



## **S43 - School Trips and Educational Visits**

**Approved: Education & Policy Committee due to extensive re-writes**

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# 1. Introduction

The purpose of this policy is to ensure that Educational Visits are planned in an organised and responsible fashion, and that the health, safety, and welfare of pupils and staff are maintained.

The Governors of Westminster Abbey Choir School recognise the value to pupils of Educational Visits. Such visits should:

- enhance pupils' understanding of curricular activities (e.g., music, language or history studies);
- provide opportunities to practise skills (e.g., relating to music or sports);
- develop pupils' social skills (e.g., meeting pupils from other countries and cultures).

The Governors also recognise and accept that such visits present challenges to the health and welfare of pupils.

Educational Visits will therefore be planned and operated in accordance with this Educational Visits Policy, so that everyone involved understands their responsibility to ensure that pupils can participate fully in Educational Visits in reasonable safety.

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

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

The School's planning and running of Educational Visits will have regard to the ten important areas listed below:

1. Responsibility for visits, including pupils' behaviour
2. Planning visits, including risk assessments and first aid
3. Supervision, including ratios and vetting checks (for example, DBS or equivalent checks for volunteers on overnight stays and for hosting parents both in this country and in the foreign country)
4. Preparing pupils, including special and medical needs
5. Communicating with parents, pupils and staff
6. Planning transport
7. Insurance
8. Types of visit
9. Visits abroad
10. Emergency procedures, including contact details and permission for emergency medical treatment if the parents cannot be contacted

## Types of Educational Visits

In their 2018 Guidance: [Health and Safety on Educational Visits](#), the Department for Education (DfE) identifies two main types of trips:

- Routine visits
- Trips that need a specific risk assessment and additional planning

The Headteacher or Educational Visits Coordinator (EVC) will determine if a specific visit requires additional levels of planning and assessment, and where this is not the case, the visit can be recorded as a Local Area Visit. This ensures that all visits are recorded but that the process for approval is appropriately reduced for visits that "...involve no more than everyday level of risk, such as slips and trips and are covered by a school's current policies and procedures".

## 2. Legislation and Guidance

The school complies with:

- The Regulatory Requirements, Part 3, Paragraph 12 of the Education (Independent School Standards (England) (Amendment) Regulations.
- Department of Education (DfE) Guidance: [Health and Safety on Educational Visits](#) (Nov 2018)
- Health and Safety Executive (HSE): [School trips and outdoor learning activities - tackling the health and safety myths](#)
- The school has regard to guidance and advice from the [Outdoor Education Advisory Panel](#) (OEAP 2013)
- [Health and Safety at Work Act 1974](#)

### **School specific policies:**

S11 Safeguarding Policy

S03 Behaviour Policy

S09 Health & Safety Policy

S38 Policy in the Event a Child Goes Missing from School/School activities

S35 Management of Crises or Disasters

S07 Equality, Diversity & Inclusion Policy

## 3. Responsibilities

### 3.1 Employers

Under the Health and Safety at Work Act 1974 etc, employers are responsible for the health, safety and welfare at work of their employees. Employers are also under a duty to ensure, so far as is reasonably practicable, the health and safety of anyone else on the premises or anyone who may be affected by their activities. This includes everyone involved in off-site visits (teachers, volunteers, helpers and pupils).

Employers must ensure that their employees are provided with appropriate guidance.

The Dean and Chapter is the employer of staff at Westminster Abbey Choir School.

The Management of Health and Safety at Work Regulations 1992, made under the 1974 Act, require employers to:

- 1.1. assess the risks of activities
- 1.2. introduce measures to control those risks
- 1.3. tell their employees about these measures

### **3.2 Employees**

Also under the Health and Safety legislation, employees must:

- take reasonable care of their own and others' health and safety
- co-operate with their employers over safety matters
- carry out activities in accordance with training and instructions
- inform the employer of any serious risks

These duties apply to all Educational Visits. Teachers and other staff in charge of pupils also have a common law duty to act as any reasonably prudent parent would do in the same circumstances.

Although the employer is responsible for health and safety, decisions about visits are usually delegated to the Educational Visits Coordinator. The Headteacher's agreement must be obtained before a visit takes place.

### **3.3 Governing Body**

The Board of Governors will satisfy themselves, as far as is reasonably practicable, that the Headteacher has effectively implemented this policy and ensured that risk assessments have been carried out, that appropriate safety measures are in place and that training needs have been addressed. This will be undertaken by an Annual Report from the Headteacher to the Full Governing Body.

The Governors delegate to the Headteacher the following responsibilities to:

- Ensure that the visit has a specific and stated objective
- Ensure that the Trip Leader shows how their plans comply with regulations and guidelines, including the school's health and safety policy document
- Ensure that they are informed about less routine visits well in advance
- Assess proposals for certain types of visit, including visits involving an overnight stay or travel outside the UK

Where trips or visits involving the choristers are organised by the Abbey Music Department, the Headteacher must still be included in discussion and report to the Governing Body that they are confident that the responsibilities above are being met by the Abbey Music Department.

### **3.4 Headteacher**

Where the Headteacher wishes to appoint an Educational Visits Coordinator (EVC), to act on behalf of the Headteacher, the employee should be specifically competent.

The level of competence required will relate to the size of the school and the types of Educational Visits proposed. Evidence of competence will be through the completion of appropriate EVC training and a thorough knowledge of this part of the Policy. Whilst the administration of such tasks can be delegated, overall responsibility for health and safety cannot. The EVC at Westminster Abbey Choir School is the Activities Co-ordinator & Assistant Matron, Kelsey Adcock.

If the Headteacher takes part in the visit as a group member/supervisor, they will follow the instructions of the Trip Leader who will have sole charge of the visit.

The Headteacher will also ensure that:

- they are never 'non-contactable' for a prolonged period of time and, when offsite, a deputy is named who will lead during an emergency situation in their absence;
- a detailed risk assessment has been completed and appropriate safety measures are in place;
- any relevant qualifications claimed by the Trip Leader or other relevant members of the group have been checked and verified;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visit's venue and a contact name (if appropriate);
- there are systems in place to ensure that all pupil information (contact details, medical information and consent) is up to date;
- a suitable member of staff has been appointed as the EVC and that the designated person undertakes EVC training as recommended or required
- sufficient time has been assigned to staff to organise activities and visits properly;
- a succession planning culture is in place to ensure sustainable activities and visits and the development of competent leaders and EVCs
- the school has an Emergency Plan for off-site visits, including procedures to assemble the team and ensure that parents are appropriately informed in the event of a serious incident;
- the Critical Incident Management Team should receive regular training in dealing with emergencies, critical emergencies and major incidents. For further information, refer to policy S35 Management of Crises or Disasters;
- serious incidents are reported to the employer as required by the employer's guidance, meeting the requirements of RIDDOR;
- the safety and suitability of exchanges and homestay visits is reviewed for each relevant trip each time they occur. At a minimum, each person aged 16 and over who will be present in the house during the stay/visit must undergo a DBS check. Reciprocal checks must be made in the relevant country;
- an Annual Report from the EVC about the School's Educational Visits is given to the Full Governing Body annually as part of the Summer Term Full Governing Body Headteacher's Report;
- to ensure that there is an establishment procedure for recording "near accidents / near misses", including any resulting learning points and actions;
- that staff are available to cover/support in the case of an emergency;
- there is a robust Drugs and Substance Abuse Policy that is relevant and adhered to during Educational Visits.

### **3.5 The Educational Visits Coordinator**

The responsibilities of the Educational Visits Coordinator are as follows:

- to have attended EVC training as recommended or required;
- to coordinate Educational Visits across the annual calendar to avoid clashes with other School activities and to ensure an even spread of visits, as far as possible, across the school;
- to check that all Educational Visits comply with the School's Educational Visits Policy, working with Trip Leaders to ensure that the School's expectations are met;
- to assess the educational value of visits based on post trip evaluation in conjunction with the Trip Leader and agree upon whether a trip should be repeated;
- to review the School Policy on Educational Visits annually and update, as appropriate, to meet current national guidelines or changes to agreed practice specifically at the Choir School and to ensure that Trip Leaders are aware of changes in legislation or 'best practice' that may affect the planning and organisation of Educational Visits;
- to review systems and monitor practice and make recommendations for change, where appropriate;
- to identify staff training needs relating to the organisation of Educational Visits and ensure that all Trip Leaders receive regular Trip Leader training;
- to ensure that the allocation of staff is applied consistently;
- to ensure that medical and first aid issues are addressed;
- to ensure that individual activities and visits are reviewed and evaluated and that this process;
- includes reporting of accidents and incidents, complying with Employer requirements and;
- Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR);
- to ensure that policies and procedures are reviewed regularly. A review should follow any serious incident or systems failure;
- to establish a list of multiple 24/7 Emergency Contacts who have suitable trip experience, training and status and ensure their availability for every visit;
- to ensure Trip Leaders have the financial support/capacity to deal with unforeseen or emergency situations;
- to ensure that there has been pre and post trip meetings between the Trip Leader and the EVC and a handover meeting to the lead Emergency Contact for the trip.

### **3.6 Trip Leader**

The Trip Leader will have overall responsibility for the supervision and conduct of the visit and will have regard to the health and safety of the group. The Trip Leader will have been appointed or approved by the Headteacher or EVC. The Trip Leader will:

- obtain the Headteacher's prior agreement before any off-site visit takes place and, as appropriate, the completion of any other forms in accordance with the School's Educational Visits Policy;
- follow the relevant regulations, guidelines and School policies;

- ensure there is a named Deputy for the trip;
- ensure that all trip staff are aware of the Management of Crises or Disasters Policy and be clear about a trip specific Emergency Action Plan should something unforeseen occur, which will include the roles and input from external providers (if relevant);
- ensure that parents are given sufficient information in writing, regarding proposed trips and, if appropriate, they are invited to any briefing sessions;
- undertake and complete the planning and preparation for the visit including the briefing of group members and parents, including completing a comprehensive risk assessment for all activities to be undertaken on the trip;
- ensure that the school has the most up-to-date information in regard to pupils taking part in the trip and methods of communication;
- ensure there are contingency arrangements in the event of unfavourable weather conditions, transport breakdown, other failure or in the event of a pupil having to be sent home;
- be aware of insurance procedures;
- ensure there are adequate safeguards so that this will not compromise group management, if the staff team includes someone with a close relationship to a member of the group;
- ensure that safeguarding issues are addressed as prescribed in the school's S11 Safeguarding Policy;
- ensure that informed parental consent has been obtained as necessary. Where appropriate, and specifically for residential trips overseas, this will include a registered parental meeting/briefing;
- make sure there is access to first aid at an appropriate level, which is likely to include an up to date First Aider for each trip;
- evaluate all aspects of the visit, both during and after the event;
- report any accidents, incidents or near misses;
- ensure that recruitment checks are in place for all persons involved;
- ensure that additional communicable disease and winter sports cover is in place if relevant.

### **3.7 Teachers and Non-Teacher Adult Volunteers**

Teachers and Non-Teacher Adult Volunteers on school-led visits act as employees of the Governing Body, whether the visit takes place within normal working hours or outside those hours, by agreement with the Headteacher.

Teachers and Non-Teacher Adult Volunteers (i.e. persons over the age of 18 years who are not employees of the School but who accompany or take part in trips and visits) whether or not acting as a supervisor will assume a duty of care towards school employees, pupils, other children and Non- Teacher Adult Volunteers who are on the trip or visit. They will do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances. They will comply with the instructions of the Trip Leader who will have sole charge of the visit and the implementation of the detailed Risk Assessment for the trip. They will have read the detailed Risk Assessment for the trip before departure of the trip or visit and comply with it.



The use of Teacher and Non-Teacher Volunteers on school-led visits will comply fully with Westminster Abbey Choir School recruitment and safeguarding policies.

### **3.8 Non-Teacher Adult Volunteers**

Non-Teacher Adult Volunteers will follow the instructions of the Trip Leader and teacher supervisors and help with control and discipline. A Non-Teacher Adult Volunteer should not be left in sole charge of pupils unless/except where either:

- an enhanced DBS disclosure check and other requisite compliance checks in accordance with the ISI guidelines have been completed and received by the school and is considered to be satisfactory, and it has been previously agreed as part of the Risk Assessment for the trip or visit that the Non-Teacher adult volunteer may be placed in sole charge of pupils;
- or in exceptional circumstances that may be determined to be an emergency by the Trip Leader or a teacher supervisor and when appropriate authority has been sought and obtained from the Headteacher or member of the Senior Management Team emergency contact, a Non-Teacher adult volunteer may be placed in sole charge of pupils;
- Non-Teacher Adult Volunteers must report to the Trip Leader or teacher supervisors any concern about the health or safety of pupils at any time during the visit;
- be aware of potential conflicts of interest if their own children are members of the group and discuss this beforehand with the Trip Leader.

Non-Teacher Adult Volunteers who accompany or take part in trips and visits which involve an overnight stay must have an enhanced DBS disclosure check and other requisite compliance checks in accordance with the ISI guidelines which have been completed and received by the school prior to the departure of the trip or visit and is considered to be satisfactory and included in the detailed risk assessment for the trip or visit.

Trip organisers should be aware of the time required (which is normally around 4 or 5 weeks and may be a matter of months) to obtain a satisfactory enhanced DBS disclosure.

Non-teacher adult volunteers accompanying a trip will receive a briefing from the Trip Leader or member of the Senior Management Team and will be required to sign a document stating they have received this advice.

### **3.9 Responsibilities of Pupils**

The behaviour of pupils taking part in the individual visit is the responsibility of the Trip Leader. The Trip Leader will make it clear to pupils that they must comply with the school rules which govern the trip and any other duties or responsibilities as outlined by the Trip Leader. A pupil whose behaviour may be considered to be a danger to himself or herself or to the group may be stopped from going on the visit. In addition to any formal sanction that may be imposed, the school reserves the right to withdraw a pupil from any activity/trip where there are concerns about a pupil's

trustworthiness. In such circumstances, there will be no refund due of monies paid towards the activity/trip.

### **3.10 Parents**

The Trip Leader will ensure that parents are given sufficient information in writing and are invited to any briefing sessions (for overseas residential trips), so that they have full information about the visit and are able to make an informed decision as to whether their child should go on the visit. This should include proposals for alternative activities where, for example, adverse weather conditions prevent the intended activity taking place. Reasonable adjustments will be made for disabled children.

The Trip Leader will also inform parents as to how they can help prepare their child for the visit, the arrangements for sending a pupil home early (for which parents will normally be required to meet the costs of such arrangements) and arrangements for communicating with parents (including emergency arrangements).

Parents are responsible for providing their child with a health insurance card. If parents have a UK European Health Insurance Card (EHIC), it will be valid until the expiry date on the card. Once it expires, they will need to apply for a Global Health Insurance Card (GHIC) to replace it. The GHIC lets you get state healthcare in Europe at a reduced cost or sometimes for free. GHIC and EHIC do not replace travel insurance. The school cannot apply on the parents'/pupil's behalf. This can be applied for on-line, by phone or by post. See <https://www.gov.uk/global-healthinsurance-card>.

## **4. Equal Opportunities and Inclusion**

Westminster Abbey Choir School is an inclusive school. The challenge is to make activities available and accessible to all who wish to participate or are required to take part. This is to be achieved whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture. The school will make reasonable adjustments for pupils with any type of disability, learning difficulty or medical need/condition to enable their participation on Educational Visits, whilst maintaining the safety of everyone in the group.

Special needs of any kind, including such medical conditions as sleepwalking and epilepsy, will be taken into consideration in the risk assessments and planning undertaken in advance of the trip or visit and appropriate measures to address the risk identified.

Westminster Abbey Choir School recognises that there are significant factors to be managed that may override other considerations. Our risk assessments are within the context of the school's S07 Equality, Diversity and Inclusion policy.

Where reasonable adjustments are not possible to enable a pupil with a disability or learning difficulty or medical need/condition to participate in a trip or visit, that pupil might not be permitted to take part in that trip or visit.

## **5. Risk Management Procedures**

Risk assessment is an essential part of fulfilling health and safety responsibilities. Risk assessments must be completed for all activities undertaken on the trip, the outward and homeward journey and any periods of free time.

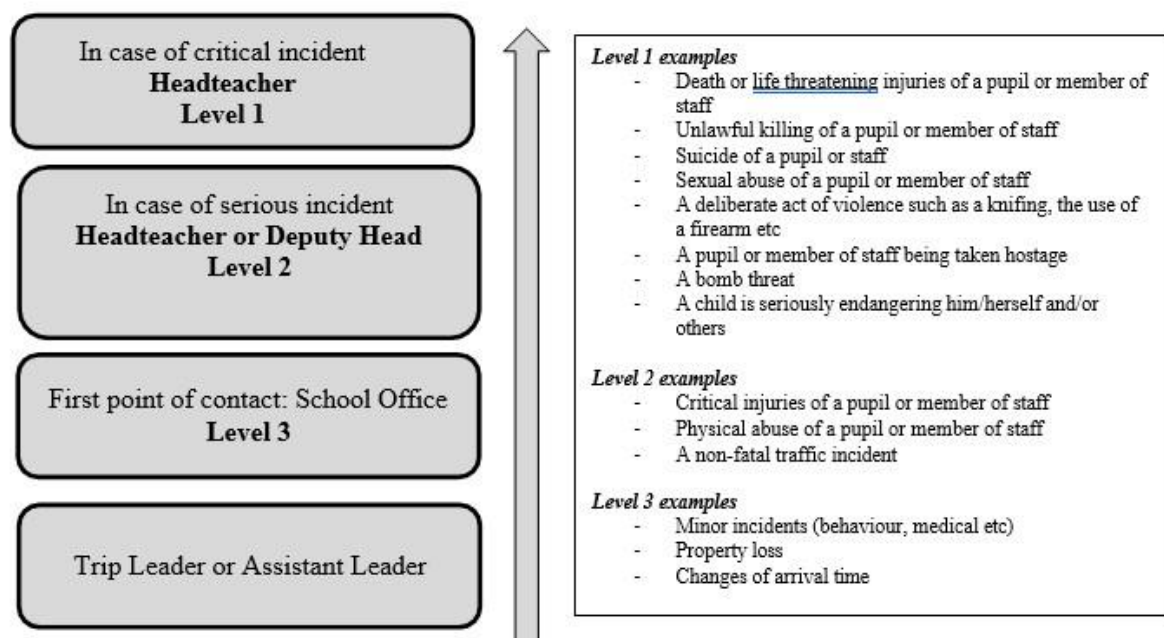
## **6. Ratios**

There are no exact staffing ratios for school trips. The trip leader must ensure that the staffing for a trip is 'reasonable'. This depends on the age, gender mix, ability and behaviour of the pupils involved. It will depend on the type of activity undertaken, the nature of the journey and the type of accommodation if the trip is overnight. The competence of the adults supervising a trip must also be considered, together with the need for first aid cover.

For residential/overnight trips, there will be a minimum of two adults.

The trip leader must carefully assess the risks and consider an appropriate safe supervision level for their particular trip. Trips to remote areas or those which involve more hazardous activities clearly require a higher level of supervision. It is likely that larger groups will be divided into smaller groups and allocated a specific member or members of staff who is responsible for the smaller group.

## Appendix A: Diagram showing Chain of Command in the Event of an Emergency



## **Appendix B: Westminster Abbey Choir School Educational Visits and Trips Procedures Document**

### **1. Trips which do not include overnight stay**

- i. Choose a date in consultation with the Headteacher.
- ii. Try to avoid clashes with music lessons and avoid any choir commitments.
- iii. Decide on the priorities of the trip.
- iv. Discuss outline and possible staffing requirements with the Headteacher and obtain their agreement.
- v. See that the date is entered in the school diary.
- vi. The Headteacher will decide whether or not it is necessary to seek parental permission. In general, unless the trip involves additional expense, is to take place outside school time or it involves an activity which might be considered especially hazardous, parents will simply be informed about it, either on the school calendar or in the weekly newsletter, their blanket permission having already been obtained via the parents' contract. If permission is required, prepare a letter to parents giving details of the trip and include an electronic form for their response. A draft should be shown to the Headteacher. Consent forms should be returned to the office.
- vii. Plan the trip in detail. You will need to have considered staffing, transport, communications, refreshments, costs involved, medication to be taken, first aid, resources, the nature of the activity and any specific risks or dangers. If the trip involves public transport, or if it involves specific risks not generally associated with the normal timetable, the organizer will need to complete a risk assessment form. The completed form should be given to the headteacher at least 48 hours before departure. If the trip is to take place within normal class time and it involves a regular activity, a simpler form is used.
- viii. Check with Matron whether any boys suffer from medical conditions for which additional support may be required.
- ix. Book any transport required checking that there is a qualified driver available if using the school minibus.
- x. On departure, ensure that the office has a copy of the Risk Assessment which includes clear details of all participants (pupils and staff).
- xi. Check you have a school mobile phone together with necessary contact numbers. Take some extra cash for unforeseen emergencies. This can be organised through the School Business Manager. If the Headteacher is accompanying the trip, they have a School Credit Card.

### **2. Trips involving overnight stays**

These trips will require even more careful planning. In addition to the above, staff, and then the headteacher, will need to be satisfied that the following issues have been addressed:

- i. Parents have given their consent
- ii. Accommodation meets the school's standards and those laid down in the National Minimum Standards for Boarding Schools.

- iii. There are appropriate provisions in place for safeguarding.
- iv. There are adequate provisions for the safety and protection of boys especially at night.
- v. There is satisfactory medical cover.
- vi. There is adequate insurance in place including medical cover (e.g. GHIC or its replacement if travelling in Europe or Worldwide).
- vii. All members of the party have valid passports (if overseas)
- viii. A performing licence has been obtained if required. ix. That there are adequate safeguards in the event of an emergency.
- x. A full assessment of risks has taken place.

### **3. Staffing Ratios**

Consult with the Headteacher but the normal recommendations will be at least 1:10 for ages 8-10 and 1:15-20 for ages 11 and over in this country; at least 1:10 for all ages if travelling abroad. These ratios may need to be more generous depending on the activity involved and/or the means of transport used. In general, at least two members of staff will normally accompany a party on out of school trips.

At least one member of staff must have had basic First Aid training within three years. In the rare situation in which volunteers or parents are used, the Headteacher will ensure that relevant safer recruitment checks including DBS have been made and recorded where such adults will have unsupervised access to boys, or where an overnight stay is involved.

### **4. General Protocols**

When travelling on foot, boys will normally walk in 'crocodile' – a member of staff at front and rear. When crossing roads always seek a controlled crossing point where possible and never allow boys to cross on a red pedestrian light.

If boys need to use a public lavatory while they are away from school, they should never do so singly but another boy should go with them, a member of staff being closely in attendance normally just outside.

If boys are required to change clothes, for a sports activity for example, they should be chaperoned by school staff especially if changing in a public changing room. If staff themselves need to change, they should do so in alternative accommodation, or once the group of boys has left the changing room.

The most important item of equipment to take is a mobile phone to allow contact for assistance, if necessary.

In general, boys should never be allowed to wander off singly. They should always remain within a group.

### **5. Transport**

The minibus is probably the best form of transport for trips in this country. It may only be driven by those who are appropriately qualified to do so. The School Business Manager is the member of staff responsible for overseeing the use of

the vehicle, and they are responsible for arranging tax, insurance, MOT and servicing. Individual drivers are to satisfy themselves that the vehicle is safe to drive (visual inspection of lights and tyres), and that passengers wear seatbelts at all times while the vehicle is in motion. The driver is responsible for the good behaviour of all passengers. Any defects of the vehicle should be reported immediately to the School Business Manager or, in their absence, to the Headteacher.

Reputable private coach companies offer good service. Staff organising trips should consult the Headteacher to ensure that we are satisfied with their policy of safety and care. The member of staff in charge must ensure that seatbelts (where fitted) are used while the vehicle is in motion.

Only in special circumstances and with the agreement of the Headteacher may private cars be used. If this is the case, it is important that staff check that their private car insurance is valid for business use and that they have completed the school's insurer's driver declaration (available from the School Business Manager). Staff are also advised to avoid any situation which could give grounds for an allegation against their professional conduct. They should avoid a situation where an individual child might be alone with them in a vehicle, for example. See also: S35: Interaction with Pupils – Guidance for Staff.

If taxis are used, a known adult (checked with DBS) must travel in each car.

Public transport may also be used, but staff will need to ensure adequate staffing and supervision. The teacher in charge should make sure that all children are aware of the need to follow instructions, and of what to do if they become separated from the group.

(The normal procedure on public transport will be for all children to be in a supervised compartment of the vehicle, for all children to be aware of the destination stop, and that a child becoming separated from the group will remain where he is, until reunited with school staff, reporting where possible to a member of the transport staff.) In the event of a child being left on a train after the remainder of the party have alighted, he should be instructed to inform a conductor as soon as possible and follow the protocols in Appendix C. If travelling on the underground, he should alight at the next stop and wait there to be collected.

## **6. Preparing Pupils**

It is important for staff taking a trip thoroughly to prepare the pupils, paying attention in particular to any safety issues and any activities demanding particular behaviour. They should consider any special medical needs. Pupils should understand the purpose of the trip and they should be alerted to any likely risks and told what to do in the event of an emergency.

## **7. Communication**

Each accompanying adult will carry a mobile phone with details of telephone contact numbers for each the other staff present and a contact number for school. Details of mobile phone numbers will be clearly stated on the risk assessment form.

## 8. Medical Care

On an overnight trip a Matron will often accompany the group. If so, they will take responsibility for medical care. If a matron is not present the organiser of the trip will designate a qualified First Aider to be responsible for boys' medical care. The trip organiser may seek advice by telephone from the matron at school, but in an emergency, they should not delay in referring to a local GP or hospital. If the trip is an overseas one arrangement for emergency medical care will have been made in advance and details included in the risk assessment. All parents have already given their consent to emergency medical care. The following is an extract from the Parents' Handbook:

*"Whenever possible we will obtain the specific consent of parents before arranging medical treatment for boys. If it is impractical to obtain that consent, for instance because of a lack of time, the school may arrange treatment including operations with anaesthetic if it is in the best interests of the boy to do so."*



## **Appendix C: Protocol for a child left on an overground train or separated from the group**

### **1. Stay Calm and Stay Put:**

- The child should remain calm and go to the pre-arranged meeting point. If they cannot recall where this is, they should stay in a safe, visible location or go to an attraction's designated visitor information point if there is one.
- If on a train, they should stay in their seat or move to a designated meeting point, such as the train's information point.

### **2. Contact an Authority Figure:**

- The child should approach a train conductor, station staff, or any uniformed personnel for assistance.
- They should explain the situation clearly, providing details such as their name, school, and the destination of the trip.

### **3. Use Emergency Contact Information:**

- The child should use any provided emergency contact information to reach out to their teacher or school.
- If they have a mobile phone, they should call the emergency contact number provided by the school.

### **4. Follow Instructions from Authorities:**

- The child should follow the instructions given by the train or station staff.
- They should stay in a safe location until they are reunited with their group or an authorised adult.

### **5. Stay Visible and Safe:**

- The child should avoid leaving the train or station unless instructed by a trusted authority figure.
- They should stay in well-lit, populated areas to ensure their safety.

### **6. Reunification Plan:**

- Follow the school reunification plan, detailing how the child will be safely reunited with the group.
- This plan should include designated meeting points and contact procedures.

### **7. Reporting to School Authorities:**

- Once reunited, the incident should be reported to the school authorities immediately.
- The school should document the incident and review the protocol to prevent future occurrences.

If a pupil is on an Underground Train, due to the high frequency of services, they should alight at the next stop and wait on the platform for a group leader to return to collect them.

## Appendix D: School Reunification Plan in the event of a child being separated from the group

### 1. Immediate Response:

- **Identify the Missing Child:** As soon as a student is identified as missing, the supervising teacher or trip leader should immediately notify all staff and initiate the reunification plan.
- **Contact Authorities:** Inform local authorities (e.g., train station staff, police) and provide them with the student's description and details.

### 2. Communication:

- **Notify School Administration:** The trip leader should contact the school administration to inform them of the situation.
- **Emergency Contacts:** Use the emergency contact information provided by the parents/guardians to notify them of the situation and keep them updated.

### 3. Designated Meeting Points:

- **Pre-Arranged Meeting Points:** Establish pre-arranged meeting points at key locations (e.g., train stations, landmarks) where students can go if they get separated.
- **Clear Instructions:** Ensure all students are aware of these meeting points and understand the importance of staying there until help arrives.

### 4. Staff Roles and Responsibilities:

- **Supervising Staff:** Assign specific staff members to stay with the main group while others search for the missing student.
- **Search Team:** Designate a search team to look for the missing student, starting from the last known location and expanding outward.

### 5. Safety Measures:

- **Stay in Safe Areas:** Instruct the missing student to stay in a safe, visible location and to approach uniformed personnel for assistance.
- **Avoid Leaving Premises:** Advise the student not to leave the train station or designated area unless accompanied by a trusted authority figure.

### 6. Reunification Process:

- **Verification:** Once the student is found, verify their identity and ensure they are safe and unharmed.
- **Reunite with Group:** Arrange for the student to be safely reunited with the group or an authorized adult.
- **Transportation:** If necessary, arrange transportation for the student to return to the group or school.

### 7. Documentation and Review:

- **Incident Report:** Document the incident in detail, including the time, location, actions taken, and outcome.
- **Review and Improve:** Conduct a review of the incident to identify any areas for improvement in the reunification plan and update policies as needed.

### 8. Support for the Student:

- **Emotional Support:** Provide emotional support and reassurance to the student after the incident.
- **Follow-Up:** Follow up with the student and their parents/guardians to address any concerns and ensure their well-being.