shelter if necessary. Contact emergency services when it is safe to do so.	