**AIMS AND OBJECTIVES**

- To enable pupils to derive maximum educational benefit from visits.
- To undergo experiences that are not available within school.
- To ensure pupils always stay safe and healthy.
- To encourage independence, cooperation, collaboration, and collective responsibility, where appropriate.
- To ensure that all pupils, including those with learning difficulties and/or disabilities, receive the maximum benefit from educational trips and that suitable allowances are made for such pupils.

**General**

Children should be able to experience a wide range of activities. Health and safety measures should help them to do this safely, not stop them.

It is important that children learn to understand and manage risks that are a normal part of life.

Common sense should be used in assessing and managing the risks of any activity. Health and safety procedures should always be proportionate to the risks of an activity.

Staff should be given the training they need so they can keep themselves and children safe and manage risks effectively.

**The Law**

The main legislation covering this area is the Health and Safety at Work etc Act 1974 and regulations made under that Act (in particular, the Management of Health and Safety at Work Regulations 1999).

The employer (the governing body in the case of The Lyceum School) is responsible for health and safety, though tasks may be delegated to staff.

Employees also have a duty to look after their own and others' health and safety.

Employers, school staff and others also have a duty under the common law to take care of pupils in the same way that a prudent parent would do so.

**Duties as an employer**

Under the Health and Safety at Work etc. Act 1974, the employer in a school must take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. This applies to activities on or off school premises.

Regulations made under the Health and Safety at Work etc. Act 1974 set out in more detail what actions employers are required to take. For example, the Management of Health and Safety at Work Regulations 1999 require employers to:

- Assess the risks to staff and others affected by school activities in order to identify the health and safety measures that are necessary and, in certain circumstances, keep a record of the significant findings of that assessment.
- Introduce measures to manage those risks (risk management);
- Tell their employees about the risks and measures to be taken to manage the risks.
- Ensure that adequate training is given to employees on health and safety matters.

The Lyceum School has a separate Health and Safety Policy.

The school's Educational Visits Coordinator is Sara Taggart but the overall responsibility for approving all out of school visits remains with the Bursar.

**TYPES OF VISITS**

At present, annual trips at The Lyceum School include the following visits, which fall into various types:

**a) Local trips to places of cultural interest**

- Theatre trips (Reception -Year 6);
- Museum and Exhibition trips

**b) Forest School**

In Reception, children have the opportunity to visit Shoreditch City Farm.

- Forest School builds on the natural instinct to learn that everyone is born with
- It offers opportunities for pupils to make choices and take risks
- It encourages curiosity and independence
- It develops children's confidence and self-esteem
- It is child-led and enables children to make choices and take supervised risks
- It allows every child to have a voice
- A high adult/child ratio allows children to undertake new experiences and challenges
- It encourages positive attitudes and behaviour
- It stimulates learning

**c) Residential UK trips**

- Year 3 & 4 Cardfields Activity Centre (2-night stay)
- Year 5 & 6 Isle of Wight Trip (3-night stay)

**d) Residential trips abroad**

- Ypres & Somme World War 1 Battlefields Trip (1 night stay) Bi-annually.
- Year 6 Malaga Trip (4-night stay) Bi-annually.

**GUIDANCE FOR TEACHERS**

## 1. PLANNING

The planning and organisation of all visits, particularly those of a residential nature, must include precautions to protect children from abuse such as racial, sexual, or physical harassment from either adults or other children.

When arranging a visit, the group leader should:

### a) Obtain Authorisation

Consult with the Deputy Head and then check the school events list before deciding on a date. Consider staffing requirements and check with the Deputy Head and Assistant that there will still be adequate staffing in school for classes not going on the trip. Trips should be booked at least a term in advance so that they appear on the school events list and specialist staff can modify their teaching plans. The Deputy must be satisfied that the group leader has experience in supervising the age groups going on the visit and will organise the group effectively.

### b) Trip Pack

The Trip Pack microsoft forms can be found on the S:Drive or the link requested from the EVC. All trip forms must be completed by the Trip Leader and given to the EVC. Risk Assessments are checked by the Trip Leader and printed by the EVC.

All the paperwork is then checked by the EVC (who adds the medical forms, accident forms, coach RA and Parent contact lists) and forms part of the trip pack, as a whole, that is then checked and signed off by the Deputy. The EVC must be informed of all bookings for external and internal trips/events including class speakers.

For all residential trips a further meeting must be held with the Headmaster, the Bursar, the EVC and the Group Leader prior to departure.

### c) Insurance

The group leader needs to complete the relevant part of the Trip Pack to ensure that adequate arrangements for insurance are put into place if required.

### d) Ratios

It is important to have a high enough ratio of adult supervisors to pupils for any visit. The factors to take into consideration include:

- sex, age and ability of group;
- pupils with special educational or medical needs;
- nature of activities;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities;

- requirements of the organisation/location to be visited;
- competence and behaviour of pupils;
- First Aid cover.

Decisions must be made taking the above factors into consideration as part of the risk assessment. Staffing ratios for visits are difficult to prescribe as they will vary according to the activity, age, group, location and the efficient use of resources. However, a general guide for visits to local historical sites and museums, or for local walks, in normal circumstances, might be:

- 1 adult for every 6 pupils in school Years 1 to 3 (under 5s reception classes should have a higher ratio);
- 1 adult for every 10-15 pupils in school Years 4 to 6;
- 1 adult for every 10 pupils for residential trips (subject to on site staffing)
- 1 adult for every 6 pupils for trips abroad.

For trips by bus, there must be 2 adults per bus (this number will be adjusted upwards if necessary according to the needs of the children). On arrival, staff from the event/activity are then included to ensure we fulfil the appropriate adult/child ratio.

Group leaders should assess the risks and consider an appropriate safe supervision level for their particular group. There should be a minimum of one teacher in charge.

In addition to the teacher in charge there should be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly. The same consideration should be given to visits abroad or residential visits. Some non-residential visits with mixed groups will need a teacher from each sex. This guidance is all taken from the DfEE guide to 'Health and Safety of Pupils on Educational Visits'.

Where there is more than one teacher/supervisor a group leader should be appointed who has authority over the whole group. If more than one school is involved, an overall group leader should be identified, usually the person with the most experience in leading such visits.

**e) Staffing**

The group leader should check in advance with SLT to confirm the number and names of staff to be involved, all of which needs to take into account the pupils' safety on the trip and to leave adequate cover/supervision back at school.

**f) Letter to Parents**

Send a letter to parents explaining the arrangements and, if necessary, giving instructions (see section on 'Communication with Parents').

**h) Permission Slips**

Permission slips are completed electronically for all visits and form part of the Microsoft forms "Trip Pack". No child should be allowed to go on the outing without permission from the parents. For residential trips, a permission slip and medical form are required for each child.

**i) Trip details to School Office**

Give list of children going, plus names of accompanying adults and all details of the venue, to the school office.

**j) Catering**

The Catering Manager checks the events list to see when groups are out. If there is any amendment to the events list or if numbers are unclear please always inform her, so that meals can be provided with no unnecessary wastage. The teacher organising the trip should inform the Catering Manager of the number of packed lunches required.

**k) Information for Colleagues**

Inform SLT of the exact timing of the trip. This is particularly important if teaching is required at either end of the day. A list of groups of pupils going out of School, if it is not the whole class, should be supplied to Classroom and Specialist Teachers and the Head of Music to information peri teachers. The Deputy Head should be made aware of bookings to ensure that the school calendar "SOCS" is kept up to date.

**l) Risk Assessment**

All Risk Assessments are held in the trips pack and signed risk assessments should be saved on the S:Drive. The EVC will attach the correct RA and any relevant medical information to the Trip Pack before presenting the pack to the Bursar for approval, at least a week before the date of the trip.

**m) First Aid**

Must be always carried and children with specific first aid requirements must be included within trip paperwork and within risk assessments. (From Sept 25).

**n) Mobile phone**

The school should have a mobile phone which is available for use on trips. Ensure that the school office has the phone number. A personal mobile may be used in an emergency, if the school office is informed of the number. A list of the relevant parents' contact details should be taken by the Group leader. Members of staff may use their personal mobile phones for taking photographs of children on outings but must delete immediately afterwards.

**2. SUPERVISION**

A School party should normally be composed of Lyceum School staff and pupils. Other adults (e.g. parents or spouses) may also be included. These adults should be carefully selected, and ideally, they should be well known to the school and pupil group. Names must be given for clearance to HR well in advance to ensure that everything is correct legally. All trips must have a named group leader (with a deputy), who must be an employee at The Lyceum School.

All accompanying adults must be given explicit advice about their role and responsibilities. Group leaders should carry a list of pupils and adults involved in the visit at all times. Regular headcounting of pupils should take place, particularly before leaving a venue.

## 3. HEALTH AND SAFETY

**General**

The group leader is responsible for carrying out a risk assessment appropriate to the type of trip. Personal and medical information should be collected as required by the nature of the visit. The leader should inform supervising staff of any known health problems, medications, and restrictions, and make sure that they are complied with.

A first aid kit and a mobile phone should be taken on each trip.

Only buses with seatbelts or lap belts will be used.

**Staff & Alcohol**

Some countries and certain organisations prohibit the possession and consumption of alcohol, whether by minors or adults.

It should be noted that it is a potential disciplinary offence for a teacher to be at work
(as they are when accompanying a school trip) when affected by drink (even if not 'drunk' in the everyday sense of the word) or indeed by other substances which may affect their judgement and behaviour (other than those medically prescribed and of which the school is aware) because being in such a state potentially puts pupils and colleagues at risk and may also undermine discipline and good order and perhaps bring the school into disrepute.

Staff who choose to drink alcohol whilst on school trips should remember;

- The core responsibility of staff, who are in loco parentis, must take priority over all other considerations
- Staff must be able to respond in any emergency or unforeseen circumstances, for example during the evening, or where more than one teacher is needed
- The example which pupils take from the behaviour of staff
- The nature and age range of the pupils and the context of the trip
- Any particular factors, such as the presence of guests, younger children, etc
- The possible effect on the school's reputation, including how this may be perceived by others.

In practical terms, where there are several members of staff accompanying a trip, it might be acceptable for staff to have a small glass of wine at dinner, providing another member of staff acts as the 'designated driver', and remains 'tee-total', but who this will be depends on factors such as who has first aid qualifications, who can drive the available vehicles, etc.

**Risk Assessments**

Risk assessments are legal requirements. They involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken, or what more needs to be done. The aim is to ensure no-one gets hurt or becomes ill. The Educational Visits Co-ordinator will review the whole completed Trip Pack and sign off trip packs before they are forwarded to the Bursar.

Risk assessments should explicitly cover how SEND and medical needs are addressed. The programme of the visit, as set out in the risk assessment and consent form, should not be deviated from and should, if necessary, include details of contingency measures.

The group leader is responsible for carrying out the risk assessment for the trip and cannot rely on an external contractor's risk assessment without considering if it can be relied upon as sufficient and suitable. Therefore, any risk assessment by an outside contractor must be obtained when planning the visit.
The written risk assessment, which is the responsibility of the group leader, should be given to the EVC well in advance of the visit, so that he/she can see that effective planning has taken place. The group leader and other supervisors should continually re-assess risks throughout the visit.

Risk assessments should be based on the following:

- What are the hazards?
- Who might be affected by them?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency?

The following factors should be taken into consideration by the group leader when assessing the risks:

- The type of visit/activity and level at which it is being undertaken
- The location, routes and mode of transport.
- The competence, experience, and qualifications of supervising staff.
- The ratio of teachers and supervisory staff to pupils.
- The group members' age, competence, fitness and temperament and the suitability of the activity.
- The SEN or medical needs of children.
- The quality and suitability of available equipment.
- Seasonal conditions, weather, and timing.
- Emergency procedures.
- How to cope when a child becomes unable or unwilling to continue.
- The need to monitor the risks throughout the visit.

**Risk assessments should be communicated to all accompanying the visit, as well as to the Head for approval. It is the responsibility of the Group Leader to ensure that all trip staff read the RA.**

**First Aid**

- A member of staff with a good working knowledge of First Aid will accompany any off-site visits.
- On residential trips, adventurous activities, or trips abroad it is sensible for at least one of the group's staff to be a fully trained First Aider.
- A suitably stocked first aid kit must be taken.
- A person must be appointed to be in charge of first aid requirements.
- On local regular EYFS trips, there is at least one member of staff with Paediatric First Aid training. On other trips, there will be more than one Paediatric First Aider.

**Emergency Procedures**

Teachers have a common law duty to act as a reasonably prudent parent would, so they should not hesitate to act in an emergency, taking life-saving action in an extreme situation.

When a pupil requires hospital treatment as a result of an accident, the group leader should telephone the parents at the earliest opportunity. He/she should also telephone the School to inform the Headteacher, confirming whether contact has been made with the parents. If this has not been possible, the Headteacher (or Deputy Head in his absence) will ensure that the parents are contacted and asked to go to the hospital.

The group leader (or suitable deputy) should accompany the pupil to hospital. If the pupil is a girl, the member of staff accompanying should be female. The teacher in charge must not leave the pupil until the parents or another adult authorised to act on their behalf by the parent or Headteacher reach the hospital. Authorisation for an operation should only be given if the parents or Headteacher (or Deputy Head) cannot be contacted within the time required by the medical authorities for safe or emergency treatment.

In all cases it is good practice for the group leader to make follow-up enquiries with parents on the subsequent condition of the pupil.

The group leader will ensure that they have all the pupils' contact details and permission for emergency medical treatment if the parent cannot be contacted first.

## 4. RESPONSIBILITY FOR THE VISIT, INCLUDING PUPILS' BEHAVIOUR

**Role of group leader**

*To have overall responsibility for the supervision and conduct of the visit and to have regard to the health and safety of the group.*

The group leader will:

- Follow the planning steps set out in section 1 above.
- Appoint a deputy.
- Have regard to any special educational needs of pupils (which includes all pupils with learning difficulties and/or disabilities, whether they have a statement or not)
- Conduct an exploratory visit, where appropriate, to undertake a proper risk assessment.
- Complete a comprehensive written risk assessment for aspects of the trip for which they have responsibility (amend existing risk assessment if venue previously visited and no major changes have taken place since last visit) and ensure all accompanying adults have a copy and know of any foreseeable hazards identified on the pre-visit.
- On arrival at the venue reconsider the key issues raised in the pre-visit and whether anything has changed to alter or cut short the visit.
- Ensure the ratio of adults to children is appropriate.

- Clearly define each group supervisor's role and ensure all tasks have been assigned. Ensure that everyone is aware of and accepts the nature of the responsibilities and roles they will assume, and that they are advised of their position with regard to personal responsibility.
- Be able to control and lead pupils of the relevant age range.
- Ensure that adequate first-aid provision will be available.
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents.
- Consider stopping the visit if the risk to the health and safety of the pupils is unacceptable and have in place procedures for such an eventuality.
- Ensure that group supervisors have details of the school contact number.
- Ensure that group supervisors have details of the pupils' special educational and medical needs which will allow them to carry out their tasks effectively.
- Carry a list of names, addresses, dates of birth and if relevant, a brief medical history of children on the trip.

**Supporting staff should:**

- Follow the instructions of the group leader and help with control and discipline.
- Consider stopping the visit or activity and notify the group leader if they think the risk to the health and safety of the pupils in their charge is unacceptable.

**Non-teacher adults should:**

- Do their best to ensure the health and safety of everyone in the group.
- Not be left in sole charge of pupils except for a short time in clearly defined circumstances where supporting staff are readily to hand, and it has been previously agreed as part of the risk assessment.
- Follow the instructions of the group leader and teacher supervisors and help with control and discipline.
- Speak to the group leader or teacher supervisors if concerned about the health and safety of pupils at any time during the visit.
- Never supervise a party of more than 10.

**PREPARING PUPILS**

**Pupils should:**

- Be given clear instructions that they are to stay in their group within sight of their group supervisor.
- Understand:
  - the aims and objectives of the visit/activity
  - background information about the place being visited
  - how to avoid specific dangers
  - why they should follow specific instructions and rules
  - what standard of behaviour is expected

- what to do if separated from the group
- emergency procedures
- safety precautions regarding transport.

**Pupils with special and medical needs**

a) The group leader should ensure that all accompanying the trip pay full regard to the special and medical needs of all those in the group.

b) Pupils with special and medical needs will be prepared for the trip in a manner appropriate to their understanding so that they fully understand the purpose and benefits of the trip.

## 5. COMMUNICATION WITH PARENTS

**Day Trips**

Once a day trip has been planned the group leader will send a letter to parents containing all the details of the trip. A permission slip is necessary for all school trips.

**Residential Trips and Visits Abroad**

When residential trips and visits abroad are being planned, parents will need information before deciding whether their child will participate. This should include the purpose of the visit, dates and timing, pupils concerned, destination, travel details, accommodation, programme intended, cost, and travel arrangements. A parental permission slip is necessary and should be kept by the group leader. Also, a medical consent form is required showing that the parents agree to their child receiving emergency treatment, if the parent cannot be contacted. All residential trips require a new permission slip signed by one parent.

Information meetings are held for all our residential visits. In the event of a change in the estimated time of return to School, every effort should be made to notify parents, either directly or through the School.

For Residential Trips, parents and pupils sign a Behaviour Agreement.

**Communicating with parents re Residential Trips** Parents should be informed of:

- Date of the visit, location, and its aims
- Times of departure and return and modes of transport
- Size of group and levels of supervision
- Details of accommodation and security
- Provision for SEN and medical needs
- Procedures for children who become ill
- Name of party leader (for residential visit – all accompanying adults)
- Details of activities planned and how assessed risks will be managed
- Standards of behaviour expected

- Details of charges and insurance
- Money to be taken
- Clothing and equipment required
- What they are asked to consent to

## 6. SAFETY AT WATER MARGINS

This section is relevant to learning activities that might take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling in gentle, shallow water. It does not cover swimming and other activities that require water safety or rescue qualifications and equipment.

Additional issues to consider are:

**a)** **If you will be working near water, how likely is it that someone will fall in?** How would you get them out? Could you wade in to get them without putting yourself in danger? If not, you should move to Plan B. *Remember that sudden and unexpected immersion in cold water has a rapid and dramatic effect on the body's systems and will impair the ability to reach safety.*

**b)** **Do you intend your group to get into the water?** Is it appropriate to the purpose of the visit, and what do you expect to do in the water? The group must be able to get in and out easily – find a gradual slope and check that it is not slippery and there is no deep mud or vegetation. Check there are no underwater hazards by wading in using a strong stick for support, ensuring you have a colleague to assist you.

**c)** **Consider the water quality** Water quality can be affected by several factors, such as rainfall and hot weather. Have a look round for obvious signs such as cloudiness in the water, or froth on the surface.

**d)** **Surroundings** Are there cliffs above or below you giving a risk from falling stones, or is there nearby livestock which could enter your area?

**e)** **What is the weather forecast?** Make sure you understand how it may affect your location and activity. Heavy and persistent rainfall (even falling elsewhere)
can vastly alter the situation, making riverbanks slippery, faster and deeper rivers and streams. You may need your Plan B.

**f)** **Tidal conditions** Check with the coastguard when high tide is, where it will reach to, and any strong local currents. The tide may advance more quickly than the group can retreat. Beware steeply shelving shingle beaches. Again, you may need Plan B.

**g)** **Clothing** Wear layers of clothing with waterproof trousers and jacket. Are wellies appropriate? Is sunscreen, hats or long sleeves needed? Make sure the group always keep footwear on. Take some spare clothing and towels.

**h)** **Plan B** Have an alternative (fully checked) plan in case you need to change the activity at short notice.

## 7. SWIMMING IN THE SEA OR OTHER NATURAL WATERS

In-water activities should take place only when a proper risk assessment has been completed and proper measures put in to control the risks. The activities should be formal and supervised.

It is good practice that, wherever possible, group leaders seek out recognised bathing areas that have official surveillance i.e. qualified lifeguard cover. But, even then, group leaders should be aware that pupils might mingle with members of the public and be lost to view. Pupils should always be in sight and reasonable reach of their supervisors.

The group leader should:

- be aware that many children who drown are strong swimmers;
- ascertain for themselves the level of the pupils' swimming ability;
- check the weather;
- be aware of the local conditions – such as currents, weeds, rip tides, a shelving, uneven or unstable bottom – using local information from the lifeguard, coastguard, harbourmaster, police or tourist information office;
- beware of rocks, breakwaters and other potential hazards;
- look out for warning signs and flags: a red flag means it is unsafe to swim; yellow flags mean that lifeguards are on patrol in the area between the flags; a black and white flag means it is an area used by surfers and not suitable for swimming;
- designate a safe area of water for use by the group;
- brief the group about the limits of the swimming area;
- avoid crowded beaches where it is harder to see pupils;
- be aware of the dangerous effects of sudden immersion in cold water;
- be aware of the dangers of paddling especially for young pupils;
- ensure the activity is suitable for the pupils, especially any with special needs or disabilities;
- adopt and explain the signals of distress and recall;
- ensure that buoyancy aids, lifejackets etc. are used where appropriate;
- carry out regular Headteacher counts;
- be aware that it is not always possible to tell when someone is in difficulties.

Supervisors should:

- have clear roles – at least one supervisor should always stay out of the water for better surveillance, even where lifeguards are on duty;
- take up a best position from which to exercise a constant vigilance;
- divide their careful watching between staff who stand in the sea and look landward towards the group and staff who stay on land and watch the group from that vantage point;
- give the children their full, undivided attention;
- always follow the advice or directions of a lifeguard;
- never swim themselves unless it is to help a child in distress;
- not join in any of the children's games;
- ensure that no child is allowed to wade out or swim further than his or her waist height;
- nevertheless, be aware that it is possible to drown in one's own depth, and to act immediately when a child appears to be in difficulties;
- ensure that children leave the water immediately if they get too cold, especially if toes and fingers look blue or feel numb - could suggest the onset of hypothermia;

- recognise that a child in difficulty is unlikely to wave or shout – all of their energies will be in trying to keep afloat.

## 8. ADVENTURE ACTIVITIES

When planning an activity involving caving, climbing, trekking, skiing or watersports, The Lyceum School checks that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004.

Competence in adventure activities derives from a balance of personal experience and related training. Proof must be sought that the leader has suitable and sufficient experience in the activity before it takes place. Different activities have different levels of potential risk, and can be placed in the following categories:

**Category A**
Activities that present no significant risks. These can be supervised by someone assessed to lead this category of visit. Examples are a walk in the park or field studies in environments presenting no technical hazards.

**Category B**
Higher risk or higher profile activities such as walking in non-remote country, camping, cycling, low level initiative challenges. The leader should as a minimum have undergone a familiarisation process or induction specific to the activity. A Basic Expedition Leadership Award or Activity Leadership NVQ may be relevant to show competence. The leader should be aware of the responsibilities that are integral to such leadership.

**Category C**
All activities that fall within the Adventure Licensing Regulations 1996 and other high risk activities, such as high ropes courses, sub-aqua activities, canoeing in placid waters, motor sports. A leader's competence should normally be demonstrated by possession of the relevant National Governing Body Award.

## 9. PLANNING TRANSPORT

The EVC is responsible for ensuring that coaches and buses are hired from a reputable company following receipt of the Trip Pack from the group leader.

The School also ensures that the operators used are licensed with the appropriate public service vehicle operators' licence (PSV).

Only buses with seat belt or lap belts are used.

If the school minibus is used for trips, there will be two members of Manor staff on the mini-bus – the driver and an accompanying adult to supervise the children. The children do not travel in the front seats of the bus. The supervising adult sits in the back of the mini bus with the children, unless the bus is full, in which case the adult sits in the front next to the driver.

If a member of the group uses a wheelchair, the group leader ensures that the buses used have appropriate access and securing facilities.

## 10. STAFF TRANSPORTING CHILDREN TO SPORTS OR OTHER EVENTS

Staff members are not permitted to transport children to or from an event.

## 11. PARENTS TRANSPORTING CHILDREN TO SPORTS OR OTHER EVENTS

Parents are not allowed to transport any other children to or from an event within the school hours.

If a parent transports children out of school hours to or from extra-curricular activities, permission should be obtained from the parents of the children who are travelling in the vehicle.

## 12. INSURANCE

The School has Public Liability Insurance. Additional annual travel insurance is also provided to cover such trips as the occasional Ski Trip. Staff should see the Bursar re the insurance implications of residential trips.

## 13. SWIMMING LESSONS

The Lyceum School uses Mile End Leisure Centre and Bethnal Green Leisure Centre for our swimming lessons.

The teacher in charge holds an STA Level 2 Swimming Coach. There are one or two additional staff on poolside and in the water.

The teacher in charge checks:

- Water temperature
- Water clarity
- Changing facilities for cleanliness and safety
- First Aid equipment
- Emergency exits
- Safe behaviour of all children.

## 14. OFF-SITE SPORTS EVENTS

- The Headteacher must know in advance that a match will be taking place.
- A list of those taking part must be left in the School Office.
- Risk assessments will be in place for:
  - the journey
  - injury to players
  - illness to either staff or players
- Parents must give permission for pupils to participate for each individual match.

## 15. CHARGING FOR TRIPS AND VISITS

All visits, day trips and residential trips are charged for separately.

Some trips and visitors may be subsidised from teaching budgets.

**Reviewed by NW: September 2026**

**Next review: August 2027**