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EDUCATIONAL TRIPS POLICY

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Rationale

Hollywood Steiner School knows that its pupils and the School community, derive considerable benefit from taking part in educational visits, where pupils have opportunities to participate in activities and gain from experiences not available in the normal classroom setting. Such educational visits help pupils to develop a wide range of valuable personal and social skills.

The majority of educational visits take place without incident and it is clear that those involved in planning and managing such visits are already demonstrating a high level of care, competence and safety awareness and Hollywood Steiner School aims to ensure that all educational visits undertaken by their staff conform to best practice.

Principles

Hollywood Steiner Schools Board of Trustees is legally obliged, to ensure the health and safety of its employees and the pupils in their care.

This duty is imposed through occupational health and safety statute, specifically under The Health and Safety at Work (N.I.) Order 1978, and places responsibility upon the Board of Trustees to ensure that their management arrangements in general, (but also those arrangements which encompass specific activities such as educational visits) are adequate to protect the health and safety of all those in any way affected by such employer's undertakings.

The manner in which such arrangements are developed is through the process of a risk assessment, the outcome of which acts as the basis for the staff to establish what needs to be put in place to allow the visit to proceed, in a way which sufficiently manages the risks to which participants may be exposed.

The legal framework to protect children from harm is primarily provided by the Children (Northern Ireland) Order 1995.

- The basic principles of child protection must always be borne in mind when undertaking an educational visit particularly where it includes a residential element.
- The pupil's welfare must always be paramount, and this overrides all other considerations. All pupils have the fundamental right to be protected from harm.
- Pupils have a right to be heard, to be listened to and to be taken seriously.
- Careful consideration must be given to pupils who have special educational needs, as such children may be especially vulnerable.

Data Protection

A range of information is required for the purpose of organising and reviewing an educational visit. A signature on such a form is deemed to be an authorisation to allow the School to process and retain the information for the purpose(s) stated, under the General Data Protection Regulations 2018 (GDPR).

Categories of Educational Visit

CATEGORY 1 Basic

Visits which take place on a regular basis and occur largely within establishment hours e.g. sporting fixtures, swimming pool visits and outings.

CATEGORY 2 One-off day /evening excursions (non-hazardous)

e.g., field study trips, theatre visits, business/education visits, regional sporting fixtures

CATEGORY 3 Residential visits of one or more nights within the UK or Ireland. (non-hazardous)

e.g., visits to residential centres, field centres and school exchanges

CATEGORY 4 Residential visits outside the UK or Ireland (non-hazardous)

e.g., international exchange visits, sporting events, cultural activities and international community work.

CATEGORY 5 Hazardous activities – residential and non-residential as exemplified below:

- Hill walking
- Fieldwork
- Cycling/mountain biking
- Orienteering
- Rock climbing/abseiling
- Caving and potholing
- Kayaking
- Open canoeing
- Windsurfing
- Dingy sailing
- Sub-aqua
- Skiing/snowboarding
- Horse riding
- Angling
- Water-skiing
- Rafting rowing
- Surfing
- Bouldering/gorge walking
- Swimming in open water
- Coastering
- Stand-up paddle boarding

Category 1 and Category 2 recurring and one-off (non-hazardous) visit

- **Step 1 Identification of Educational Visit - Objective**
The School identifies an area or areas of the curriculum for which an educational visit(s) may be an essential or relevant component.
- **Step 2 Approval**
Details of the proposed visit(s) are submitted, by the teacher, on the Educational Visit Approval (EVA) Form to the Headteacher for approval. They should be approved and noted by the Board of Trustees before they proceed.
- **Step 3 Implementing Appropriate Risk Management**
It must be ensured that all visits are organised in accordance with relevant School Policies (e.g., Health and Safety and Child Protection) and knowledge of best practice.
- **Step 4 Informing the Parents**
Parents must be informed about the educational visits their children will participate in. Once parents have been informed of these visits, they must be asked to give their consent in writing.
- **Step 5 Maintaining Records**
Copies of all forms (e.g., EVA Form and Consent Forms) and any other relevant information must be filed at the School.

In the case of an incident/accident occurring, all appropriate documentation from Holywood Steiner School must be completed.

Procedures Step by Step for Visits in Categories 3, 4 and 5

- **Step 1 Identification of Educational Visit - Objective**
The School identifies an area or areas of the curriculum for which an educational visit(s) may be an essential or relevant component.
- **Step 2 Initial Approval**
Details of proposed visit should be submitted by the teacher to the Headteacher for consideration in consultation with the Board of Trustees. The Education Visit Proposal (EVP) should be used for this purpose and any relevant information attached e.g. details of the residential centre to be used. It is the responsibility of the Headteacher in consultation with the Board of Trustees, to decide whether a visit should proceed. It is essential, therefore, that they are consulted at the earliest opportunity. Under normal circumstances, a minimum period of notice of not

less than 4 weeks is recommended. Detailed planning can proceed once initial approval has been granted. Time must be allowed for the collection of monies due from parents for the trip. All parents should be informed that if anyone has an assisted place then they may contact the School bursar regarding the Schools Charges and Remissions Policy, as they may be entitled to partial funding towards the trip.

When all monies are paid in full, the Schools financial procedure policy will then be followed, to book and pay for the trip.

- **Step 3 Completion of Planning Checklist**

The appropriate sections of the planning checklist should be completed by those with key responsibilities for the visit. See EV1 Planning Checklist (pages 27 – 28).

- **Step 4 Briefings**

Staff, volunteers, parents and pupils, must be briefed about all aspects of the educational visit (see Appendix 7). Once parents are fully aware of the visit details, they must be asked to give their consent in writing. The Consent Form (page 29) must be used for this purpose.

- **Step 5 Information Collated**

It is important to gather together all relevant information about the pupils participating in the visit. This must be collated by the group leader and the originals retained by the School. An Educational Visits Group Details Form can be found on page 30.

- **Step 6 Final Approval Secured**

Visits in this category can only proceed once final approval has been secured from the Headteacher and the Board of Trustees. The EVP form must be signed by both the Headteacher and the chair of the Board of Trustees to confirm approval and endorsement of the arrangements for the visit.

- **Step 7 Maintaining Records**

Copies of all forms and relevant information should be filed at the School.

Any changes to the original approved visit must be agreed, as appropriate, prior to the event taking place.

An exemplar Educational Visit Incident/Accident Form can be seen on page 31. This form must be used by accompanying staff to keep a record of the pertinent information required of any incident or accident that occurs during an educational visit.

The group leader must also ensure that all documentation required by the Hollywood Steiner School in relation to any incidents or accidents is completed as appropriate. This must be forwarded to the Chair of the Board of Trustees as soon as is practicable.

Step 8 Evaluation

On return it is important to undertake an evaluation of the key aspects of the visit. The completed evaluation must be forwarded to the relevant personnel and maintained by the School for future reference. A Post Visit Review Form (page 32) must be used for this purpose.

Overview of Planning Process

Whatever the visit it is essential that planning takes place to identify the major issues that need to be addressed.

This involves considering the educational aims, the programme and itinerary to support these aims, the risks that may arise and the measures necessary to reduce these.

The terms risk assessment and risk management are used to describe the process of addressing the risks of any visit/activity and the steps taken to counter them. The process of risk management is paramount in the overall planning of any educational visit.

The following flowcharts will outline the major issues which should be taken into consideration when planning a visit:

- a) Overview of Planning Process.
- b) Planning a Visit – Key Questions.

a) Overview of Planning Process.

Identify/Propose Educational Visit

Submit and outline proposal to Headteacher and the Board of Trustees seeking approval in principle.

Proposals might include:

- purpose of the visit.
- proposed date(s), duration, venue, and activities.
- group – size and age range, staffing.
- resources required, estimate of costs.

[Proposals for longer visits may need to be made well before the start of the relevant academic year.]

Please note that **overseas visits, adventure activities and demanding environments** run by an **independent provider** require the Board of Trustees approval in principle before any contracts are signed.

Planning checklist

- Exploratory visit/detailed research of place of visit.
- Suitability of independent provider.
- Appropriate staffing for the planned visit and group needs.
- Definitive staffing roles and responsibilities.
- Cost of the visit.
- Risk assessment – shared with all leaders and pupils, copy on file.
- Emergency procedures and contact arranged.

Full details of visit to Headteacher and the Board of Trustees

- Details of dates, venue, program/itinerary, risk assessment, emergency procedures, transport, insurance, costs, group membership, staffing.
- Secure final approval from the Headteacher and the Board of Trustees.

Routine visits (Category 1 and 2)

- Inform parents of routine visits and obtain consent.
- Obtain approval from the Headteacher for routine visits –termly or annual basis.
- Brief pupils/sign code of conduct.
- Continue to monitor risks at all times during the visit and be ready to change to a contingency plan if necessary.
- Collate relevant group information.

Residential and visits abroad (Category 3, 4 and 5)

- Information to and from parents.
- Briefing meeting for parents.
- Brief pupils/sign code of conduct.
- Deposits/full payments by parents.

▪ Obtain final approval from Headteacher and the Board of Trustees.

- Obtain parental consent.
- Collate relevant group information.
- Maintain appropriate records.

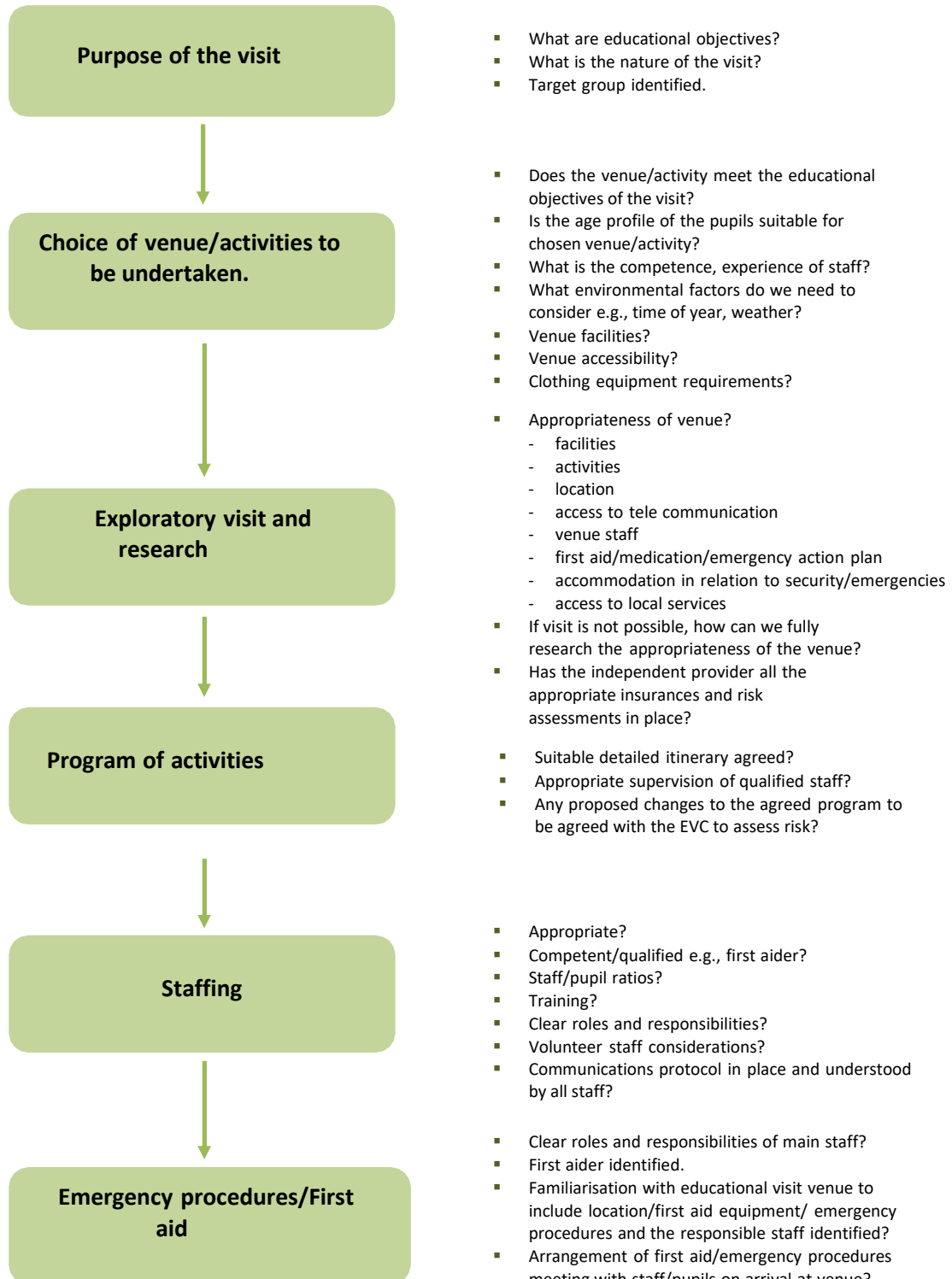
Non-routine day visits (Category 3, 4 and 5)

- Obtain final approval from the Headteacher.
- Obtain parental consent.
- Possible briefing meeting if necessary.
- Brief pupils/sign code of conduct.
- Continue to monitor risks at all times during the visit and be ready to apply to a contingency plan if necessary.
- Collate relevant group information.
- Maintain appropriate records.

- Continue to monitor risks at all times during the visit and be ready to change to contingency plan if necessary.

- Complete evaluation report.

b) Planning a Visit – Key Questions.



Immediate access to parental consent form information (telephone numbers etc.) for all pupils but especially for those with medical conditions

Risk Assessment

Educational visits cannot be entirely risk-free. The aim, therefore, must be to contain risks within acceptable levels. Effective risk management will enable new experiences and will maximize the impact of educational visits.

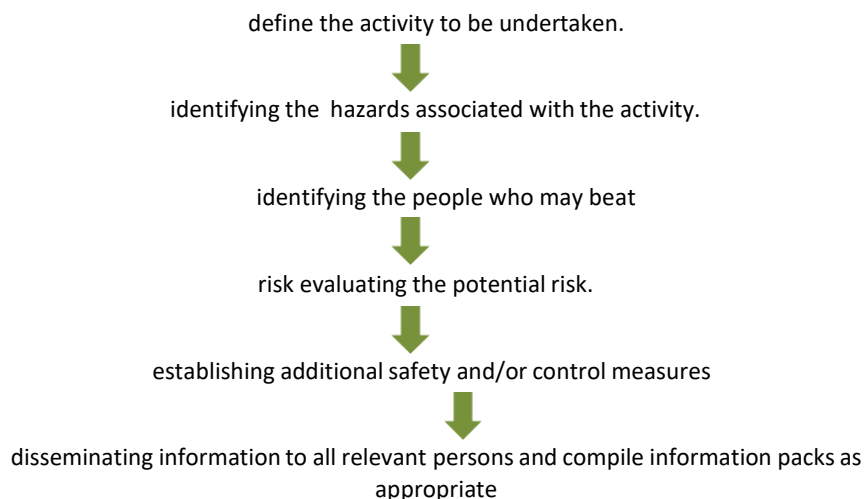
Care must be taken not to expose the pupils to unacceptable physical or psychological risk, particularly on those occasions when the educational visit aims to exercise the individual's sense of adventure. Fundamental to the planning process of any educational visit is the process of risk assessment.

Risk assessments enables the School to make a reasoned judgement about the level of risk involved and what actions need to be taken to reduce the risk to an acceptable level which permits the visit to go ahead.

This is achieved by either:

- eliminating the identified hazards altogether: -
for example, by choosing not to use a water sports centre if the centre staff do not possess current life-saving qualifications or
- managing hazards by introducing effective control measures: -
for example, by ensuring that participants are led by competent and experienced instructors when participating in adventurous activities.

Risk Assessment comprises the following steps:



The vital issue is whether the risk can be managed. If there are doubts that the risk is manageable, then it is advisable to change the activity and/or the location. Where there is considerable concern as to the outcome, it is better to abandon and redesign the educational visit than to expose pupils to an unacceptable level of risk.

Teachers must fully record their risk management decisions on paper.

The teacher should understand that **risk assessment is a dynamic process** and therefore must carry out on-going risk assessments during an educational visit and ensure that appropriate action is taken as necessary e.g., cancelled public transport, pupils or staff illness, closed venue, adverse weather conditions.

The ability to re-assess and manage changing risks whilst the visit is taking place is a key element of the competence for leaders of educational visits.

Supervision and Staff Ratios

Supervisory roles must be closely aligned to the roles and responsibilities undertaken by staff on a visit. Pupil to staff ratios for educational visits are not prescribed in law. Those planning visits, on the basis of risk assessment, must decide the ratios by taking into account the range of variables which are determined through **an informed risk assessment**.

Supervision ratios should relate to:

- the category of the educational visit.
- the specific educational objective(s)
- the outcome of a risk assessment.

On the basis of the risk assessment, it is likely that additional supervision may be required, particularly in relation to categories 3, 4 and 5 with reference to residential visits and hazardous activities.

The risk assessment may include the assessment of individual pupils, and those with behavioural considerations, or those in receipt of a medical care plan. This will have a direct influence on supervision ratios.

The key factors which must be taken into consideration in the establishment of appropriate ratios are as follows:

- nature and location of activities to be undertaken.
- age and ability of the group.
- pupils with special educational and/or medical needs.
- day visit or overnight stay.
- mixed or single gender group.
- experience of supervisory staff in off-site supervision.
- duration and nature of the journey type of any accommodation.
- competence of supervisory staff, both general and in relation to specific learning activities.
- requirements of the organisation/ location to be visited.
- competence and behaviour of the pupils.
- prevailing weather conditions and time of year.
- duration and location of planned activities.
- first aid cover.

The following issues should also be considered when establishing ratios:

- Under normal circumstances in post primary schools and where it is possible in primary schools, at least one male and one female leader should accompany mixed sex groups, where an overnight stay is involved. Where this is not possible, parents must be made aware and give their consent to the proposed arrangement prior to the visit.
- Arrangements must be made to ensure that appropriate ratios are maintained if a staff member needs to leave the group e.g., to accompany a pupil to hospital, escort a pupil home, personal illness or attend to a personal emergency.

Supervision can be close or remote, but it is always for the duration of the visit.

- Close (direct) supervision occurs when the group remains within sight and contact of the supervisor.
- Remote (indirect) supervision is planned and is subject to stringent controls, while the group is not necessarily within direct contact or vision of the leader at all times.
Both the leaders and the group will know of each other’s whereabouts and clear lines of communication including rendezvous points will have been established. Leaders are required to remain in the area, in which the indirect supervised activity takes place, throughout period.

The need to involve volunteers e.g., parents or Trustees, with clearly defined roles and responsibilities is an accepted practice.

Ratios – Suggested Starting Points

	AGE GROUP	RATIOS
PRE-SCHOOL	Nursery & Kindergarten	Two adults for up to a maximum of six young people
PRIMARY	Foundation Stage (P1/P2)	Two adults for up to a maximum of ten young people
	Key Stages 1 and 2 (P3-P7)	Two adults for up to a maximum of fifteen young people
POST-PRIMARY	Key Stages 3 and 4 (Yr. 8-12)	Two adults for up a maximum of twenty young people
	Post-16 (Yr. 13/Yr. 14)	Two adults for up to a maximum of twenty young people

The acronym SAGED as a way of remembering the issues to consider:

Staff requirements – Training? Experienced? Competent? Ratios?

Activity characteristics – Specialist? Insurance issues? Licensable?

Group characteristics – Prior experience? Ability? Behaviour? Special and medical needs?

Environmental conditions – Urban, rural, remote? Impact of weather? Ease of communications?

Distance from support mechanisms in place at the home base – Transport? Residential?

Vetting

In the context of educational visits, it is essential that the School's Child Protection Policy and procedures are followed.

This includes the requirement to ensure that staff who work with or have access to pupils have been subject to appropriate vetting procedures through Access NI. and relevant School Policy followed.

The need to vet volunteers must be made on the basis of their having 'substantial access to children'.

Participation in an educational visit, particularly those with a residential element, would provide such access.

Therefore, it is required that all adults, who accompany groups of pupils under the age of 18 are vetted, and that a bank of up-to-date vetted volunteers is maintained by the office.

The School must deal with this information in the normal manner, following GDPR.

In addition, the School needs to be satisfied that places to be visited, particularly residential centres, have similar procedures in place for their own staff, who also have substantial access to pupils.

Transport

The Headteacher, must be satisfied that all the transport arrangements meet the legal statutory requirements for the type of journey proposed.

Areas to Consider:

- that the operator holds a valid Operator's Licence (this can be checked out by contacting the Department of Infrastructure or looking at their web site).
- the mode of transport is appropriate to the needs of the pupils.
- there is adequate supervision during transit.
- those involved in driving hold the relevant licence to drive the vehicle.
- those involved are insured appropriately.
- guidance on the transport arrangements relevant to the particular group, e.g., age and/ or developmental needs.



Where the School requires the use of outside operators to provide transport, it is crucial that they are satisfied that the operator(s) can demonstrate how they meet the above criteria.

Any transport provided by the School will be made through a Board approved company only, which will add to the cost of the trip.

Insurance Cover

The Headteacher must ensure, well before the group departs, that adequate insurance arrangements are in place.

The Headteacher will ensure that additional travel insurance is taken out in relation to educational visits outside of Northern Ireland. The Headteacher will check with their insurance broker as to the extent of cover provided under their public liability insurance policies. Parents must be advised as to the extent of any additional insurance taken out by the School.

The Schools insurance broker can advise on particular types of insurance requirements and other arrangements:

- medical cover for leaders and group members.
- specialised risk activities.
- activities abroad.
- participants with medical conditions.
- cancellation or another emergency situation.

The Headteacher and Teacher/ group leader, must scrutinise carefully the conditions, list of exclusions, and limits on cover in any policy provided by an outside organisation. If there is any doubt, the insurer must be asked for clarification before departure. The Headteacher may need to seek further advice from the Board of Trustees or insurance company if not completely satisfied with the insurance cover.

No person acting on behalf of the School should sign an indemnity for any outside body against liability without it first being checked and approved by the Board of Trustees.

Use of Independent Providers

The term independent provider refers to other organisations or companies which provide a service that is outside the direct control of Hollywood Steiner School Ltd. e.g., tour operators, specialist activity providers, residential centres etc.

When the School uses the services of an independent provider the Headteacher must ensure that:

- Hollywood Steiner's policy and procedures are followed in relation to the use of such providers.
- providers are reputable and have the necessary insurance in place for the services they provide.
- staff involved in the delivery of the service are competent and are aware of their roles and responsibilities in relation to the group and child protection.
- risk assessments are available for the activities the group will partake in.
- adequate emergency and contingency plans and procedures are in place in the event of unforeseen circumstances.

These prerequisites will be ascertained in writing from the external provider as part of the School risk assessment.

Please Note:

(A compulsory licensing scheme for Outdoor Activity Providers, which endorses the provider's competence to deliver activities to young people (under 18s) exists in England, Scotland and Wales. Group leaders should therefore take cognisance of their chosen provider's licence and note the activities which they are licensed to offer. Not all activities require a licence. Further details can be obtained from the Adventure Activity Licence Authority.)

There is no such requirement or structure in place at present for the licensing of outdoor activity providers in Northern Ireland.

CODE OF CONDUCT

The Schools code of conduct for all pupils participating in educational visits is an effective basis upon which to ensure the achievement of safe and successful outcomes.

The code, which applies equally to all pupils, has been drawn up by the School, in consultation with staff, if appropriate, and been agreed by the board of trustees. Please see Appendix 5.

In advance of an educational visit, accompanying staff, volunteer supervisors, pupils and parents will all be made fully aware of the code, including possible sanctions. All pupils participating in an educational visit must agree to abide by the code of conduct at all times during the visit.

The codes aim is to ensure that respect for the individual is maintained at all times and that neither peers nor others expose the pupils to risk of physical, sexual or emotional abuse or harassment.

It is the responsibility of the teachers/ group leaders to maintain standards of behaviour and discipline while on educational visits. Teacher / group leaders cannot avoid setting an example to group members in everything they do or say.

While on a residential, teachers/ group leaders remain responsible for the conduct and safety of pupils 24 hours a day. This should be taken into consideration when deciding on appropriate behaviour, practice and supervisory arrangements.

A duty rota will be drawn up in order that staff can have a break away from supervisory duty, while ensuring that an appropriate level of supervision is maintained at all times.

After carrying out a behavioural risk assessment, the School has the right to refuse any pupil from participating in the visit, whose involvement may be considered to be a danger to him/herself or to the group.

Under no circumstances should persons other than official group members join the party.

Communicating with Parents/ Guardians

An effective, two-way communication process between the School, centre and parents is important for all visits. Effective communication will ensure that parents are made aware of the purpose and nature of the visit and will ensure that parents inform the School about any particular needs and issues of their child relevant to the visit.

Information to parents may include:

- the aims and benefits of the visit.
- dates of the visit or series of visits.
- destination details.
- times of departure and return and whether parents will be required to meet their children on return.
- the location where the pupils will be collected and returned.
- mode(s) of travel including the name of any travel company.
- the size of the group and the level of supervision.
- details of accommodation.
- details of provision for special educational or medical needs.
- names of group leader, of other staff and of other accompanying adults.
- the planned programme of activities.
- agreed arrangements for non-emergency contact during the visit.
- arrangements/protocols for parents to make contact with the child.
- arrangements/protocols for the school or pupils to make contact with their parent.
- A list of potential circumstances when a parent will be contacted by the school e.g., when a pupil:
 - reports feeling unwell and the symptoms/condition is giving cause for concern.
 - requires medical attention.
 - is injured as a result of an accident or emergency.
 - is involved in a serious breach of the established code of conduct for the educational visit.
- the code of conduct for the visit detailing expected standards of behaviour and sanctions.
- arrangements for the early return of a pupil for any reason during the visit.
- details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover.
- clothing and equipment to be taken.
- what pupils should not take on the visit or bring back.
- advice on pocket money and how it is allocated during the visit.
- the information required from parents about their child.
- details on the cost of the visit., all parents should be informed that if anyone has an assisted place then they can contact the School bursar regarding the Schools Charges and Remissions Policy as they may be entitled to partial funding towards the trip.
- the risks associated with the visit (but tempered with information about the School's

good safety record, and the overall benefits to the participants).

Information will (where relevant):

- be sent as far in advance of the visit as practicable.
- involve convening a meeting to clarify detail if appropriate.

This is particularly important for residential visits, or when the pupils are to travel abroad or engage in adventure activities or visits to demanding environments. Where a briefing meeting is required, alternative arrangements will need to be made for parents who cannot attend or who have difficulty with communication.

Parental consent must be obtained for educational visits.

Medical Consent

For visits that require parental consent, parents must be asked to agree to the young person receiving emergency treatment, including aesthetic or blood transfusion, as considered necessary by the medical authorities. If parents do not agree to this, the Headteacher may decide to withdraw the child from the visit given the additional responsibility this would entail for the group leader.

Contact with Parents during the Visit

All parents of pupils taking part in an educational visit will be briefed (category 3, 4 and 5 visits) or provided with (category 1 and 2 visit) with a copy of the communication procedure in advance of the visit. These will be clearly defined arrangements/protocols for parents to make contact with their child.

Parents will therefore:

- know the destination details.
- be aware of the emergency contact arrangements.
- Know clearly defined arrangements/protocols for pupils to make contact with their parents.
- Parents should be made aware of and consent to the mobile phone protocol if applicable.

ROLES AND RESPONSIBILITIES

The duties, roles and responsibilities of staff are clearly defined in advance of any educational visit, articulated, recorded in writing and understood by all those leading and/or assisting with such visits. This includes those responsible for the provision of first aid, administration or medication and communication with parents.

The responsibility for any educational visit rests with the School.

The Headteacher.

Permission must be obtained before a visit takes place from the Headteacher, with the agreement of the board of trustees.

Head of Kindergarten, Middle School and Upper School

Under the direction of the Head of Kindergarten, Middle School and Upper School a designated Educational Visits' Co-ordinator (EVC) will have a central role to play to ensure that the best practice, in relation to educational visits, is developed and implemented within the school.

Educational Visits' Co-ordinator (EVC)

The Headteacher may assume the role of the EVC or designate this role to a member of the Head of Kindergarten, Middle School and Upper School. The EVC will assume the role of, or designate an appropriately competent member of staff, to act as the group leader for any educational visit.

This person will have overall responsibility for the supervision and conduct of the visit, the health and safety of the group and ensure that clear lines of accountability are established.

The responsibility for ensuring that the criteria outlined below are addressed, rests with the person designated as the EVC.

The EVC will be satisfied that:

- there is an acceptable code of conduct pupils.
- the visit complies with best practice as outlined in this Policy.
- a competent group leader is selected.
- child protection procedures are adhered to in the planning process, including the vetting of volunteers.
- all necessary arrangements and preparations have been completed including **risk assessment** before the visit begins.
- all relevant checks have been undertaken if an independent provider is to be used.

- the group leader has experience in supervising pupils of similar age and ability to those participating and will organise and manage the group effectively.
- where relevant, the group leader or one of the leaders is suitably qualified and competent to supervise and/or instruct the pupils during specific activities.
- the group leader has taken reasonable steps to familiarise him/ herself with the location/centre where the activity will take place.
- prior to any educational visit, all volunteers should be clearly advised of their role and responsibilities during the visit, and this will be communicated in writing to them and all accompanying staff.
- the ratio of leaders to young people is appropriate.
- proper procedures have been followed in planning the visit.
- there is adequate and relevant insurance cover.
- the group leader has the address and phone number of the venue to be visited and has a contact name.
- the School contact has been nominated and the group leader has details.
- that an emergency contingency and critical incident plan has been created and that the group leader, accompanying staff, volunteers and nominated School contact are aware of the agreed emergency contingency arrangements.
- the group leader, leaders and nominated contact have all relevant information on the group members.
- establish any arrangements which may be required for the early return of individual participants.

The Headteacher will be clear concerning their role if taking part in the visit as an accompanying staff member. **The group leader should remain in overall charge of the visit.**

Group Leader.

A member of staff will be designated by the Headteacher or EVC as group leader. This role will be allocated to a senior member of staff.

The group leader will have overall operational responsibility for the supervision, discipline and conduct of the participants for the duration of the visit and will be experienced in organising such visits, the supervision of pupils, and all relevant health and safety matters.

They will be able to direct and supervise pupils and be suitably qualified/competent to instruct them in activities, as appropriate.

Accompanying Staff

Accompanying staff on educational visits are responsible to the School whether the visit takes place within normal hours or outside those hours.

Accompanying staff must ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances.

'In Loco Parentis' applies to all adults who work with pupils.

Volunteers in a Supervisory Role

To satisfy staffing ratios, it may be necessary to involve persons other than staff members as volunteers, e.g., parents. These adults can play a very valuable part in ensuring the safety of group participants while on a visit. Prior to any visit they will be clear about their role and responsibilities during the visit.

Nominated Contact at School Base

Dealing with unexpected situations can be aided by a central figure, (possibly the Headteacher/EVC, if not on the visit, or another senior member of staff if not on the visit) who will act as the contact person for both the group and the pupils' families.

Parents

Parents should be able to make an informed decision as to whether their child should go on the visit. However, in the interests of the overall safety and success of the visit the ultimate decision as to who participates rests with those involved in organising the visit. The group leader must ensure that parents are given sufficient information in writing and are invited to a briefing session, where appropriate.

Responsibilities of Pupils

The group leader should, when briefing the pupils, make it clear that they have to act in accordance with the code of conduct at all times.

Where appropriate, pupils should be fully involved in the planning process.

Please refer to the Code of Conduct in Appendix 5. Further consideration may need to be given to this matter when dealing with pupils with behavioural issues.

Responsibilities of Board of Trustees

- advice and support for, principals, teachers and other appropriate staff.
- guidance on best practice.
- training, as appropriate, and recommended by the Headteacher.
- insurance cover, as appropriate.

Emergency/ Contingency Arrangements

Establishing emergency procedures is an essential part of planning an educational visit. Everyone involved in the educational visit will be aware of the procedures that are to be followed in the event of an emergency.

Such procedures will outline clearly what is to be done during the actual emergency and after the event. A framework to follow is set out in Appendix 2.

Contingency planning relates to areas and circumstances which can be anticipated in advance of an educational visit, e.g., unsuitable weather, transportation problems, cancellation of an event, illness or injury etc. It should also define roles and responsibilities for all staff involved in the organisation of the trip including senior staff remaining in School.

Those responsible for organising educational visits will familiarise themselves, and others involved, with relevant contingency arrangements.

Visit organisers will ensure that a clear communications plan is established with key contact numbers available. All staff members and parents of those taking part in the visit will be briefed and be provided with a copy of the procedure.

In the event of a medical emergency designated staff responsible for managing first aid/ medical emergencies will have knowledge of:

- medical conditions.
- parental advice relating to a medical condition.
- an emergency contact number for parents.
- how to access any medical equipment e.g., the defibrillator at the facility.
- the emergency procedures within the facility.



Critical Incidents


"A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within a school community and which overwhelms the normal coping mechanisms of that school." (iMatter Every School a Good School. A Guide to Managing Critical Incidents in Schools).

In the event of a critical incident (as defined above) occurring during a school visit the School's critical incident management plan will be implemented. Appendix 4

**PLEASE NOTE: THE FOLLOWING ARE EXAMPLES-
ALL FORMS MUST BE USED FROM THE APPROPRIATE
SHARED FOLDER AND SIGNED OFF BY THE
HEADTEACHER.**

Educational Visit Proposal Form

(To be completed in relation to visits in categories 3, 4 and 5 only)

	
* Name and address of other school(s) involved (if applicable):	
Educational objective(s) of visit:	
Place(s) to be visited:	

KEY STAGE GROUP:	Playgroup	Kindergarten	Key Stage 1	Key Stage 2	Key Stage 3/4	Post 16
		[4-6 years]	[6-11 years]		[11-16 years]	[16+ years]
Tick						

Total Numbers of Pupils Involved	Your School Project		Male	Female
	*Other School(s) Project(s)		Male	Female

Category of visit	Circle as appropriate 3 4 5				
Proposed Dates(s)	From:	.../.../...	To:/...../.....	Number of Days (incl):
Approx. cost per pupil					

Activities to be undertaken:	
------------------------------	--

Staff & other adults involved Name:	M	F	School Visit	Date & Time of attendance

Transport Arrangements:	
Organising Company:	
Agency (if relevant):	
Other comments or information:	
Headteachers Signature:	Date:
Chair of Board of Trustees Signature:	Date:

The information on this form is requested for the purpose of organising an educational visit. The information is covered by the provisions of the General Data Protection Regulations 2018 (GDPR) Your signature to the form is deemed to be an authorisation by you to allow the School to process and retain the information for the purpose(s) stated.

Educational Visit Approval Form

(For use in relation to visits in categories 1 and 2 only)

Year 20_____ Term_____ Dates_____ to _____

Activity	Educational Objective(s)	Frequency (dates)	No of Pupils	Year group(s)/ age range	Category (1 or 2)

Approved _____ / _____
Signed Headteacher Date:

Approved _____ / _____
Signed Chair of Board of Trustees Date:

PLANNING CHECKLIST FORM

EV1

Date of Visit: From _____ to _____

Venue:

Group Leader:

	Yes	No	N/A
The proposed visit has clear educational objectives			
The nature of the visit has been established			
The target group has been identified			
All the relevant information regarding the proposed educational visit has been presented to the Headteacher e.g., destination, itinerary, timescales etc.			
The Headteacher has approved the proposed visit			
<i>An initial risk assessment has been undertaken for all aspects of the visit(s) and appropriate control measures have been put in place and recorded:</i>			
<ul style="list-style-type: none"> • hazards have been identified 			
<ul style="list-style-type: none"> • people who may be at risk have been identified 			
<ul style="list-style-type: none"> • evaluation of the risk has been undertaken 			
<ul style="list-style-type: none"> • additional safety and/or control measures have been established 			
<ul style="list-style-type: none"> • information has been disseminated to all relevant persons and appropriate records maintained 			
Where residual risks (inherent in all visits) still prevail an appropriate contingency/emergency plan has been put in place and disseminated to all relevant persons			
<i>The number of staff & volunteers in attendance has been agreed:</i>			
<ul style="list-style-type: none"> • a staff member has been identified as group leader 			
<ul style="list-style-type: none"> • accompanying staff have been identified 			
<ul style="list-style-type: none"> • volunteers have been identified 			
<ul style="list-style-type: none"> • vetting procedures have been undertaken 			

	Yes	No	N/A
<i>Staff & Volunteers are made fully aware of:</i>			
<ul style="list-style-type: none"> their roles and responsibilities (including Staff / Volunteers Code of Conduct) 			
<ul style="list-style-type: none"> the standard of conduct required of them during the visits 			
Pupils and parents have been informed/briefed and understand the implications of their participation in the visit (including Pupils Code of Conduct)			
Parents/guardians have given their written consent to the pupils participating in the educational visit			
All relevant information (medical, dietary, and contact details) pertaining to the pupils participating in the educational visit(s) has been obtained, recorded and appropriate action taken where necessary			
The transport arrangements for the group are appropriate for the nature / type of journey(s) planned			
Adequate insurance is in place to cover all aspects of the educational visit, including transport			
<i>Where a residential visit is planned, the overnight accommodation has been assessed as appropriate in terms of:</i>			
<ul style="list-style-type: none"> its suitability for the group 			
<ul style="list-style-type: none"> its compatibility with the objectives of the visit 			
<i>Where the educational visit involves outdoor or adventurous activities, the Education Visits Co-ordinator and group leader are satisfied that:</i>			
<ul style="list-style-type: none"> appropriate management structures and systems are in place in relation to child protection / health and safety 			
<ul style="list-style-type: none"> staff are competent to provide the activities 			
<ul style="list-style-type: none"> risk assessments for the activities the group will partake in are in place. 			
<ul style="list-style-type: none"> all relevant checks have been undertaken to ensure the above are in place 			
The Educational Visits Co-ordinator has approved the operational arrangements for the visits.			
Final Approval is obtained, as appropriate.			

Consent Form

Date: _____

I consent to my son/daughter* _____

(Name in full)

taking part in the educational visit to be held on _____

I confirm to the best of my knowledge that he/she* is medically fit to participate.

Please give details of:

1. Any current medical condition

2. Past Medical Condition (e.g., following a medical procedure or illness)

3. Any medication being taken.

4. Any other relevant information which may affect his/her participation in the visit
(including allergy or dietary requirements)

5. Emergency contact numbers:

i) Name (parent) _____ Work: _____

Mobile: _____

ii) Name (parent) _____ Work: _____

Mobile: _____

iii) Name (next of kin) _____ Work: _____

Mobile: _____

I accept the established code of conduct for the educational visit and agree to the arrangements relating to my son/daughter returning home from the visit due to unforeseen circumstances.

I agree to my son/daughter receiving emergency medical treatment, including anaesthetic/blood transfusion, as considered necessary, by the medical authorities present. I understand the extent and limitations of the insurance cover provided.

Signed _____ (Parent/Guardian) Date _____

The information on this form is requested for the purpose of organising an educational visit. The information is covered by the provisions of the General Data Protection Regulations 2018 (GDPR) Your signature to the form is deemed to be an authorisation by you to allow the School to process and retain the information for the purpose(s) stated.

Educational Visit Incident Record Form

1 Name of group leader _____

2 Date, Time, and Location of Incident _____

3 Name and address(es) of witness(es)

(a) _____ _____ _____	(b) _____ _____ _____
-----------------------------	-----------------------------

4 (Please state in your own words what happened including details of names and status of those involved)

5 Describe what action was taken (e.g., details of First Aid, police, or medical involvement)

Signed _____ Date _____

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Post Visit Review Form

Group Leader: _____

Visit to: _____

Dates: From _____ To: _____

Please comment on the following: -

Issue	Response
Was the venue suitable?	
Was the accommodation/food/equipment of a suitable standard?	
Were the venue staff competent?	
Were the travel arrangements appropriate?	
Were the educational objectives met?	
Was the content of programme relevant to the group?	
Were the pupils effectively briefed prior to the visit?	
Were agreed procedures followed by all in a supervisory capacity?	
Are there any specific issues which need to be addressed as a result of this visit?	

Other Comments:

Signed group leader: _____

Date: _____

The information on this form is requested for the purpose of organising an educational visit. The information is covered by the provisions of the General Data Protection Regulations 2018 (GDPR) Your signature to the form is deemed to be an authorisation by you to allow the School to process and retain the information for the purpose(s) stated.

Risk Management

This is an example of the Schools approach to risk assessment, using a scoring mechanism. Please see the Schools Risk management policy.

Risk assessment can be undertaken by identifying the hazards and then assessing the risk.

Please Note that a:

- Hazard is anything with the potential to cause harm.
- Risk is the likelihood of harm from the hazard being realized.

Severity	Probability				Risk Rating	
	Unlikely 1	Possible 2	Likely 3	Very Likely 4	Score	Risk Level
Trivial -1	1	2	3	4	1-5	Low
Minor -2	2	4	6	8	6	Medium
Moderate -3	3	6	9	12	8-10	High
Serious - 4	4	8	12	16	12-20	Very High
Major- 5	5	10	15	20		

Risk = Probability of occurrence x Consequence of outcome

The level of risk can be calculated by multiplying probability by consequence, so providing a theoretical maximum score of 20. If the resulting score totals 8 or more then active management of the risk is required.

Risk Level	Action Required
Low	Acceptable. Activity should be regularly reviewed to ensure there is no change to the risk.
Medium	Activity can proceed. Control measures must be monitored and reviewed as required to ensure they remain suitable and sufficient.
High	Active management of risk required above score of 8 Activity can proceed, but with caution, ensuring control measures are maintained. Efforts should be made to reduce risk to low.
Very High	Unacceptable. Immediate action required. Activity should be stopped until control measures can be implemented to reduce risk to medium, then monitor



The vital issue is whether the risk can be managed. If there are doubts that the risk is manageable, then it is advisable to change the activity and/or the location. Where there is considerable concern as to the outcome, it is better to abandon and redesign the educational visit than to expose young people to an unacceptable level of risk.

Group leaders must fully record their risk management decisions on paper. For pupils prone to behavioural problems an individual risk assessment and management plan is required. All staff and volunteers should sign having read and agreed to the management plan.

Arrangements for sharing and communicating plan to staff and parents:

Staff Training Implications:

Identified training needs following risk assessment

Outline staff members to be involved.

Training to be provided by

Monitoring and Review:

Review Date: Ongoing.

Evaluation Arrangements:

Please sign that you have read and agreed with the Risk Assessment and Management Plan

Role	Name and Signature	Date

Emergency Procedures

Despite risk assessments in place and careful planning, things sometimes go wrong. To mitigate any further risk and recover the situation to normality as soon as possible, the following guidelines must be applied:

- emergency procedures must be established by the group leader and must be communicated to and understood by all members of the party.
- the group leader should ensure that adequate First Aid provision is available. A list of contents for a First Aid Kit is suggested in Appendix 8.
- in the event of a pupil becoming ill or being injured, specialist help must be sought as appropriate, and parents informed as soon as possible. Where the illness/accident/injury is serious the principal should be contacted.
- **Responsibility for informing relevant authorities rests with the Headteacher.**
- if it is necessary due to the seriousness of the circumstances for the parents to visit the young person(s), the Headteacher in conjunction with the Board of Trustees should make arrangements for them to do so.

A 'missing pupil policy' should be known in advanced by every member of the group including:

- action to be taken if separated from the group or lost.
- advice on where assistance may be sought.
- notifiable personnel and contact details.
- notification of safe return.

If any leader has cause to believe that a young person has been abducted or has absconded the Police must be notified.

Contingency Planning

Group leaders must create a contingency plan for each visit/trip. All leaders and supervisors must be aware of the plan and senior staff remaining in school must also be aware and hold a copy of the contingency plan. **The contingency plan should be informed by the risk assessment.**

The group leader must initiate the contingency plan if any of the following circumstances arise or there is a high likelihood of them occurring before the trip returns to school or home:

- an immediate threat to the physical and emotional safety and well-being of the pupils and staff on the visit.
- an unplanned closure of the venue/destination for a period of time.

- a significant disruption to travel arrangements due to unforeseen circumstances (e.g., cancelled flights, mechanical breakdown etc.)
- an injury, illness or fatality involving a pupil or member of staff on the visit.
- a sudden serious illness, injury or fatality of a pupil, member of staff or close relative back at school or home.
- a criminal incident involving group members or leaders, involves the school/organisation having to provide a response to the media relating to any of the above.

It should be noted that this list is not exhaustive and group leaders must liaise with the Headteacher if in any doubt about a situation.

Contingency plans provide prompts for actions to be taken in the event of an identified situation arising. As part of the planning process group leaders must identify possible situations that could impact on the visit and then create a list of possible actions and contacts to be consider if the identified situation were to arise.

As an example, if a member of staff was required to return home during the trip the contingency plan should identify how this would be accommodated and should identify a member of staff who can be released at short notice to join the visit.

Where an incident involving a pupil or group of pupils arises (e.g., illness, injury, criminal) their parents/guardian must be directly contacted as soon as possible to inform them of the situation. Where possible all efforts should be made to enable the pupil to talk directly with their parents/guardian in a private setting. The contingency plan must identify who will initiate this contact and this person must have immediate access to the emergency contact numbers for all pupils and staff on the trip.

Once a contingency plan has been activated the situation should be monitored continuously until it is resolved or until the group has returned home.

The CitizenAid App, available for Windows, Apple and Android mobile phone operating systems, is available at: <http://citizenaid.org/> All leaders and staff accompanying educational visits should download this key resource for use in emergency situations.

FIRST- AID KITS

First-Aid kits should contain sufficient quantities of suitable First-Aid material appropriate to the visit environment.

For most First-Aid kits, sufficient quantities could be considered as:

- a general guidance card on First Aid.
- twenty individually wrapped sterile adhesive plasters (assorted sizes) appropriate for the environment (you can provide hypoallergenic plasters, if necessary).
- two sterile eye pads, with attachments.
- four individually wrapped triangular bandages.
- six safety pins.
- six medium sized individually wrapped sterile, un-medicated wound dressings (approximately 10cm x 8cm).
- two large sterile individually wrapped, un-medicated wound dressings (approximately 13cm x 9cm).
- two extra-large sterile individually wrapped, un-medicated wound dressings (approximately 28cm x 17.5cm).
- sterile water or sterile saline solution in sealed disposable containers for use in situations where mains tap water is not available. (Each container should hold 300ml and at least 3 containers should be provided. Once opened, the containers must not be re-used.).

It may also be useful to carry first-aid scissors and medical tweezers.

As an alternative, a number of smaller 'travelling' first-aid kits can be carried containing the same amount of equipment overall but spread throughout the group.

Visits and the current threat of terrorist attacks.

The current global situation means that the possibility of being close to, or caught up in, a terrorist attack is a risk faced by us all. Like all risks this needs to be kept in perspective and managed in a thoughtful and proportionate way. The understandable anxiety of parents, teachers, children and young people is particularly heightened following an incident. As part of the response to staying vigilant and carrying on as normal, it is important to decide about each visit on its merit. The following guidance for visit planning explains how to reduce our vulnerability while carrying on as normally as possible.

When planning any visit consider the likelihood of the destination, venue or transport hubs being at risk of a terrorist attack. It is sensible to:

- Be aware of the latest news relating to your destination.
- In the UK know the current threat level (available at: <https://www.mi5.gov.uk/threat-levels>.)
- When travelling abroad check the FCO website www.fco.gov.uk in the early stages of visit planning, at regular intervals and immediately prior to leaving.
- Consider the threat of terrorism as part of visit risk management and include it within visit emergency plans.
- When visiting crowded places such as a major city, venue or event, where the risk of attack may be greater, consider within your planning:
 - Possible safe areas or venues, near where you intend to be, that you could use as an emergency shelter.
 - How to minimise waiting time at busy venues. Where to wait and gather for head counts.
 - How to minimise queuing times (such as not carrying unnecessary items) to speed up search and entry.
 - Are staff phones charged and numbers shared?
 - Do all leaders have all group information? Will they be spaced apart?
 - A contact card for all participants giving a number to call if separated from the group, and the name and telephone number of the establishment.
 - How you would get away in an emergency, bearing in mind that the direct route and planned transport might no longer be an option. Are you aware of alternatives and can you access emergency funds to pay for them?
 - Do you need to leave the site immediately with the crowd at the end of the visit event?
- The possibility of an enforced overnight stay and what this might entail – for example do you need a reserve of any critical medication?
- How the leadership team might manage an enforced group split.

During the visit:

- Be vigilant and aware of your surroundings – know where the exits are and where you would run to.
- Be aware of the possibility of suspicious items. (See point 5 the 4Cs - <https://www.gov.uk/government/organisations/national-counter-terrorismsecurity-office>).
- When staying at any place for more than 30 minutes, identify emergency meeting points in case the group is forced to move and becomes split.
- Avoid congregating too long around entrances to major public sites.
- At ports and airports do not linger unnecessarily on the public side of security screening.
- Be aware of the 'Stay Safe' principles: 'Run, Hide, Tell' and know what to expect if you encounter armed response officers (see point 2 in 'recognising the terrorist threat': <http://tinyurl.com/pp4fxmu>)

The experience of the National Counter-Terrorism Security Office is that decisive leadership is key.

The website of the National Counter-Terrorism Security Office: <https://www.gov.uk/government/organisations/national-counter-terrorismsecurity-office>. If this link doesn't work, try <http://tinyurl.com/o5qjkvs>, or copy and paste the link into your browser.

The CitizenAid App, available for Windows, Apple and Android mobile phone operating systems, is available at: <http://citizenaid.org/> All leaders and staff accompanying educational visits should download this key resource for use in emergency situations.

MODEL CODE OF CONDUCT FOR PUPILS

For the visit to be both beneficial and enjoyable for all, pupils are expected to:

- behave responsibly and show consideration for others, including fellow pupils, staff and members of the public.
- comply with the instructions given by school staff.
- look after your own possessions and anything you borrow.
- keep all facilities clean, tidy and undamaged.
- abide by any rules and regulations of the places we visit.
- in the event of an emergency, follow emergency procedure instructions.
- understand and follow the rules about the purchase, possession and consumption of alcohol.
- understand and follow the rules about the purchase, possession and use of tobacco.
- understand that the possession and use of non-prescribed drugs and/or illegal substances is strictly forbidden.
- inform staff if you have any medical conditions or injuries.
- inform a member of staff if you have any concerns about safety or security.
- report any damaged or unsafe equipment.
- wear appropriate clothing.
- comply with any restrictions on the access to and use of social media and online services including agreement on the safe sharing and posting of photographs, videos and other information.

On a coach or minibus

- remain in your seat, unless given permission to do otherwise.
- wear your seat belt.
- do not distract the driver – no shouting out, no flash photography etc.
- if you begin to feel travel sick, inform a member of staff.
- when disembarking, be aware of traffic movement and direction.

On a ferry, at an airport and at a railway station

- remain in your group at these busy locations.
- be aware of and comply with all timings and meeting places.
- understand and comply with security arrangements and limitations.
- follow instructions from transport operator staff.
- follow all instructions about being on boat decks.
- visit shops in pairs or groups - never alone.
- stay back from the edge of railway platforms.
- be sure you know where the group is based and how to locate staff.

Staying in a hotel

- read and understand all instructions about fire and safety procedures.
- know the location of duty staff.
- comply with any instructions about permission to leave the hotel.
- comply with any instructions about access to parts of the hotel, e.g., bar, casino, swimming pool.
- understand the dangers of balconies and comply with any instructions about access to them.
- comply with instructions about access to other people's bedrooms.
- comply with any instructions about appropriate relationships amongst participants.
- comply with any instructions about appropriate relationships with others they may come in contact with.
- arrive on time for meals and meetings.
- comply with any restrictions on the use of mobile phones, smartphones, tablets, cameras, music players, etc.
- comply with any restrictions on internet access, and viewing TV, videos and DVDs, etc.

Excursions

- remain in your designated group.
- know which member of staff is your nominated leader.
- when unaccompanied by staff, ensure that you understand any instructions and limitations.
- always carry your emergency contact card.

I agree to abide by the above Code of Conduct.

Signed: Pupil.

Signed: Parent

Dated: _____

Model code of conduct for all Leaders, Staff, Supervisors/ Volunteers

- Adult supervisors leading and accompanying a group of students are at all times bound to follow the Schools Safe Guarding and Child Protection Policy.
- Given the particular circumstances of educational visits, adult supervisors must adhere to the following additional guidelines:
- supervisors must discuss and agree supervisory duties in advance of the trip and carry out all duties so assigned throughout the period of the trip.
- supervisors must ensure that their relationships with pupils are appropriate to the age and gender of the pupil, taking care that their conduct does not give rise to comment or speculation.
- supervisors must not enter the bedrooms or sleeping accommodation of pupils unless accompanied by another supervisor except in an emergency or when such action is completely unavoidable.
- a supervisor should avoid situations in which s/he is alone with a pupil. If such a situation is unavoidable, the supervisor should as far as possible ensure that he is in a public place with the pupil;
- supervisors must avoid all physical contact with pupils, unless engaging in administering first aid.
- supervisors must not consume alcohol during the trip.
- supervisors must not smoke in the presence of pupils during the period of the trip.
- supervisors must ensure that their own conduct is appropriate in the circumstances and would not give rise to comment or speculation.
- if any incident occurs during the trip where a supervisor feels that his/her actions may have been misconstrued, the supervisor must report the incident to the group leader immediately and should, on return, provide a written and verbal report of the incident to the Headteacher .

AREAS TO BE ADDRESSED DURING BRIEFING OF LEADERS, PUPILS AND PARENTS PRIOR TO VISIT

Prior to any educational visit (categories 3-5) the group leader must brief all leaders, pupils and parents.

Leaders

Supervision of pupil is paramount. The roles, responsibilities and detailed duties of all leaders must be worked out well in advance of a visit. Unless otherwise agreed, it must be assumed that leaders are on supervisory duty at all times. It is essential that all accompanying staff and volunteers should be fully briefed before agreeing to participate in an educational visit.

The briefing should include the following key areas:

- educational purpose.
- make-up of participating group.
- details of all planned activities, including any that are hazardous.
- expected level of participation in activities.
- arrangements for supervision, including details of rotas.
- roles and responsibilities of leaders and pupils.
- an agreed code of conduct (including the use of mobile phones and social media);
- health and safety rules.
- procedures e.g., emergency, First-Aid etc.
- cash handling arrangements, where necessary.

Parents of all pupils must be asked to sign a consent form giving:

- permission for their son/daughter to participate in activities.
- details of any medical or behavioural condition which may affect their participation including medications, allergies etc.
- emergency contact numbers.
- advance permission for urgent medical treatment if this is judged to be necessary by medical authorities.

The briefing of volunteers is particularly important as they are not part of the everyday life of the School and may not fully understand normal practices.

Therefore, volunteers must be:

- Notified of and complete, vetting procedures prior to participation.
- Provided with guidance on the expectations and boundaries of their behaviour whilst participating in the educational visit.

Pupils and Parents

Parents and Pupils must be fully briefed before participating in an educational visit.

Information regarding the following should be provided:

- educational purpose(s) of the visit.
- date(s).
- departure and return times.
- transport arrangements.
- address/location/accommodation.
- details of all planned activities, including any that are hazardous.
- health and safety rules.
- responsibility for themselves and others (see pupils responsibilities Appendix 6);
- arrangements for supervision.
- role and responsibilities of leaders and pupils.
- an agreed code of conduct (including the use of mobile phones and social media).
- procedures e.g., emergency, First-Aid etc.
- any special clothing or equipment needed.
- recommended maximum pocket money, if appropriate.
- liaison arrangements with school including an emergency telephone number.
- details of arrangements relating to any participant returning home early cash handling arrangements, where necessary.
- procedures in the event of a pupil getting lost or separated from the rest of the group.

At an early stage parents must be informed of the proposed visit. Where a visit includes a residential element, parents must have an opportunity to meet with accompanying staff and other volunteers.



Parents of pupils must put in place suitable arrangements for the pick-up and set down of their son/daughter prior to and after the educational visit. These must be agreed with the school in advance.

Only by direct contact with a parent and with the agreement of the school may an alternative to the scheduled pick up or set down locations be arranged.

The group leader or leaders of an educational visit must not make ad hoc pick up or set down arrangements with a member of the group.

Related documents

Safe Guarding & Child Protection policy

GDPR Policy

First Aid Policy

Administration of Medication Policy

Code of Conduct Policy for Staff & Volunteers

Positive Conduct Policy

Risk assessment Policy

Risk Assessments

Missing Child Policy

Emergency Planning/ Critical Incidents policy

Charges and Remissions Policy

Vetting Policy

EDUCATIONAL TRIPS POLICY			
Review History			
Version	Revision Author	Summary of Changes	Date Approved