



DENBIGH SCHOOL



# Denbigh School

# Educational Trips and Visits Policy

## 2025

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*Publication on website			
Trust website		School website	
1	Statutory publication	A	Statutory publication
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**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO.  Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate. E.g. Anti-bullying	Approved by Local School Board.

## 1. Overview

- 1.1 As a School we believe that safely managed educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum. They offer opportunities to extend the learning of our students and enrich their understanding of themselves, others, and the world around them. They can be a catalyst for improved personal performance and promote a lifetime interest.
- 1.2 Denbigh School encourages all forms of educational visits:
- 1.2.1 **Curricular** – to support the delivery of the curriculum and to enrich the academic curriculum beyond the minimum requirements.
  - 1.2.2 **Extra-curricular** – activities that fall outside the scope of the normal school curriculum, such as sports fixtures, expeditions, cultural visits, team building etc.
- 1.3 This Policy covers any journey or activity organised by Denbigh School, for a group of students that takes place off the school site. Where any student has a special educational need or a disability that may impact on their attendance on a school trip, Denbigh School will comply with its duties under the Equality Act 2010 (see Appendix 1) in ensuring that due consideration is given to making appropriate reasonable adjustments.
- 1.4 The section on transport aims to ensure a robust and effective process is in place to provide safe journeys for students and staff (and others if applicable) on school trips, journeys and fixtures.
- 1.5 Denbigh School is grateful to all staff who organise and accompany visits, particularly those which take place beyond the school day and those which require residential supervision.

## 2. Categories of Educational Trips or Visits including Supervision Ratios

- 2.1 There are five categories of educational trips or visits:
- 2.1.1 **Category 1: Non-Adventurous Day Visits within the UK**  
Examples of this category of trip include a day trip to a museum, zoo or gardens. The adult to student ratio for this type of trip is: one staff member for every 15-20 students (minimum two adults; unless it is a very small group and has been agreed by the Headteacher).
  - 2.1.2 **Category 2: All Adventurous Activities (residential and non-residential) and Overseas & Residential visits.**  
Examples of this category of trip include a trip (either day or residential) to a Climbing Wall or a Water Sports Park, or a trip abroad, day or residential. The adult to student ratio for this type of trip depends on the activity and must be checked with the School's Educational Visits Coordinator (EVC). It should normally be a minimum of two adults; if it is a mixed party, it is advisable that there should be a minimum of one male and one female staff member. However, this is at the discretion of the Headteacher.
  - 2.1.3 **Category 3: Duke of Edinburgh (DoE) Award Expeditions**  
Follow DfE Guidance and our Direct Licence Centre Agreement.
  - 2.1.4 **Category 4: Sporting fixtures**

These trips tend to be local, frequent and routine and there are often other adults present in a supervisory capacity. The adult to student ratio for these trips is therefore: one staff member to every 20 students (two adults recommended).

**2.1.5 Category 5: Sixth Formers Non Adventurous Day Visit.**

Examples of these trips include a visit to a university or a trip to a London landmark. These trips only involve Sixth Form students. The adult to student ratio for these trips are: one staff member to 15-20 students (minimum of one adult if under 10 students).

- 2.2** For each category of trip there are specific requirements (set out as trip guidelines and available from the School on request) which trip organisers must sign and follow as part of the risk assessment process.

### **3. Roles and Responsibilities**

All visits must first be approved in principle and given clearance by the School Educational Visits Coordinator (EVC) and the Headteacher. All trips and visits involving overseas travel, residential stays and adventurous activities must also receive approval from the Denbigh Local School Board of Governors. Trip leaders are expected to submit detailed plans for authorisation in line with the requirements of the appropriate category of trip or visit. As such, all planned visits pass through several layers of screening before implementation. The roles and responsibilities of the parties involved in Denbigh School's Educational Trips and Visits are as follows:

#### **3.1 Role of Home Contacts**

- 3.1.1** All trips, visits and fixtures that take place beyond the school day will have a home contact from the Leadership Team who will follow the guidelines laid out in the 'Trips and visits: Roles and responsibilities while on the trip: quick summary' document.
- 3.1.2** On all trips, visits and fixtures, staff will also be issued with the Grave Emergency Contacts Document (GEC) as part of the trip paperwork. **See Appendix Two.**

#### **3.2 Role of the Headteacher**

- 3.2.1** To ensure that all trips and visits comply with the School's policies and procedures relating to trips and visits.
- 3.2.2** To ensure that the School's EVC is competent to oversee the co-ordination of trips and activities.
- 3.2.3** To ensure that there are sufficient staff left in school to provide cover.
- 3.2.4** To ensure that in the event of a major incident or accident, robust systems are in place to inform parents, staff and the media.
- 3.2.5** To ensure that serious accidents and near misses are investigated and reported upon.

#### **3.3 Role of the Leadership team member with responsibility for Trips and Visits**

- 3.3.1** To ensure that the School is informed of the progress of visits and that this information is relayed to parents as necessary.
- 3.3.2** To ensure that the activity leader is competent (through experience and/or training) to undertake the activity.

- 3.3.3** To keep an overview of the timing of all educational visits and how they integrate with the school calendar.
- 3.3.4** To ensure that duties towards disabled students under the Equality Act 2010 are complied with.
- 3.3.5** To provide guidance, support and training to staff as required.

### **3.4 Role of the EVC**

- 3.4.1** To check and approve educational visits, prior to final approval by the Headteacher.
- 3.4.2** To ensure that adequate documentation is provided to support the planning and running of trips and activities.
- 3.4.3** To ensure that all off-site visits are thoroughly planned using standardised forms (paper or electronic where appropriate), which have been completed well in advance of the trip itself and before publication of the trip to students and parents.
- 3.4.4** To ensure that all staff are aware of the guidelines.
- 3.4.5** To ensure that trip leaders are competent to lead and supervise a visit.
- 3.4.6** To ensure that Disclosure and Barring Services (DBS) checks are in place as necessary.
- 3.4.7** To ensure that visits have appropriate support ratios and adequate cover for health and safety, first aid, medication and behaviour management.
- 3.4.8** To ensure that the trip leader obtains the consent/refusal of parents/guardians and provides full details of the trip beforehand so that parents/guardians can consent/refuse on an informed basis.
- 3.4.9** To ensure that any reasonable adjustments for disabled students that have been identified and authorised by the Headteacher are put in place as arranged.
- 3.4.10** To organise the emergency arrangements and ensure there is a home contact and GEC contact for each visit.
- 3.4.11** To keep records of individual visits including reports of accidents and 'near misses'.
- 3.4.12** To collate evaluation forms to inform future visits and training needs. Further staff training should be made available where a need is identified.
- 3.4.13** To ensure that all suitable insurance is in place and that parents are clear about the level of cover provided.

### **3.5 Role of the Visit Leader**

The Visit Leader has full responsibility for the safe running of the activity including pre planning and ensuring all participants are aware of their roles. To achieve this the Visit Leader will:

- 3.5.1** Identify the clear purpose and objectives of the visit.
- 3.5.2** Carry out, and provide a record of, a comprehensive risk assessment(s).
- 3.5.3** Arrange briefing visits with students, parents, as appropriate. For high risk, residential and foreign visits, this must include a parents' meeting.
- 3.5.4** Liaise with the School Nurse and, where appropriate, parents to ensure that any specific medical and health issues of students or accompanying staff are taken into consideration within the planning, including sourcing the most appropriate insurance for students' individual needs, including medical conditions.

- 3.5.5** Complete visit documentation and obtain appropriate approval(s) for any off-site visit, however short the duration.
- 3.5.6** Plan the itinerary in such a way to account for all times on the visit, including meals and 'down time'.
- 3.5.7** Plan the itinerary in such a way as to take account of any reasonable adjustments for disabled students that have been authorised in advance of the trip.
- 3.5.8** To continue to monitor the need for reasonable adjustments for disabled students to be made as and when required during the trip.
- 3.5.9** Have prior knowledge of the venue.
- 3.5.10** Inform parents /guardians and seek permission/consent, detailing the nature, purpose and related activities involved in the visit. This information should be sufficient to enable parents/guardians to provide informed consent and access relevant insurance cover, based upon the individual needs of their child.
- 3.5.11** Work out a trip budget that balances, using the calculator provided by the Finance Team.
- 3.5.12** Work with the Finance Team to ensure that parents/guardians are fully informed of the schedule for the collection of payments before bookings are taken – including the creation of a parent pay scheme.
- 3.5.13** Allocate supervisory responsibility to each adult for named students and ensure that each student knows which adult is responsible for them and that all adults understand that they are responsible to the visit leader for the supervision of students assigned to them.
- 3.5.14** Ensure that all adults involved in supervising the visit are aware of the risk assessment(s) and the expected standards of behaviour.
- 3.5.15** Continuously monitor the appropriateness of the activity, the physical and mental condition of the group members and the suitability of prevailing conditions.
- 3.5.16** Inform parents of accidents involving their children which have required no more than first aid treatment.
- 3.5.17** Inform the Cover Manager in good time of any specific need for cover of classes and that other duties and responsibilities are covered.
- 3.5.18** Ensure that on the return from a visit, participants are delivered into the care of a person with parental responsibility, or their representative, unless alternative arrangements have been agreed with parents. (Students may have parental permission to make their own way home).
- 3.5.19** After the visit, the trip leader will notify the EVC and their line manager of any difficulties experienced during the trip, including any near misses and suggested changes for repeat trips.
- 3.5.20** Ensure that if the students are to be unsupervised at any time that the 'unsupervised groups' guidance is signed and adhered to as part of the risk assessment process.

### **3.6 Role of the Student**

- 3.6.1** To facilitate the communication of information between School and home.
- 3.6.2** To be aware of the risk assessments.
- 3.6.3** To know who their supervisor is at any given time and know how to alert him/her if someone is missing or in difficulty.
- 3.6.4** To understand the need to have a meeting place to return to, or an instruction to remain where they are, if separated.

- 3.6.5 To understand and meet the School's expected standards of behaviour both before and whilst on the trip.
- 3.6.6 To be aware that poor behaviour before the trip may result in a student not being able to participate in the trip.
- 3.6.7 To uphold the rules and expectations of the School at all times.

### **3.7 Role of Parents/Guardians**

- 3.7.1 To carefully read all information regarding the proposed visit before giving consent.
- 3.7.2 To work with appropriate contacts at the School to agree an action plan in respect of reasonable adjustments if necessary, for a disabled student to take part in a trip.
- 3.7.3 Provide up-to-date medical and emergency contact details, informing the School in writing of any changes before the visit commences.
- 3.7.4 Make all payments by the deadlines provided, taking note where payments are non-refundable.
- 3.7.5 Inform the School immediately if their child has to pull out of the trip for any reason, honouring any outstanding commitments to further payments.
- 3.7.6 Arrange to collect the student promptly at the end of the trip, unless alternative arrangements have been agreed with the School.

### **3.8 Role of the Denbigh Local School Board of Governors**

- 3.8.1 Ensure that clear procedures exist for the co-ordination and approval of all visits and for their effective and safe management, including appropriate risk management procedures.
- 3.8.2 Provide Local School Board approval for all trips involving residential stays, travel abroad or adventurous activities.
- 3.8.3 Determine and review annually the effectiveness of its procedures for responding to a major emergency.
- 3.8.4 Ensure that there is a Statement of Charges in place detailing how parents will be asked to contribute to educational trips and visits.
- 3.8.5 Ensure that the School is complying with the Equality Act 2010 in terms of access to trips for disabled and SEN students.

## **4. Charging/funding for trips**

All trips and visits should comply with the Denbigh Alliance Trust's Statement of Charges. It is the trip leader's responsibility to ensure that the trip is financially viable, and enough time must be allowed for participants to pay.

## **5. Transport**

### **5.1 Introduction**

This section applies to vehicles owned and operated by the School, the use of hired in transport and the use of privately owned vehicles.

### **5.2 School Owned Minibuses**

- 5.2.1 The School operates two minibuses with up to sixteen passenger seats, operated under a Section 19 Permit for use on a non-hire or reward basis.
- 5.2.2 The School's minibuses undergo regular safety and maintenance checks.

- 5.2.3 The School has arranged motor insurance cover.
- 5.2.4 Only drivers who are eligible under the ‘Licensing Incidental Drivers of the School Minibus’ Statement (April 2006) will be approved to drive the school minibus, subject to age, successful training and driving records and insurability. Staff are required to hold a D1 License to drive the minibus and be insurable. All drivers must have completed MIDAS training within a three-year cycle.
- 5.2.5 All drivers will require the explicit permission of the Headteacher.
- 5.2.6 Drivers are made aware of their obligations and understand that it is their responsibility to ensure the minibus they drive is road worthy and legal, and that they carry out checks prior to commencement of the trip and leaving the school premises. Drivers should follow the guidance set out in the Denbigh School Vehicle Checks Form.
- 5.2.7 The School’s designated drivers are obliged to note any possible defects of the minibus prior to the trip or journey commencing, and if found, must notify the Estates Manager immediately and/or cease commencement of the trip if necessary. No trip or journey should commence if any possible faults are found that may render it a risk to drive and carry passengers.
- 5.2.8 Records will be kept by the School of the company carrying out maintenance and repair to the School’s owned minibuses as evidence of repairs, servicing, and safety checks.
- 5.2.9 **Driving Hours**
  - 5.2.9.1 The following guidance is for staff driving students in the school minibus. It is recognised that staff have discretion in terms of applying the guidance. Staff should balance the need to comply with the guidance with their own assessment of the circumstances they are in. The guidance should only not be complied with if the member of staff believes it is safe and/or practical to do so.
  - 5.2.9.2 Staff should drive for no more than a maximum of four hours continuously, without stopping for a minimum break of 45 minutes.
  - 5.2.9.3 The total aggregate driving time, before a prolonged period of rest is taken, should not exceed 8 hours.
  - 5.2.9.4 A prolonged rest period should normally be a minimum of 10 hours free from driving duties.
- 5.2.10 **Medical fitness to drive**
  - 5.2.10.1 Staff authorised by Denbigh School to drive the School’s owned and operated vehicles are required to:
    - 5.2.10.1.1 Make it known to the School immediately if there is any medical condition that is reportable to the DVLA.
    - 5.2.10.1.2 Provide an annual copy of full driving licence, and notify the School immediately of any driving offences committed.
- 5.2.11 **Emergency procedures**
  - 5.2.11.1 Set out in Appendix 2, is the School’s **Educational Visits and Journeys “In the event of an accident or grave emergency” Plan**, which must be followed in respect of any emergencies or incidents that occur, including those involving a road

traffic collision, pedestrian or passenger injury, or the illness of any member of staff, student or other passenger.

- 5.2.11.2** If a driver or passengers (student, staff or other) become seriously ill during a journey, the vehicle should be diverted to a safe stopping place, and the emergency services called immediately for assistance.

### **5.3 Coach Hire**

- 5.3.1** The School hires in coaches for school trips. The School will only use those transport companies who have a public license to operate.
- 5.3.2** Staff supervising a coach will adhere to the safety guidelines outlined as part of the risk assessment process.
- 5.3.3** The School will ensure that teachers supervising school trips locate where all emergency exits are situated on a coach, and how to use them, also where emergency and safety equipment is stored when boarding the coach.
- 5.3.4** Students under the age of 16 will not be permitted to be placed in a seat next to an emergency exit. Staff supervising coach trips must ensure this is complied with.
- 5.3.5** Teachers will ensure they have relevant emergency telephone numbers with them on each school trip and any medication that a student may require during the trip.
- 5.3.6 Emergency procedures when travelling by coach**
  - 5.3.6.1** In the case of a breakdown or incident, listen to the driver instructions and follow them immediately.
  - 5.3.6.2** If the driver is unable to assist then teachers will evacuate the coach to a safe standing place.
  - 5.3.6.3** If using the rear emergency door, care will need to be exercised as this will be on the off-side of the coach and traffic could be passing. Most emergency exits on coaches will be at least four feet high without steps. The whole party should remain at least 30 meters away from coach after evacuation. If on the motorway, everyone should remain behind the crash barriers.
  - 5.3.6.4** When it is not safe to leave a coach, then the four rear rows of seats should be evacuated moving passengers to front seats even if they have to share. This is to safeguard the passengers in the event that the coach might be hit by another vehicle.

### **5.4 Use of Private Vehicles**

All staff who drive students and staff in their own car must ensure that the vehicle is roadworthy and that they have adequate insurance, i.e. for business use. The driver of the vehicle is responsible for ensuring that passengers wear a seat belt at all times. Vehicles without seat belts must not be used.

### **5.5 Denbigh School Seat Belt Policy**

- 5.5.1** The School requires all students of any age, and all staff and any other passengers and drivers to wear their safety belts in the school owned vehicles, on hired in coaches and in privately owned vehicles.

- 5.5.2** All staff drivers will be made aware of how safety belts must be worn and will check students are belted up correctly before any vehicles leave the School premises and at the beginning of any return journey.
- 5.5.3** Lap belts must be worn tightly over the bony part of the hip. They must never lie across the top of the legs or across the stomach.
- 5.5.4** Lap and diagonal safety belts must be worn so the diagonal section of the belt lies across the shoulder. It must not lie across the face or throat or be placed behind the wearer's back.

## **5.6 Emergency training**

Teachers and staff who supervise school trips and journeys will receive information about how to deal with emergencies via the Grave Emergency Contacts Document (GEC) which is set out in Appendix Two.

## **5.7 Transporting young people on their own**

Students should not travel alone in a vehicle with a member of staff other than in extreme emergencies. In this instance parents or guardians (if available) must be informed of the situation and asked to give permission for that member of staff to transport the young person on their own. Staff must also inform the School (home contact outside of school hours) if they need to do this.

## **5.8 Use of Private Vehicles**

All staff who drive students and staff in their own car must ensure that the vehicle is roadworthy and that they have business insurance. The driver is responsible for ensuring that passengers wear seatbelts at all times whilst the vehicle is in motion. Vehicles without seatbelts must not be used.

## **5.9 Walking**

- 5.9.1** Staff and students must follow the green cross code.
- 5.9.2** When walking as a large group there should be a member of staff at the front and the rear of the party.
- 5.9.3** Wherever possible the crossing of roads should be avoided, where this is not possible a suitable crossing point should be determined by the members of staff who must supervise the students as they cross.

# **6 Alcohol/Tobacco**

No student should be given permission to consume alcohol or tobacco during an official school trip or visit.

On residential trips, under the guidance of the Trip Leader, it is acceptable for a minority of staff to have an alcoholic drink with food providing the remaining staff are fully able to support the needs of the students in their care. Under no circumstances should any member of staff consume alcohol while on a school day trip or visit.

# **7 School Uniform**

It is expected that for non-adventurous activities taking place during the school day, school uniform is worn by students in Years 7 to 11.

## **8 Student Mobile Phones**

As part of the consent letter, teachers outline their expectations about mobile phone use during the trip. During some trips, it will not be appropriate for students to access phones whilst the activity is taking place, but it would be helpful for students to have phones at the end of the event to let their parents know when to pick them up.

## **9 Staff with Children**

Staff with a supervisory role on a school trip are not permitted to take their children unless they are already students at the School who would have been going on the trip.

## **10 Monitoring and Evaluation**

**10.1** The Denbigh Local School Board of Governors will review the School's Educational Trips and Visits Policy annually and will monitor practice through reports from the Leadership Team Lead and EVC as appropriate.

**10.2** The EVC will scrutinise trip evaluation forms and inform the Leadership Team member responsible for trips and visits of any areas of concern.

# Appendix One

## Complying with the Equality Act in respect of students with disabilities

### School Trips General

The School recognises that it has a duty under the Equality Act 2010 to promote access to school trips where a student has a disability, whether or not that student has a statement of Special Educational Need in place. Information should be sought at the outset of the planning process as to whether any student's participation on or enjoyment of a trip may be impacted by a disability. Where a student is identified as having disability reasonable adjustments must be considered to facilitate participation in the activity as well as the securing of appropriate insurance cover depending upon individual needs.

### Medical Information

Information as to the impact that the disability has on the student should be sought from parents at the earliest possible opportunity. Where further clarification as to the student's needs is required it may be appropriate to seek medical advice from the student's G.P or treating physician. This should be done following a conversation with the parent to seek approval for such a referral. The content of the referral letter will vary depending on the situation but is likely to include:

- Request for information about the nature of the student's condition and impact on day to day activities;
- Please outline any measures which have been or are being taken to treat or correct the student's impairment. Can the student undertake the treatment themselves or is assistance required?
- Provide an outline of the activities that will be undertaken on the trip and request whether there are any activities that are not recommended for the student on that basis.
- Reference to the need to consult the School's relevant insurers to ensure appropriate cover is in place.
- Where there are any activities and/or participation in general may be difficult, are there any reasonable adjustments that could assist with reducing the negative impact of the disability
- If so, what adjustments could and should be made.

### Planning

On receipt of medical information a plan should be formulated as to what the potential reasonable adjustments are. Having identified the adjustments steps then need to be undertaken to identify whether it is reasonable to make such an adjustment taking into account cost, impact on other students and any other relevant factors. Provision of auxiliary aids is now part of the duty under the Equality Act for schools therefore consideration needs to be given to this. Some of the adjustments may be identified as only being potentially necessary but should still be investigated in case they are necessary at some stage.

### Implementation

Once reasonable adjustments have been identified a plan should be agreed with the student and parent agreeing what these are and how and when they will be implemented. All discussions need to be conducted sensitively and where there is any dispute medical advice should be sought where possible.

## Appendix 2



DENBIGH SCHOOL

# EDUCATIONAL VISITS AND JOURNEYS

# IN THE EVENT OF AN ACCIDENT OR A GRAVE EMERGENCY

### **In the event of any accident or incident**

- If appropriate, the Trip Leader will call 999.
- Then the Trip Leader will contact the Headteachers PA or Trips co-ordinator if the incident happens during the school day.
- If the incident takes place outside school hours, they should inform the SLT home contact, or the Headteacher (details are on the front sheet).
- The Trip leader should notify one of these parties within 60 minutes of the accident/incident occurring.

### **In the event of a Grave Emergency**

- The Trip leader will call 999
- The Trip Leader will assume immediate authority for informing the Grave Emergency Contact using the contact details on the trip front sheet.
- The Grave Emergency Contact (GEC) will be the Headteacher, the Deputy Headteacher, or for World Challenge, a governor of the School.
- The Grave Emergency Contact (GEC) will assist the Trip Leader to manage the situation and may call upon more support.
- The Trip Leader will assume the role of Incident Location Team Leader unless or until the GEC sends someone to take over this role. The role of party leader should be delegated to the deputy trip leader.

### **Role of the Trip Leader/Incident Location Team Leader**

- Ensure that all members of the party have been accounted for.
- Delegate to the Deputy Trip Leader or a responsible adult responsibility for the care of the uninjured members of the party and protect them from the media.
- Report the incident to the GEC who will assist in managing the situation.
- Set up an incident log to be maintained throughout the emergency documenting all decisions, actions and conversations that take place. This should include names and contact details for each person the Trip Leader makes contact with. An example log is set out in IL1/03.
- Record as much information as possible about the incident on the Incident Report Form (IRF/03).
- Continue throughout the incident to seek further details including how and why it happened, so far as can be established at that stage. Any information should be passed onto the GEC.
- Be contactable by the GEC at all times via the telephone and act upon instructions from him/her.
- Retain all equipment involved in the incident in an unaltered condition -unless it is required by the Police
- Agree with the GEC when all members of the party should contact their parents and what they will say to them.

- Do not make any public comments or speak to the media about the incident unless directed to by the GEC.
- Begin to make appropriate arrangements for those not injured to return home in liaison with the GEC. The GEC will advise the Trip Leader about whether the students should be brought home to the School or to another location.
- Arrange to visit the injured in hospital and to obtain the necessary documentation from the medical authorities, e.g. case histories, including x rays, certificates indicating how the injured may travel home and death certificates.
- Obtain receipts for all expenditure connected with the incident.

### **Role of the Grave Emergency Contact**

- Upon notification of a grave emergency the GEC will assume responsibility for assisting the Trip Leader/Incident Location Team Leader in managing the situation. The GEC will call on more support if this is felt necessary.
- The GEC should ensure that the following information is established as quickly as possible:
  - The name and telephone number of the person who made the grave emergency call, usually the Trip Leader.
  - The name of the group involved and whether all parties are accounted for.
  - The nature, date, time and location of the incident.
  - Details of any injuries to members of the party and any hospitals that members of the party have been sent to. Establish whether any members of staff have accompanied injured parties to hospitals.
- Names and telephone numbers of parties involved at the location of the incident.
- If necessary, the GEC should arrange for the names and contact details of those involved in the incident to be established from school records.
- The GEC should review the initial information received and establish the following in liaison with the Incident Location Team Leader:
  - Whether it is necessary for a Senior member of staff to be sent to the site of the incident.
  - When and what contact will be made with parents/guardians/relatives.
  - Arrangements for uninjured students to return home including an assessment of whether they should be sent home to the School, or to an alternative location.
- The GEC should ensure that the Incident Location Team Leader is completing a written log and request that all members of the party write a short account, when appropriate, of the incident.
- The GEC should decide upon a strategy for dealing with media enquiries and remind all parties involved that under no circumstances should the names of any casualty be divulged to the press.

# INCIDENT REPORT FORM

<b>Leaders Name:</b>		<b>Location:</b>	
		<b>Date:</b>	
		<b>Time:</b>	
<b>Date/Time of Incident:</b>			
<b>Location (County/Country):</b>		<b>Precise Venue (Hotel and Contact Tel. No.):</b>	
<b>Location of Incident:</b>			
<b>No of Participants Involved:</b>	<b>Injured:</b>	<b>Fatalities:</b>	
<b>Surname of Casualties:</b>		<b>First Name or Initial:</b>	
<b>Location/Address of where injured were taken:</b>		<b>Telephone Number:</b>	
<b>Other Information:</b>			

# INCIDENT LOG

A member of staff must keep a detailed log of actions and conversations that have taken place. It is best to do this as DEVELOPMENTS occur, not the end of each shift or day.

<b>Incident Log</b>		
Incident .....		
Date:	Time:	Action/Conversation: (To include nature of instructions given; names, addresses, telephone number of each person with whom contact is established)