



**Policy Document:** Educational Visits

**School's Lead Member of Staff:** Head Teacher

**Lead Governors (monitoring):** Full Governors

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**Chair of Governors signature:**

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# EDUCATIONAL VISITS POLICY

## 1. LEGISLATION AND GUIDANCE

This policy is issued in accordance with:

- Education (Independent School Standards) (England) Regulations 2014 (as amended)
- Health and Safety at Work etc. Act 1974
- Management of Health and Safety at Work Regulations 1999 (as amended)
- Equality Act 2010
- Data Protection Act 2018 and UK GDPR
- EYFS Statutory Framework (2025)

This policy also reflects the following guidance:

- Keeping Children Safe in Education (KCSIE) 2025
- OEAP National Guidance for the Management of Outdoor Learning, Off-site Visits and Learning Outside the Classroom
- DfE Health and Safety on Educational Visits (advisory)
- HSE School Trips and Outdoor Learning Activities
- Foreign, Commonwealth & Development Office (FCDO) travel advice

## 2. POLICY AIMS

The School recognises the value to pupils of educational visits. Such visits should:

- extend and enhance pupils' understanding of curricular activities
- provide opportunities to develop and practise life and social skills
- provide pupils with opportunities to engage with the natural world, thus supporting their spiritual development by providing opportunities to experience aspects of God's creation first hand
- provide pupils with opportunities to engage with the cultural world beyond the classroom, thus broadening their awareness and understanding of people from different cultural or religious backgrounds and supporting our SMSC objectives.

The School also recognises and accepts that such visits may present challenges to the health and welfare of pupils. Educational visits will therefore be planned and operated in accordance with this policy and guidance so that everyone involved understands their responsibility and pupils can benefit from learning outside of the classroom.

## 3. SCOPE OF POLICY

This policy is applicable to all pupils, including those in EYFS. It should be read, understood and complied with by senior leaders and staff planning, leading and participating in educational visits.

## 4. ROLES & RESPONSIBILITIES

### 4.1 The school as an employer

Under the Health and Safety at Work etc. Act 1974, Christian Fellowship School Trust as an employer is responsible for the health, safety and welfare at work of employees. This duty extends to everyone involved in educational visits (including but not restricted to teachers, volunteers, helpers and pupils). Christian Fellowship School Trust carries out its legal

responsibility, amongst other things, by observing the Management of Health and Safety at Work Regulations 1999, as amended, made under the 1974 Act, which requires it to:

- assess the risks of activities and record any significant risks
- introduce measures to control those risks
- tell their employees about these measures.

Christian Fellowship School Trust retains its legal responsibilities under the Health and Safety legislation, but delegates the statutory tasks to its employees. Decisions about educational visits are delegated to the Head, whose permission must be obtained before an educational visit takes place. The Head may then in turn delegate duties to others such as the trip/visit leader.

These duties apply at all times to all educational visits in the UK. Educational visits outside of the UK will be subject to the law of that country, but if the risk assessment is carried out in the UK, it will also be subject to UK domestic law.

Christian Fellowship School Trust will be mindful of any requirements set by our insurers when planning educational visits.

#### **4.2 Staff as employees**

Under the Health and Safety legislation, employees must: take reasonable care of their own and others' health and safety; cooperate with their employers over safety matters; carry out activities in accordance with training and instructions; inform the employer of any serious risks.

Employees also have a common law duty to act as any reasonably prudent parent would do in the same circumstances. However, in some circumstances such as where employees specialise in a particular activity or lead more adventurous activities there may be a higher duty of care.

#### **4.3 Headship team**

The Head Teacher has overall responsibility for ensuring that educational visits comply with statutory requirements, this policy and the school's Health and Safety arrangements. The Principal supports the Head Teacher in the strategic oversight and operational implementation of this policy.

The Head Teacher together with the Deputy Head act as the School's Educational Visits Co-ordinators (see below). The Deputy Head takes lead responsibility for the management of the educational visit planning process, ensuring that all stages in the planning and preparation for the visit are implemented in line with this policy.

The Principal ensures that:

- the cost of the trip is appropriately covered by the trips and visits fee supplement paid termly by parents
- that trip risk assessment templates are appropriate and monitors staff implementation of risk assessment protocols.

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

#### **4.4 Educational visits coordinators (EVC)**

The school's Educational Visits Coordinators are the Head Teacher and Deputy Head. The Educational Visits Coordinators act on behalf of the employer in ensuring that visits are planned, approved and monitored in accordance with OEAP National Guidance.

The Educational visits coordinators will:

- keep up to date with all legislation and best practice advice on the running of Educational Visits and ensure that all activities meet guidance requirements.
- advise the Governors about current regulatory requirements and advice.
- oversee the preparation procedures for all educational visits, advising the Visit Leader as required.
- ensure that Visit Leaders are competent to undertake and supervise activities and to monitor the risks throughout the visit
- make arrangements for another appropriately qualified member of staff to take over in the event of the incapacity or injury of the Visit Leader
- liaise with the administrative staff to keep parents updated about any changes to travel plans, especially estimated time of arrival back at school.

#### **4.5 Visit Leader**

Every educational visit will have a Visit Leader who is approved by the Educational Visits Coordinators (Head Teacher and Deputy Head), in conjunction with the relevant Head of School . In the event of the incapacity of or injury to the Visit Leader, arrangements will be made for another appropriately qualified member of staff to join the party and take over the Visit Leader's responsibilities.

The Visit Leader has delegated authority from the Head Teacher to lead and manage the visit and to make operational decisions in the interests of safety and welfare. The Visit Leader's responsibilities include:

##### **Before the visit**

- Providing an outline of the proposed trip using the trip request form and obtaining the permission of Educational Visits Coordinators for the trip to go ahead on the specified dates.
- Carrying out a pre-visit for new trips and for residential visits wherever feasible.
- Planning the trip/visit so that it is accessible to all pupils in the cohort and is appropriately adapted to their learning and personal needs, making reasonable adjustments for pupils with medical or other conditions, disabilities or special educational needs.
- Ensuring appropriate adult/pupil ratios, including named substitutes in the event of staff/volunteer illness or injury.
- Ensuring that any volunteers have appropriate levels of DBS clearance
- Arranging transport for the trip or delegating this task to the office staff, then checking confirmations of any bookings with travel companies.
- Where a school minibus is to be used, checking that the minibus is available (using the minibus booking form) and conferring with the Business Manager to ascertain that the proposed driver is legally able to drive the specific vehicle.
- Liaising with third parties, including international hosts on overseas residential visits, to ensure that all aspects of the trip have been thoroughly planned and that all overseas partners and organisations will have due regard to UK approaches to health &

safety and safeguarding.

- Providing information about the trip to the Educational Visit Coordinators to enable whole school perspectives to be considered.
- Drawing up a budget for the trip.
- Alerting the Educational Visit Coordinators if this is a new trip to ensure that the cost is covered by the educational visit supplement.
- Informing parents/carers about relevant aspects of the trip, including kit, clothing, ID documentation required.
- Ensuring that up-to-date medical details, contact details and parental consent is obtained for all pupils and that these are made available as relevant to other adults supervising the trip.
- Liaising with the Finance Officer to:
  - make payments to third parties, by forwarding quotes and invoices
  - arrange parent payment methods for higher cost trips
- Ensuring that there is appropriate insurance for the trip, liaising with the EVC and/or Business Manager to clarify or arrange additional cover; where appropriate this may include informing parents of the extent of and limitations on any insurance cover for a proposed trip (particularly overseas trips).
- Checking that any external provider has appropriate safety standards and liability insurance, either through checking that they hold a Learning Outside the Classroom Quality badge (<http://lotcqualitybadge.org.uk/>) or through their website or through direct email or phone enquiry (see below for more information about the kind of things the Visit Leader needs to consider).
- Scrutinising health & safety and other documents supplied by any participating venue or organisation.
- Using the school's risk assessment tool and adapting it as appropriate for the specific requirements of the visit, including liaising with the SENDCo to develop specific additional risk assessments for SEND pupils.
- Using the risk assessment tool to assess the risks for pupils with specific medical conditions, liaising with the school's medical officer and medical conditions coordinator as appropriate
- Making sure that all staff and volunteers on the trip are familiar with the risk assessment and understand their role on the trip, as well as the medical and dietary requirements of pupils on the trip. (It is not sufficient just to send/share the risk assessment: the visit leader must directly engage with other staff/volunteers and talk them through all relevant aspects of the trip.)
- Ensuring that appropriately stocked First Aid equipment is carried on the trip, liaising with the First Aid Officer as required.
- Scrutinising weather forecasts and local features prior to the trip and adapting plans in the light of these, including making a Plan B in case weather, transport or other circumstances prevent the trip/visit from going ahead
- Briefing pupils and staff about the purpose of the trip/visit, expectations and specific rules, information about kit, dress code, arrival and departure times (including what will happen if pupils or staff arrive late and miss the pre-arranged transport)
- For residential trips, making sleeping arrangements, planning menus, organising rotas for cleaning/cooking duties, etc.
- Making staff who would normally be teaching/supporting pupils, aware of the details of the proposed trip

- Informing the Prayer and Worship lead at the start of the trip to ensure that the trip is included in the prayer focus for the week.

### **During the visit**

- Maintaining the health and safety of all participants, including carrying out dynamic risk assessments during the visit to assess and manage emerging risks or hazards
- Safeguarding children on the trip and prioritising their welfare
- Obtaining emergency medical treatment for any sick or injured member of the party
- Accompanying any sick or injured member of the party to an appropriate medical professional/hospital or delegating that task to another appropriate adult
- Clarifying a code of conduct for the trip and managing the behaviour and discipline of pupils during the visit, including withdrawing a pupil from a trip in advance or during a visit to maintain safety or discipline, in line with the school's Behaviour Policy, and in consultation with the Head Teacher where practicable
- Holding cash and other funds required for the trip and dispensing these as required, retaining receipts for audit purposes. Cash handling should be kept to a minimum wherever possible, with preference given to pre-paid or centrally managed payment systems.
- On residential trips, arranging for the safekeeping of pupil valuables
- Liaising with officials and venue staff before and during the trip
- Liaising with regulatory and/or emergency authorities (police, etc) during the trip and in the event of any emergency or other incident
- Liaising as appropriate with the Educational Visits Coordinators and the Designated Safeguarding Lead where safeguarding concerns arise, in line with the School's Safeguarding Policy and Emergency Management Plan.
- Taking and storing photographic/video records of the trip/visit in line with school's ICT and online safety policy
- Ensuring compliance with GDPR requirements in relation to trip/visit documentation, especially confidential medical information
- Updating the Educational Visits Coordinator about any changes to arrival times back at school

### **After the visit**

- Ensuring that pupils are handed over to their normal teachers if during the school day or to their parents/carers if after the school day.
- Giving parents/carers immediate relevant information about medical, pastoral or disciplinary incidents that affected their children, prior to providing appropriate written information as required.
- Reporting any incidents which occurred on the visit to the Educational Visits Coordinators and relevant Head of School and/or Business Manager.
- Providing Heads of School with a brief description of the highlights of the trip (including photos, videos, pupil statements/written work).
- Informing the Educational Visits Coordinator and other members of the SLT of any factors that need to be considered for future visits of the same or similar sort.
- Finalising payments for all aspects of the trip, including supplying receipts for expenditures during the visit.
- Undertaking an evaluation of the trip, making note of any recommendations for improvements for future visits
- Writing letters of thanks as appropriate to third parties and/or venues.

#### **4.6 Business Manager and Finance Officer**

The Business Manager / Finance Officer will:

- Ensure that appropriate financial systems are in place to support educational visits, including budgeting, invoicing and reconciliation
- Advise Visit Leaders on financial planning, including affordability and value for money
- Ensure that all payments to third parties are processed in a timely manner
- Maintain oversight of income received from parents and ensure accurate financial records are kept
- Advise on insurance arrangements, ensuring that appropriate cover is in place for all visits, including additional cover where required (e.g. overseas visits, cancellation, medical and repatriation)
- Confirm that transport arrangements meet legal and insurance requirements, including minibus use and driver eligibility
- Support audit processes by ensuring receipts and financial documentation are retained and compliant.

#### **4.7 SENDCo**

The SENDCo will:

- Advise Visit Leaders on reasonable adjustments required to enable pupils with SEND to participate safely and meaningfully in educational visits
- Support the development of individual risk assessments where required
- Ensure that relevant information about pupils' needs is shared appropriately with staff, in line with data protection requirements
- Liaise with parents and external professionals where necessary to ensure that pupils' needs can be met during the visit
- Support decision-making where there are concerns about whether risks can be safely managed.

#### **4.8 Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead (DSL) will:

- Provide advice to Visit Leaders on safeguarding considerations relevant to specific visits, particularly residential, overseas or higher-risk activities
- Ensure that safeguarding procedures, including those relating to allegations, disclosures and low-level concerns, are understood and applied during visits
- Be available (or ensure appropriate cover) to respond to safeguarding concerns arising during a visit
- Advise on the suitability of adults involved in visits where there is any uncertainty
- Support risk assessment processes where safeguarding risks are identified, including online safety and use of personal devices
- Ensure that safeguarding concerns arising during visits are recorded and followed up in line with school procedures.

#### **4.9. Other adults on a visit**

All adults accompanying a visit, both staff and volunteers, must familiarise themselves with the visit purpose and the risk assessment, clarifying their own role and responsibilities with the visit leader.

#### **4.10 Pupils**

The Visit Leader will make it clear to pupils that they must:

- follow instructions during the visit
- behave sensibly and responsibly, using safety equipment as instructed
- wear school uniform or kit unless permission has been given for other clothing
- bring clothing that is appropriate to all anticipated terrains, activities, temperatures and weather conditions as advised
- label specialist clothing or equipment
- if abroad, be sensitive to local codes and customs
- look out for anything that might hurt or threaten themselves or anyone in the group and tell the Visit Leader, teacher or other supervising adult about it
- adhere to mobile phone policy
- be prepared to be withdrawn from a visit/trip if their behaviour prior to or during the trip raises concerns that they may be a danger to themselves or to the group.

#### **4.11 Parents**

Parents should read carefully any information provided by the school in relation to a trip/visit and attend briefing sessions if invited to do so (normally only for residential trips). This will enable them to prepare their child for the educational visit by reinforcing the visit's code of conduct and providing appropriate clothing, footwear, etc.

Parents are invoiced termly for the travel cost of trips and visits and these invoices should be paid promptly. If a pupil is sent home early for health or behavioural issues, parents are normally required to meet the cost of such arrangements.

Parents should provide clear information as required by the visit leader about their child's health and any special needs, including medication and dietary requirements. Where relevant, they should give clear information about their child's ability or inability to swim and/or ride a bike. They must ensure that the school has up to date contact details.

Parents should note drop off and pick up times carefully, including realtime changes to travel plans, so they arrive on time. If pupils arrive late for a visit, it may be necessary to set off without them, especially if public transport is involved). If parents are not able to get their child to the visit themselves, the pupil will miss the visit.

The school will make clear in advance the basis on which costs are charged. Refunds will only be made where this is consistent with the school's charging policy and contractual arrangements with providers.

### **5. CONSENT**

#### **5.1 Routine visits**

At the start of each school year or when their child enrolls in the school, parents sign a general consent form for off-site activities that take place during the normal school day and are part of the school's curriculum and general educational provision. These 'routine visits' will not need additional consent. Where the visit is local (eg to the park to collect autumn leaves) and is what the DfE term a 'lesson in another classroom', there is no requirement to seek additional consent, and parents may not be routinely informed where visits form part of normal curriculum activity and involve no additional risk.

## **5.2 Less routine visits within the school day (eg. to a museum or a science fair)**

Additional parental consent is not required but parents should be informed using either the standard trip letter or a bespoke visit letter. The visit letter should indicate the venue and purpose of the visit, any clothing or other equipment required, the mode of transport, the cost of the trip and how to pay, as well as other specific information that parents need. This gives parents the opportunity to raise questions about the visit and, where appropriate, to request that their child does not participate.

## **5.3 Withdrawing consent**

Where visits form part of the curriculum, participation is expected unless there are exceptional circumstances. If parents are considering withdrawing consent for the child to go on a visit, the Visit Leader should discuss the reasons with parents and seek to address any concerns, recognising that participation in educational visits forms part of the school's curriculum provision. Information about costs and payment arrangements will be provided separately in accordance with the school's charging policy.

## **5.4 Residential visits, higher risk activities and overseas visits**

Written individual consent should be requested for all residential visits, for visits that involve higher risk activities (as identified through the risk assessment process, for example outdoor or adventurous activities), for visits that will extend beyond school hours (eg the London trip) and for overseas trips.

The visit letter should include a response section for parents to indicate their consent to their child's participation in the visit and associated activities, and should go out in a brown envelope and or via email. Where parents are given the option of emailing back their consent, the email must be sent from a recognised parent/carer email address and addressed to the Visit Leader and [info@school.org.uk](mailto:info@school.org.uk).

Consent forms will include relevant medical, dietary and emergency contact information where appropriate.

Visit leaders must ensure, in liaison with the office, that consent has been obtained from all pupils' parents before departure. This can be in the form of a paper return slip, an email or, as a last resort, a telephone call confirming consent. Telephone consent should only be used in exceptional circumstances and must be recorded in writing by the school.

As before, if parents are considering withdrawing consent due to financial or other concerns, the visit leader should inform the Educational Visits Coordinator.

Parents will be informed of the nature of supervision arrangements, including where indirect or remote supervision is planned.

## **5.5 Safeguarding**

For all visits, the school will ensure that appropriate safeguarding arrangements are in place in accordance with the school's Safeguarding Policy, regardless of the form of parental consent obtained.

# **6. INCLUSION, SPECIAL EDUCATIONAL AND MEDICAL NEEDS**

## **6.1 Legal framework**

The school will comply with its duties under the Equality Act 2010, including the duty to

make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. For most visits, all pupils are expected to participate as part of the curriculum. The school will make reasonable adjustments to enable all pupils to participate safely and meaningfully in these activities.

## **6.2 SEND and medical conditions inclusion**

The school is committed to offering the broadest range of opportunities possible to all pupils, including those with additional needs (educational or medical). Risk assessments will specifically consider the needs of pupils with SEND or medical conditions and identify appropriate control measures.

If a visit poses a higher level of risk for a pupil with SEND, or involves an external partner or provider with specific requirements that a pupil cannot meet, the school would actively consider additional mitigations that would make it possible for the pupil with additional needs to participate, including researching alternative venues or providers that would be more suitable. The Educational Visit Leader, the Head of School and the Educational Visits Coordinator would discuss with parents how we can consider appropriate and proportionate additional mitigations. This may include adjustments to staffing or supervision arrangements; in some cases, it may be appropriate for a parent to attend, subject to safeguarding and operational considerations.

The SENDCo will be involved in planning where pupils with additional needs are participating in a visit.

## **6.3 Risk assessment**

Special needs of any kind will be taken into consideration in the risk assessments and planning undertaken in advance of the visit and appropriate measures will be implemented. Where relevant, there will be discussions with the parents and the pupil relating to the management of their needs during the trip/visit and a record will be kept

In exceptional circumstances, a pupil may only be prevented from participating in a visit where their inclusion would present an unacceptable level of risk to their own health, safety or wellbeing or that of others, even after reasonable adjustments have been considered. Decisions will be informed by appropriate risk assessment and, where necessary, appropriate professional advice. The school will only consider preventing participation as a last resort and will ensure that any decision is a proportionate means of achieving a legitimate aim. The school will work with parents and the pupil to agree a way forward in respect of the proposed educational visit and retain a written record of the steps taken and the final decision.

For example, if an overseas residential visit had been arranged and a pupil who was due to participate developed a serious health condition shortly before the visit, the Educational Visit Leader and Educational Visit Coordinator would discuss with parents whether it was safe to take the child in those circumstances. If medical advice indicated it would not be feasible to manage the condition in the destination country even with additional staffing or other mitigations, we would ask that the child be withdrawn from the trip.

## **6.4 Optional trips**

A few trips and visits organised by the school are optional and pupils self-select or are selected on the basis of their suitability for the activities to be undertaken on the trip/visit. Where the optional trip/visit is organised by the school solely for the benefit of our pupils,

we will make reasonable adjustments to ensure that the trip/visit is accessible to pupils with disabilities or emotional/behavioural problems.

Where a risk assessment indicates that a pupil's participation would pose a significant risk that cannot be effectively mitigated, the school will consider whether it is proportionate to restrict participation. In doing so, the school will balance the needs of the individual pupil with the safety and educational entitlement of the wider group. If the only feasible way to mitigate such risks would be to cancel the trip for all students, it may be necessary to restrict participation for an individual pupil in order to ensure that the wider group is not disadvantaged by the cancellation of the visit.

Where the trip/visit involves a partnership with another organisation to deliver a service to other beneficiaries, the school will endeavour to make such reasonable adjustments as are in its power to effect. However, it is recognised that where the partner organisation stipulates a certain level of physical capacity, emotional resilience or mental health to enable them to deliver their service safely and effectively to the organisation's beneficiaries, it may be necessary to restrict access to the trip/visit in line with the requirements of the partner organisation - where these are reasonable and compatible with the school's safeguarding and legal duties - and following careful consideration and discussion with parents. For example, the Student Leadership Conference trip involves an application and selection process that enables all parties to be sure that participating pupils are physically and emotionally able to participate safely in serving others for several days in unfamiliar situations, often far away from home and sometimes in another country.

It is recognised that the final decision about whether a pupil can participate in a school-organised trip/visit rests with the Head Teacher, who will take into account risk assessments, appropriate professional advice, safeguarding considerations and the school's duties under the Equality Act 2010.

## **7. RISK ASSESSMENTS**

The school adopts a proportionate and common-sense approach to health and safety on educational visits, informed by DfE guidance and the OEAP National Guidance for Learning Outside the Classroom.

For every educational visit, an assessment of the risks involved in the activity and the appropriate steps required to counter them will be carried out. Risk assessments will be recorded where the activity involves anything more than routine, everyday risks, or where required by the employer.

### **7.1 Routine visits**

In line with DfE guidance, routine visits that involve no more than an everyday level of risk, such as slips and trips, should be considered as lessons in a different classroom and should require minimal formal risk assessment. At the start of the academic year, the standard risk assessment for these types of routine visits should be reviewed and updated and then used to cover all such visits during the year - eg trips to the local park or off-site sports venues.

### **7.2 Visits that require a formal risk assessment and more planning**

Most other visits off-site will require a written risk assessment using the CFS risk assessment and management template

Risk assessments must be suitable and sufficient, identifying foreseeable hazards and the control measures required. The risk assessment should first identify potential risks and who would be harmed by them. The risks should then include consideration of likelihood and potential impact if no mitigations were in place and then indicate how the level of risk is reduced by the implementation of appropriate mitigations. The aim of the risk assessment is to reduce the risk to a reasonable level, recognising that it is neither possible nor always desirable to avoid all dangers/hazards. If the level of risk after mitigations is considered to be unacceptable by the Visit Leader or Educational Visits Coordinator, the visit must not proceed without further review and approval by the Head Teacher

Visit leaders should consider risks relating to:

- Levels of adult supervision (for visit as a whole and for specific situations during visit)
- Safeguarding (including the vetting and management of adults accompanying the visit)
- Transport arrangements
- The venue/location (including toilet and washing facilities)
- The activities to be undertaken (see below for specific risk assessment considerations for adventurous activities and trips abroad)
- Medical emergencies / accidents (pupils and adults)
- Security of belongings
- Accommodation (residential)
- Food and allergies
- Incidents involving security / terrorism threats
- Pupils with additional needs
- Use of digital technology by staff and pupils
- Other risks specific to the visit
- Contingency plans
- Communication systems (including emergency contact arrangements)

### **7.3 Supervision risk assessment**

The following factors should be considered in the risk assessment in respect of supervision:

- Gender, age, ability, competence and behaviour of the group
- General and specific competencies of the adults within the group
- Pupils' special educational and medical needs and disabilities
- Duration and nature of activity including any journey
- Accommodation
- Requirements of the venue
- First aid requirements and knowledge of adults within the group
- Appropriate safeguarding checks, including DBS where required, for all adults involved in supervision, particularly overnight

See Section 8 for more detail about supervision requirements.

### **7.4 Adventurous activities risk assessment**

Adventurous activities should be identified and risk assessed before the visit. The Visit Leader must satisfy themselves through appropriate checks that the provider is competent and that appropriate safety management systems are in place. Visit leaders must not introduce new adventurous activities during the visit without prior approval and risk assessment. Any visit including an adventurous activity or a residential element must be

discussed with the Educational Visits Coordinator during the planning stage and a detailed risk assessment carried out. Always consider the abilities of the pupils when assessing risk.

See Section 9 for detailed information about planning an adventurous activity.

## **7.5 Residential risk assessment**

Any visit including a residential element must be discussed with the Educational Visits Coordinator during the planning stage and a detailed risk assessment carried out. Where an external provider is being used (eg Min y Don), the Visit Leader must review the provider's risk assessment, annotating the external provider's documents to indicate where the mitigations are considered adequate. A brief summary of the key points from the provider's risk assessment should be included in the main risk assessment, with reference to the appropriate sections of the provider's risk assessment.

## **7.6 Overseas trips risk assessments**

Trips abroad can have extra risks and need a higher level of risk assessment. The Visit Leader should undertake as much due diligence as is possible about all aspects of the trip, including venues to be visited. This can be difficult when the location cannot be visited in advance, so Visit Leaders should liaise closely with any partner organisations in the overseas country and should press for detailed local information, bearing in mind that individuals and organisations in other countries may not share the same approach to risk management as we do in the UK. The Visit Leader should scrutinise maps to identify potential hazards, look at venue websites and research any accreditation that an external provider holds.

If the trip includes significant risks, such as challenging terrain, going to remote places or extreme climates, the Visit Leader should refer to recognised guidance such as [Safer adventures: Managing the risks of adventure travel](#).

The Visit Leader should consider the Foreign, Commonwealth & Development Office's detailed guidance on education and work placements overseas when organising visits abroad. [Travel guidance for education or work placements overseas - GOV.UK](#) Up-to-date travel advice about specific countries is available at [Foreign travel advice - GOV.UK](#)

Overseas visits risk assessments should also include an assessment of the risk of inadequate insurance cover and the Visit Leader should ensure that the mitigation involves securing adequate insurance for all participants through the school's insurers or other appropriate arrangements.

Overseas trips risk assessments should ensure that appropriate vaccinations and medical preparations are completed in good time prior to departure. The mitigation measure should involve advance planning so that pupils and adults are fully vaccinated before the trip starts.

If a pupil with medical needs is being taken abroad, the Visit Leader should liaise closely with the school's insurers when completing the risk assessment, to ensure that there are agreed plans for the pupil to receive appropriate routine or emergency treatment. For example, if a diabetic pupil is taken abroad, the Visit Leader should include in the risk assessment the details of local hospitals and/or medical services and have ensured that these are able to provide emergency care in the event of the pupil experiencing a hypo or

are able to supply insulin in the event of loss or damage to supplies brought from the UK. The Visit Leader should also liaise closely with the pupil's medical team in the UK to ensure that the trip leaders are adequately trained before the trip and know how to seek immediate advice at any point during the trip.

The UK Health & Safety Executive does not cover incidents overseas but it can investigate the work done in Britain to support the trip, such as risk assessments. School staff could be liable under civil law for any injuries incurred by children due to negligence.

## **7.8 Contingency plan risk assessment**

Where Visit Leaders have developed contingency plans in addition to the main activity, these should also be risk assessed.

## **7.9 Risk Assessment checking**

One of the Educational Visits Coordinators will check each risk assessment prior to the educational visit and may require the Visit Leader to make changes before approval is granted. No visit requiring a written risk assessment may proceed without approval from an Educational Visits Coordinator. If in doubt about any aspect of an educational visit, the visit leader should consult one of the Educational Visits Coordinators.

## **7.10 Dynamic risk assessment**

Visit leaders should recognise that risk assessments are dynamic and should pro-actively consider changes in circumstances as they arise, for example changes in weather conditions. If the risks become unacceptable and cannot be adequately controlled, the activity or visit must be modified or terminated by the Visit Leader, in consultation with the Educational Visits Coordinator where practicable.

The risk assessment document can be updated at any time before or during a visit.

## **7.11 Communication of risk assessment**

Risk assessments must be shared with all staff and volunteers involved in the visit, and the Visit Leader must ensure that all adults understand their roles and responsibilities, including the control measures identified.

# **8. SUPERVISION**

## **8.1 Ratios**

There must be an adequate ratio of adults to supervise pupils during the educational visit. The appropriate level of supervision must be determined in each case by the risk assessment, taking into account factors such as age, maturity, behaviour, special educational or medical needs, the nature of the activity, the environment, the duration of the visit, the competence and experience of staff, and the availability of first aid and emergency support. The ratios set out below are guidelines only and may need to be increased where the risk assessment indicates this is necessary. The Visit Leader should discuss appropriate levels of supervision with the Educational Visits Coordinator if uncertain.

### Local low risk visits in normal circumstances

Reception age children	1:6	If near water or other higher risk features a tighter ratio of 1:4 should be considered
Lower School	1:6	
Middle School	1:10 - 1:15	Where feasible there should be male and female leaders if the trip involves visiting public toilets although other mitigations may be sufficient to manage only male or only female adults on the trip
Upper School	1:15	

### Overnight stays, residential visits or overseas trips

For mixed gender groups, the school will normally seek to ensure that both male and female staff are represented in the supervising team. Where this is not possible, the risk assessment must identify appropriate alternative arrangements to safeguard pupils' welfare and dignity.

Middle School	1:10	For more complex or hazardous activities, these ratios should be tighter
Upper School	1:15	For more complex or hazardous activities, these ratios should be tighter

## 8.2 Types of supervision

The responsibility for supervision of pupils is continuous, throughout the time when they are in the care of school staff. In the case of residential trips, this is 24 hours a day. There must be a minimum of two members of staff on all residential and overnight visits.

It is important that care and supervision are maintained during periods outside structured activities, as well as during the activities themselves. This does not mean that pupils on the trip need necessarily to be constantly watched, but rather that leaders need to achieve a sensible balance of activities and supervision methods.

Time for pupils to be with their peers, away from a close adult presence, can be an important part of visits, particularly of residentials, and brings many additional learning opportunities. This is equally true for structured learning time as it is for recreational time on longer visits. However, too much unstructured time can allow opportunities for homesickness and wandering off, so the time needs to be appropriately managed. Opportunities for such time should be built into the visit plan with appropriate levels of supervision included.

Supervision can be direct, indirect (within clear boundaries) or remote. In reality, these three form part of a continuum of supervision ranging from physically holding the hand of a child, to a group of competent and sensible pupils checking in with supervisors at specified intervals during an expedition or exchange visit. The Visit Leader should select the type of

supervision to maximise the educational benefits while appropriately managing the risks. Overnight supervision should also be carefully planned and risk assessed.

The different types of supervision are outlined here to illustrate the range:

### **Direct supervision**

This is when the group remains in sight and contact of an adult. It is a particularly appropriate type of supervision for pupils in Lower School and the primary end of Middle School.

### **Indirect supervision (supervision within clear boundaries)**

This occurs when a group is given the freedom to explore an environment or engage in an activity away from direct adult supervision but within clearly identified and agreed boundaries, for example: small group or individual work within a gallery, museum, cultural or historic site or city, or time between more structured activities during a residential visit.

Indirect supervision should only be used where the Visit Leader is satisfied that the pupils are sufficiently mature, responsible and familiar with the agreed boundaries, expectations and emergency procedures. Pupils must be clearly briefed on boundaries, expectations and emergency procedures, and the Visit Leader must be satisfied that they have understood these.

Indirect supervision should be set up so that, in an emergency or changed circumstances, it should not be a difficult or lengthy process to re-establish direct supervision. Keys to effective indirect supervision (supervision within clear boundaries) include:

- Identifying clear geographical boundaries within a suitable area and ensuring everyone is aware of these
- Setting a time limit by which all are to be back at an agreed location; the Visit Leader should know the whereabouts and expected time and place of return of each pupil
- Ensuring pupils are in small 'buddy' groups and know to stay together
- Ensuring that at least one pupil in the group has a mobile phone with one or more of the visit leaders emergency contact numbers on it (remembering to ensure that both pupils and leaders delete each other's phone numbers at the end of the visit)
- Briefing pupils as to the location of leaders during the activity: some leaders could be in a fixed position and others roaming the agreed area
- If pupils get lost, they know not to wander aimlessly but to stay together and wait for a leader to find them; on a residential visit, ensuring pupils know the location of their accommodation
- If abroad, consider providing pupils with a small briefing card in the local language.

### **Remote supervision**

Remote supervision occurs when a group works at such a distance that direct supervision would take some time to be re-established - e.g. during a remotely supervised adventure walk/orienteering activity or pupils travelling independently to a venue. For this form of supervision to be appropriate a decision must be made that the young people no longer require an adult leader but are capable of operating independently. The use of remote supervision must be approved in advance as part of the visit planning and risk assessment process.

Supervision in this context is more of a monitoring and emergency response role. Although

the supervisor is not physically present they should be able to intervene or assist within a reasonable time when contacted or if there is a cause for concern (reasonable in this context will depend on the age, maturity and competence of the group, the activity and the environment). Remote supervision will generally be most appropriate in Upper School.

When supervision is remote pupils should be sufficiently trained and assessed as competent for the level of activity to be undertaken. Where pupils are working unsupervised, for example, on a John Muir award expedition, the pupils must have the aptitude for, and be appropriately trained and/or experienced for the activity involved. Pupils should be briefed with clear instructions beforehand by the Visit Leader as to what to do in an emergency or in the event of getting lost, e.g. given staff emergency numbers; actions to take in the event of a medical emergency; how to shelter appropriately in difficult weather conditions. Any period of remote supervision must be adequately risk assessed beforehand.

Parents should be made aware of the nature of supervision and the level of responsibility and independence expected of the young people.

Clear and understandable guidelines will be set for the group, including physical and behavioural parameters. Pupils should be briefed about the environment they will be in (hostel, campsite, forest, etc.) and have details of meeting points and rendezvous times. Pupils should generally always be in a group with one or more CFS pupils, as well as any pupils from the host school. It is not acceptable for one CFS pupil to be on their own with only host school pupils.

For remote supervision to be effective, pupils must know how to make contact with a remote supervisor. There must be clear lines of communication between the pupil(s), the supervisor and (where appropriate) the school. Mobile phones should not be regarded as a failsafe method of maintaining communication; alternative arrangements for monitoring and emergency response must be in place. There should be defined time limits between contact occasions. Exceeding these limits should activate an agreed emergency procedure.

Where pupils are engaged in a remotely supervised activity, there should be a recognisable point at which the activity is to be regarded as completed. There should be clear arrangements for the abandonment of the activity where it cannot be completed without compromising safety. For example, pupils punting down a river should be advised to return to the base after a certain length of time or when they have reached a certain spot on the river or if high wind or heavy rain occur.

### **Night time supervision**

Researching the layout and environment around the accommodation should form part of trip planning and the risk assessment should reference overnight supervision. Where possible, the following supervision risk mitigations should be in place, although it is recognised that it may not be possible or appropriate for all of the following to be fully met. However, Visit Leaders must either be confident that the risks of the accommodation can be managed, or they should change location.

- Sleeping accommodation is exclusively for the group's use or rooms are located next to each other, ideally on the same floor or, if the accommodation is being shared with another group, the joint expectations of leaders and young people are shared and agreed
- Leaders have sleeping accommodation providing easy access to their group. Consider

carefully the location of leaders when young people's rooms are not in close proximity to each other.

- Arrangements must ensure that pupils can contact staff immediately during the night and that staff can access pupils without delay.
- Young people to rooms appropriately, with less reliable pupils located nearer to staff accommodation
- Where shower and toilet facilities are not ensuite, consider arrangements for managing the use of shared facilities
- Consider how secure the buildings can be made against intrusion and if there is 24-hour staffing of reception
- Confirm that rooms can be secured but leaders have access to a master key
- Ensure everyone knows the emergency procedures, fire escape routes and assembly points Fire escape routes have been checked to ensure that they are clear of obstruction
- Ensure there is an appropriate Personal Emergency Evacuation Plan (PEEP) for any adult or young person who may need one - eg if they have an injury or disability that makes walking quickly impossible.

### **Group supervision when travelling**

The level of effective supervision necessary for the journey should be considered as part of the overall risk management plan. Lost person incidents are most likely to occur at rest stops, when changing transport or during transitions from one place to another. Positioning of leaders, rally points, clear communication between subgroups and especially head counts before continuing, are important tools at such points.

When on private or public transport, adults should be positioned so that they can effectively monitor and supervise pupils' behaviour towards each other and members of the public.

It is important that if group leaders are tired, arrangements are made so that they can rest in turn so that there is always an alert adult monitoring and supervising the group.

### **8.3 Supervisory roles for staff and volunteers on trips**

The Visit Leader must ensure that supervisory roles are clearly defined and understood by all staff and volunteers. The Visit Leader retains a duty of care for the group at all times, unless the responsibility for providing care and supervision has been formally handed over to an appropriately selected third party provider for a specific period.

In delegating supervisory roles, it is good practice for the Visit Leader to:

- Arrange the party into small and easily managed sub-groups
- Ensure that each assistant leader knows which sub-group and which pupils they are responsible for
- Ensure that each pupil knows which assistant leader is responsible for them
- Ensure that all leaders understand they are responsible to the Visit Leader for the supervision of the pupils assigned to them
- Ensure that all leaders and pupils are aware of the expected standards of behaviour.

It is good practice for each assistant leader to:

- Have a reasonable prior knowledge of the Students, including any special educational needs, medical needs or disabilities

- Understand and implement the control measures identified in the risk assessment
- Carry a list/register of all group members
- Apply the appropriate type of supervision, as required by or agreed with the Visit Leader
- Ensure that pupils abide by the agreed standards of behaviour
- Be competent in techniques of group management
- Regularly check that the entire group is present
- Have a clear idea of the activity to be undertaken, including its aims, objectives and targeted learning outcomes
- Have the means to contact the Visit Leader or other assistant leaders if needing help
- Be alert to and recognise unforeseen hazards and respond accordingly
- Monitor the activity, including the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions
- Clearly understand the emergency procedures and be able to carry them out.

#### **8.4 Headcounts**

Regular head counts should take place throughout all off-site activities. The frequency will need to be increased at certain points such as crowded public areas, getting on and off transport, and when arriving at or leaving a location. A head count should always be part of any initial response to an incident or emergency. It is easier to monitor and count smaller groups and clusters.

It is good practice to:

- Double-check numbers before departing from a venue
- Carry a list/register of all the pupils and adults involved in the visit
- Ensure that younger pupils are readily identifiable, especially if the visit is to a densely populated area; school uniform can help identify group members more easily
- Avoid identification that could put pupils at risk e.g. name badges
- Provide extra safeguards for very young pupils, or for those with special needs, such as providing laminated cards displaying the name of the group or hotel and an emergency contact number. For visits abroad, the information should be translated into the relevant language(s)
- Ensure that everyone is aware of rendezvous points
- Ensure that everyone knows what to do if they become separated from the group
- Make everyone aware of their destination e.g. the tube station/bus stop where the plan requires them to get off.
- Take headcounts before and after periods of indirect or remote supervision

### **9. ADVENTUROUS ACTIVITIES**

#### **9.1 Use of External Providers**

The school retains overall responsibility for the safety and welfare of pupils at all times, including where activities are delivered by an external provider. The Visit Leader will at all times have regard to the appropriate legislation and guidance.

The Visit Leader must be satisfied, through appropriate checks and evidence, that the External Provider is competent to deliver the activity safely. The school will endeavour to use accredited providers with appropriate safeguarding procedures in place wherever possible. Accreditation (such as the Learning Outside the Classroom Quality Badge) may be

used as evidence of competence, but does not remove the need for the Visit Leader to exercise professional judgement. The Visit Leader should check with the Educational Visits Coordinator if in any doubt as to the competency of the External Provider.

The Visit Leader must ensure that the External Provider is an appropriate organisation to use and that those leading the activity are competent, appropriately experienced and, where relevant, suitably qualified. This could include checking, as appropriate:

- their insurance
- that they meet legal requirements
- their health and safety and emergency policies
- their incident and emergency procedures
- their risk assessments
- control measures
- their use of vehicles
- staff competence
- safeguarding
- accommodation
- any sub-contracting arrangements they have
- that they have a licence where needed

The school should have an agreement with an external provider or third party organisation/venue that makes it clear what everyone is responsible for. This is especially important if staff from the organisation will be supervising pupils. Pupils must not be placed in situations where they are reliant solely on the judgement or supervision of External Providers without school staff oversight, unless this has been explicitly agreed and risk assessed.

Relevant documentation from the External Provider, including risk assessments and safety information, must be reviewed and incorporated into the visit planning and risk assessment.

## **9.2 Roles and responsibilities**

The Visit Leader and accompanying school staff retain responsibility for the safety and the physical, moral and emotional well-being of pupils during the activity at all times. Where supervision is shared or temporarily delegated to an External Provider, roles and responsibilities must be clearly agreed in advance and understood by all parties.

The Visit Leader and accompanying staff must continuously monitor safety and have the authority to modify or stop any activity if they judge that risks are not being adequately controlled. In the event the Visit Leader is not satisfied about their ability to mitigate or manage the risks, they should consider whether it is appropriate to abort the activity altogether or whether it is safe and/or appropriate to undertake a Plan B, where a dynamic risk assessment will be undertaken.

If the Visit Leader assigns the technical instruction of the group to an External Provider, they should agree with the External Provider their respective roles. Everyone must have a clear understanding of the roles and responsibilities of CFS supervisors and External Providers.

Pupils' views should always be taken into account. Pupils who are reluctant to undertake a

particular activity should never be forced to participate in that activity. Visit leaders should not hesitate to withdraw pupils from an activity they judge to be unsafe or causing distress.

#### **9.4 Health & Safety**

The Visit Leader and accompanying school staff retain responsibility for the safeguarding and health & safety of pupils during the activity at all times.

External Providers must not have unsupervised access to pupils unless this has been specifically risk assessed and approved by the school, and appropriate safeguarding arrangements are in place.

The Visit Leader will ensure that all appropriate safety measures are taken and that all safety equipment provided is used in accordance with the recommendations of the appropriate national governing body or association for the sport or activity concerned, including the wearing of life jackets, helmets or other safety gear. Prior to the commencement of any adventurous activity, the Visit Leader should be fully satisfied with arrangements for health and safety. The Visit Leader must obtain relevant documentation from the external provider including relevant risk assessments, safety details and detailed nature of the activities proposed. This information should be included within the documentation for that particular visit.

#### **9.5 Licensible activities**

The Visit Leader should check if External Providers are required to have a licence to provide Licensed Activities ([Information for the public - AALA - HSE](#) ) and, if so, that they hold a current licence. Organisations who hold the LOTC Quality Badge should hold a licence for the activity they provide. The Visit Leader must provide copies of licences to the Educational Visits Coordinator and attach these to the visit risk assessment.

The following activities are licensable:

- Caving (including mines, potholes)
- Climbing (including traversing, scrambling, some abseiling)
- Trekking (including some pony trekking and some mountain biking)
- Water sports (including canoeing, rafting, or sailing on sea or tidal or larger non-placid waters).

#### **9.6 Non-licensable activities**

Where the Adventurous Activity is not licensable, the Visit Leader must be competent in safety procedures and the planning of such activities and hold National Governing Body qualifications where appropriate or will have demonstrable competence through experience, training or qualification. The Visit Leader must ensure that any staff leading or supporting the activity are likewise competent.

Specific advice will be obtained from the relevant federations or associations. Where no such body can be identified, the Visit Leader should obtain evidence of the competence of the External Provider, including seeking references from other schools, where appropriate. The level of qualification required should be matched to the relevant hazards and risks associated with that activity and specific advice can be obtained from the relevant federations or associations.

## **9.7 Water-based activities**

Swimming or entering water must never take place as an impromptu or unplanned activity and must only occur where it has been specifically risk assessed and approved in advance. Specific permission for swimming should always be sought from the parents in advance. Appropriate supervision arrangements must be in place at all times during water-based activities.

When planning water sports, the Visit Leader should consider the need for instructors, lifeguards and safety equipment. The Visit Leader should take particular care when using hotel swimming pools and other water leisure activities which may not have a trained lifeguard. Although there are no swimming pool specific health and safety laws, the Outdoor Education Advisers' Panel (OEAP) provides advice when undertaking adventure specialist activities, including swimming.

## **10. SAFEGUARDING ON VISITS**

The School's Safeguarding Policy and procedures, including any procedures for vetting and assessing the suitability of staff and volunteers, will apply during Educational Visits.

### **10.1 Suitability of adults involved with trips**

Parent volunteers can be used on visits but if they will have unsupervised contact with pupils, they should have been DBS checked. Parent volunteers who will always be under the direct supervision of suitable adults with a DBS do not have to have to be DBS checked.

The visit leader should be confident that third party adults with whom pupils will engage during the visit are suitable. Where third party adults are employed by or volunteer for a reputable organisation (such as a museum, conference organiser, activity centre) visit leaders do not need to investigate the individual adults who will be involved in the trip unless there is any reason to doubt their suitability. Closer investigation of third party adults would be required if they are not part of a recognised organisation; online searches and/or recommendation by CFS staff or parents would generally provide sufficient reassurance.

Third party adults do not need to have a DBS unless they will have unsupervised contact with pupils. Where appropriate, third party adults should be informed in advance about the ethos and values of the school, which we would expect them to respect.

### **10.2 Priority of pupil welfare and child protection**

At all times, the welfare of the child must be the priority concern for visit leaders. This priority may sometimes call for robust engagement with officials, such as venue security officers, police or border guards. The role of the visit leader is to advocate for the child. They should be respectful and co-operative with reasonable requests made by officials and law enforcement agents but must avoid a deferential attitude that compromises the welfare of the child. Where necessary, the Visit Leader must be prepared to withdraw pupils from a situation to safeguard their welfare.

### **10.3 Exchange visits and overseas trips**

Exchanges and overseas visits can benefit learning across a range of subjects. Foreign visits can support the Equipped to Serve curriculum by providing opportunities for service within disadvantaged communities. They can enrich the languages curriculum by providing

exciting opportunities for pupils to develop their confidence and expertise in the use of other languages. They can enrich the humanities curriculum by providing pupils with the opportunity to visit places of historical or geographical interest, eg Ypres in France.

### **Homestays**

The school will carefully consider how best to minimise risk of harm to pupils during an exchange or overseas visit arranged by the school. The school will not use host families for overseas visits or exchanges, unless it is possible to thoroughly vet all family members for suitability.

Where it is not possible to exercise sufficient control over access to pupils by non-vetted adults, the Educational Visits Coordinator will consider alternative arrangements such as staying in a group at a hostel, hotel or campsite (with the precautionary measures in place as outlined in section 8.2).

In line with guidance in the current version of KCSIE, the Educational Visits Coordinator will use their professional judgement to decide what factors it considers to be relevant when arranging a homestay, considering what intelligence/information will best inform its assessment of the suitability of the adults responsible for the visiting child during the stay.

The Educational Visits Coordinator will liaise with partner schools or organisations abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit, including the provision of certification of police checks or evidence of appropriate safeguarding checks or assurances of suitability. The Educational Visits Coordinator should consider contacting the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay for UK pupils. Parents should be aware of the agreed arrangements.

### **10.4 Research and due diligence**

It is essential that venues and locations overseas are thoroughly researched prior to the visit to ascertain as far as the range of possible potential risks and plan mitigations. Overseas partners are invaluable in providing local information and advice about potential risks but visit leaders must exercise their own judgement, recognising that approaches to safeguarding children vary across countries and teachers in other countries may accept and tolerate a higher level of risk than would be acceptable in the UK.

If at any point during a visit, the visit leader feels that their overseas partners are taking an unacceptably high risk, they must have the confidence to abort the activity. For example, if the host school has organised a boating activity without life jackets or other safety precautions, the visit leader should politely but firmly explain that CFS pupils are unable to take part due to the unmitigated risks involved.

### **10.5 Raising and reporting safeguarding concerns during an educational visit**

Any safeguarding concern must be reported as soon as possible during the visit to the emergency contact, who will liaise with a Designated Safeguarding Lead.

Any concerns about the conduct of staff or volunteers, including low-level concerns, must be reported in line with the school's safeguarding procedures. If the concern is raised about a member of staff, it should be reported to the Head directly.

Any incident amounting to an allegation or suspicion of abuse which occurs whilst on the Educational Visit must be managed in line with the school's Safeguarding Policy and

procedures. Immediate action should always be taken to safeguard the child where there is a risk of harm.

## **11. FIRST AID**

### **11.1 First Aid kits**

Visit Leaders are responsible for ensuring that First Aid equipment is carried on the trip. Sufficient first aid kits, appropriate to the nature of the visit, environment and activities being undertaken, should be taken on all trips and be available to supervising adults throughout the trip. Any activities that involve exposure to cold or wet weather or those that involve swimming or paddling should contain one or more foil blankets in the event of a pupil suffering hypothermia.

First aid kits must be readily accessible at all times during the visit.

### **11.2 First aid qualifications**

The level of first aid provision must be determined by the risk assessment. Visit Leaders should take into account the type of activity being undertaken and the availability of other first aiders at the venue: a visit to a museum that has its own trained first aid personnel is not as risky as a walk in hilly rural or coastal areas.

Where a visit involves higher risk activities, remote locations, or residential elements, a suitably trained first aider must be present. All visits with EYFS children must include at least one person with an up-to-date paediatric first aid qualification. Visit Leaders can contact the Educational Visits Coordinator to organise training for their trip staff and/or volunteers.

The Visit Leader is responsible for ensuring that appropriate first aid provision is in place for the duration of the visit. Where there is other first aid provision at the venue, the Visit Leader must ensure that the school retains sufficient capacity to respond to foreseeable incidents.

### **11.3 Medical details and contact details**

Pupils' medical details, including allergies and medication taken, and their emergency contact details are available for staff to view on the Watch With Care list (medical conditions). Information should be shared on a need-to-know basis with staff and volunteers and handled in accordance with the school's data protection policy. All supervising adults should be given relevant information about the pupils they are responsible for. This information should be available and accessible for the duration of the visit, including in a format that is accessible without reliance on internet connectivity where necessary.

Arrangements must be made for the safe storage, access to, and administration of any required medication, in line with the school's medical conditions policy.

### **11.4 Accident and emergency reporting**

Immediate action should always be taken to safeguard the health and wellbeing of the injured or unwell person. Emergency services must be contacted without delay where necessary. At least one adult on the visit must know how to contact emergency services in the relevant location. The school's emergency contact must be informed as soon as

practicable following any serious incident, in line with the school's emergency procedures. On return from a visit, the Visit Leader is responsible for reporting any other incidents which occurred on the visit to the Educational Visits Coordinator and relevant SLT member, using the school's accident report form.

## **12. INSURANCE**

### **12.1 School insurance**

The School maintains insurance arrangements that are intended to cover the main risks associated with educational visits. This includes travel insurance, motor insurance for school vehicles, employer's liability insurance, public liability insurance and professional indemnity insurance. Visit Leaders must ensure that the planned activities fall within the scope of the school's insurance cover and must seek advice if unsure.

Insurance arrangements support, but do not replace, the school's responsibility to assess and manage risks appropriately.

Where staff take responsibility for holding or safeguarding pupils' property, appropriate arrangements must be in place to store items securely. The Visit Leader may require pupils to hand over items where this is necessary for safety, safeguarding or the smooth running of the visit. Arrangements for managing personal property should be proportionate to the nature of the visit and the level of risk.

### **12.2 Use of staff/volunteer vehicles**

Staff and volunteer staff who use their own vehicles on school business, other than commuting to their normal place of work, at the request of the Head Teacher must ensure that their Motor Insurance policy includes cover for "business use" for the driver. Any associated costs in this respect can be claimed as expenses. The school must be satisfied that appropriate insurance is in place before any private vehicle is used to transport pupils. This means that volunteers also require such cover on their policy in order to provide lifts for pupils on trips, with the exception of emergencies where no other alternative is possible. The staff or volunteer driver is responsible for ensuring that their vehicle is roadworthy, appropriately maintained and legally compliant.

### **12.3 Residential and overseas trip insurance.**

For residential and overseas trips, parents must be informed clearly and in advance of the insurance arrangements. They should be told which risks are covered by the school's insurances and which (if any) are arranged and payable by the parents. Parents should be told that if they require cover for special circumstances (for example, repatriation to somewhere other than the United Kingdom or a piece of equipment that their child is taking on the visit that falls outside the scope of our insurance cover) they will need to make their own arrangements, where appropriate.

Parents should be informed that the school will take reasonable steps to ensure that appropriate insurance arrangements are in place but cannot guarantee cover in all circumstances, particularly where this depends on third-party providers or insurers.

On residential visits, the Visit Leader may put in place systems for the secure storage of money or valuables, including holding items on behalf of pupils where appropriate.

## 13. MOBILE PHONES

The use of mobile phones on educational visits must be managed in a way that prioritises safeguarding, pupil welfare and the educational purpose of the visit. The school's Online Safety policy and Acceptable Use Agreements apply during educational visits. All participants on a visit (staff, volunteers and pupils) should be made aware of this. Safeguarding considerations must take precedence over convenience or pupil preference when determining mobile phone arrangements.

### 13.1 Pupils

The Visit Leader should discuss the most appropriate mobile phone policy for each trip with the Educational Visit Coordinator. The Visit Leader must determine and clearly communicate a consistent approach for the whole group, with any individual adjustments based on specific needs or vulnerabilities.

The policy should take into account:

- The educational value of being able to take and later use photos/videos taken on the trip
- The social value for pupils of being able to share pictures and play games together on mobile devices
- The value for some pupils of having a way of creating some private space around themselves by listening to music on long journeys
- The value to pupils of being able to have a chat to parents on a residential visits
- The high value of having a means of contacting pupils under remote or indirect supervision or in the event of an emergency
- The risk of pupils accessing or sharing inappropriate or harmful content, or otherwise compromising their own or others' safety online, particularly where supervision is limited
- Pupils sharing photos and other digital material on social media in contravention of the school's Acceptable Use Policy and deliberately or unintentionally exposing other pupils to risk, especially if there is a child protection reason why photographic images should not be shared online.
- Mobile phones can act as a distraction, preventing pupils from making full use of the educational opportunities offered by the visit
- Carrying such phones can expose pupils to the risk of mugging and street violence
- Pupils may lose or damage their phones during the visit
- Loss or theft of phones can involve Visit Leaders in time consuming reporting procedures
- Homesickness may be made worse by frequent use of mobile phones

The visit leader must balance all these factors when deciding on the mobile phone policy for the whole group, as well as for individuals with specific additional needs or vulnerabilities. Visit leaders should assess the individual needs of pupils on the trip and their level of maturity and ability to behave responsibly. For some pupils, having access to a mobile phone with less direct parental supervision could pose a bigger temptation than for others who are more self-regulated.

For older pupils, visit leaders could consider allowing pupils to listen to instrumental music only while travelling, with random spot checks to encourage compliance. Or visit leaders could decide that pupils can only use their phones to take photographs with any other use

leading to a confiscation of the phone. On residential visits, visit leaders could designate a specific time of day when pupils can use their mobile phones, collecting them in and holding them securely at other times.

The Visit Leader has the authority to collect in phones or other communication devices in the event of misuse or where necessary for safeguarding, safety or the effective management of the visit. Phones may be collected in or confiscated for the duration of the visit if necessary to avoid any risk of sensitive information being disseminated through social media/text etc.

Parents should be informed of the specific mobile phone policy for each educational visit with the sanctions for breaching the policy.

Any mobile phone arrangements must be proportionate to the age, maturity and needs of the pupils and the nature of the visit.

### **13.2 Visit leader and other adults' phones**

The Visit Leader and at least one other supervising adult must carry a fully charged mobile phone at all times and will ensure that an emergency contact at the School has the relevant numbers. Any Educational Visit which occurs outside of School hours is assigned an emergency contact; usually a member of SLT. The emergency contact is the link between the Visit leader, senior management and parents. The emergency contact must have full details of the visit including contact numbers for the parents. Visit leaders must keep their emergency contacts informed of substantial changes to the itinerary.

Where pupils are being indirectly or remotely supervised, visit leaders and other supervisors should ensure that at least one pupil in each buddy group has the leaders' mobile numbers on their phone. Visit leaders should enter all the numbers of pupils they are supervising into their phone for the duration of the visit. Contact details shared for the purposes of the visit must be used only for that purpose and handled in accordance with the school's data protection policy. Staff must not use personal devices to communicate with pupils outside the agreed arrangements for the visit. At the end of the visit, both adults and pupils should delete each others' numbers from their phones.

All adults on trips must comply with the school's safeguarding, online safety and data protection policies when using mobile devices, including when taking or storing images or personal data.

The Visit Leader and at least one other adult must be contactable by mobile phone at all times during the visit, ensuring that phones are charged and operational

## **14. PERSONAL PROPERTY**

Parents are requested not to send pupils on visits with expensive equipment that may attract thieves or be lost or broken. Pupils are responsible for their personal property while on the visit. If a parent requests that a pupil bring an expensive item of equipment, they should be informed that they must bear the liability for any loss or damage as the school's insurance policy may not cover loss, damage or theft of personal property

## **15. VISIT COSTS AND FUNDING**

### **15.1 General principles**

The school aims to ensure that educational visits are accessible to all pupils and form an integral part of the curriculum wherever appropriate. Financial arrangements for visits will be transparent, fair and compliant with relevant legal and regulatory requirements.

Where visits form part of the curriculum, no pupil will be excluded on financial grounds alone. The school will seek to make appropriate arrangements to support participation where needed.

### **15.2 Termly travel supplement**

The school operates a termly educational visits supplement which contributes towards the cost of transport for routine and curriculum-related visits.

- This supplement covers the travel element of most day visits only
- It does not cover admission fees, specialist instruction or other activity-related costs
- The supplement is charged in accordance with the school's fee structure and is not linked to individual visits

This approach enables to plan and deliver a broad programme of educational visits without requiring separate charges for each individual journey.

### **15.3 Costs met by the school**

The school normally meets the cost of: entry to venues; educational activities and instruction; staffing costs associated with visits; administrative and organisational costs.

This reflects the school's commitment to ensuring that educational visits remain an integrated part of the curriculum and do not create unnecessary financial barriers for families.

### **15.4 Residential visits**

The non-travel costs of residential visits are funded through a combination of school resources and external investment. The school will:

- ensure that such funding is used responsibly and represents value for money
- exercise appropriate oversight of costs and expenditure
- ensure that educational benefit remains the primary consideration in planning residential visits.

Where any parental contribution is required for a residential visit, this will be communicated clearly in advance.

### **15.5 Optional and additional visits**

Some visits may fall outside the core curriculum or involve additional optional elements. In such cases:

- parents will be informed in advance of any costs
- participation may be voluntary
- charges will reflect the actual cost of providing the visit or activity

The school will make clear whether a visit is part of the curriculum or an optional additional opportunity.

## **15.6 Payment arrangements**

Where payments are required:

- parents will be given clear information about the cost and payment arrangements
- where appropriate, payment by instalments may be offered
- reasonable notice will be given to allow families to plan.

## **15.8 Refunds and cancellations**

Where a visit does not proceed or costs are reduced:

- the school will consider whether refunds are appropriate
- minor surpluses may be retained to support future visits
- significant overpayments will normally be returned to parents

Where costs have been committed to third parties, refunds may not always be possible.

## **15.9 Financial oversight**

The school will ensure that: appropriate financial records are maintained for visits; expenditure represents value for money; funds provided for educational visits are used for their intended purpose.

## **16. PUPIL SPENDING MONEY**

### **16.1 Amount**

Visit Leaders may set a recommended or maximum amount of personal spending money for a visit. This is intended to:

- ensure that pupils have the opportunity to purchase small items such as snacks or souvenirs
- avoid excessive spending on unnecessary items
- reduce the risk of loss or theft
- promote fairness and minimise pressure on families

Parents should be informed in advance of any guidance on spending money. The school will seek to ensure that no pupil feels disadvantaged due to differences in personal spending money.

### **16.2 Equity and pastoral considerations**

Arrangements for spending money should take into account the pastoral needs of pupils and the importance of maintaining a sense of inclusion within the group.

Visit Leaders should be mindful of: differences in family circumstances; the potential for comparison between pupils; the need to avoid situations where pupils feel excluded or pressured.

Where appropriate, Visit Leaders may put in place arrangements to support inclusion, for example by structuring opportunities for shared purchases or limiting spending opportunities.

### **16.3 Safekeeping of money**

Visit Leaders must ensure that appropriate arrangements are in place for the safe handling of pupils' spending money, proportionate to the nature of the visit and the level of risk.

This may include:

- advising pupils to keep small amounts securely on their person
- implementing a system for storing larger sums securely
- supervising access to money at appropriate times

Where the school takes responsibility for holding pupils' money, it must be stored securely and appropriate records maintained.

#### **16.4 Residential and overseas visits**

For residential or overseas visits, Visit Leaders may:

- collect and hold pupils' spending money for safekeeping
- operate a system for distributing money at agreed times
- provide guidance on appropriate daily spending

Where appropriate, arrangements may be made for currency exchange in advance to ensure consistency and reduce risk.

#### **16.5 Responsibility and loss**

Pupils are responsible for their personal spending money unless it has been formally handed to staff for safekeeping.

The school will take reasonable steps to support pupils in managing their money safely but cannot guarantee against loss or theft, particularly where money is retained by pupils themselves.

### **17. COMMUNICATIONS**

Visit Leaders must not send out information about an educational visit without prior discussion and approval from an Educational Visits Coordinator (EVC). This ensures that communication is accurate, consistent and aligned with the school's procedures and risk management processes.

All communication with parents must be clear, timely and appropriate to the nature of the visit. Information provided should include, where relevant:

- the purpose and educational value of the visit
- key logistical details (dates, times, location and transport arrangements)
- any specific requirements (clothing, equipment, documentation)
- the supervision arrangements and expectations of pupils
- the mobile phone policy for the visit
- any consent requirements

Communication will normally be sent electronically. Paper copies will only be used where necessary, for example where a signed consent form or specific information is required to be returned.

Visit Leaders must ensure that parents are given sufficient notice of visits to enable appropriate preparation. Any significant changes to arrangements must be communicated to parents as soon as practicable.

### **18. GDPR**

Visit Leaders must ensure that all personal data relating to pupils, staff and volunteers is handled in accordance with the school's Data Protection Policy and applicable data protection legislation.

Personal data used for the purposes of an educational visit should be: limited to what is necessary for the safe and effective management of the visit; shared only with those who need it in order to fulfil their role; kept secure at all times, whether in paper or electronic form

Visit Leaders must ensure that:

- essential information (such as medical details and emergency contacts) is accessible for the duration of the visit, including in a format that does not rely solely on internet connectivity where appropriate
- any personal data stored on mobile devices is kept secure and not retained longer than necessary
- contact details shared between staff and pupils for the purposes of the visit are used only for that purpose and handled appropriately

Where photographs or video recordings are taken during a visit, these must be: in line with the school's Online Safety and Acceptable Use policies; used only for appropriate educational or school purposes; stored and shared securely

After the visit, Visit Leaders must ensure that documentation containing personal data is: retained only where necessary in line with the school's data retention policy; or securely deleted or destroyed where no longer required.

## **18. EVALUATION AND RECOMMENDATIONS**

It is important that educational visits are reviewed in order to support continuous improvement and ensure that future visits are planned and managed effectively. Following an educational visit, the Visit Leader must:

- reflect on the overall success of the visit, including educational outcomes, organisation and safety
- identify any issues, incidents or near misses that may inform future planning
- consider feedback from staff and, where appropriate, pupils

For routine, low-risk visits, this evaluation may be informal. Key points should be noted and, where relevant, shared with an Educational Visits Coordinator (EVC).

For higher-risk visits, residential or overseas visits, a written evaluation should be completed and submitted to the EVC.

The Educational Visits Coordinators will:

- review evaluations and identify any recurring themes or concerns
- ensure that lessons learned are incorporated into future planning and risk assessment processes
- monitor the overall effectiveness of educational visits across the school

Where a visit involves an external provider, feedback should be used to inform future decisions about the suitability and quality of that provider.

## Appendix A – Educational Visit Planning Process

This appendix outlines the required stages for planning and delivering an educational visit. All Visit Leaders must follow this process.

### Stage 1 – Initial proposal and approval (Step 1 form)

The Visit Leader must complete the **Educational Visit Booking Form (Step 1)**.

This includes:

- basic details of the visit (date, destination, timings)
- pupil numbers and staffing
- transport arrangements
- initial SEND considerations
- staff cover and contingency planning

👉 **Key requirement:** No bookings or commitments should be made until the visit has been approved by Head of School and Deputy Head (EVC)

### Stage 2 – Detailed planning and information (Step 2 form)

Once initial approval is granted, the Visit Leader must complete the **Educational Visit Information Form (Step 2)**

This includes:

- full description of the visit and itinerary
- staffing and supervision arrangements
- transport confirmation
- emergency contact arrangements
- confirmation of first aid provision
- confirmation of staff cover and communication with colleagues

The Visit Leader must ensure that:

- all organisational arrangements are in place, including:
  - booking of venue and transport
  - completion of budget analysis
- all staff involved understand their roles

### Stage 3 – Risk assessment

The Visit Leader must complete a suitable and sufficient risk assessment in line with Section 7 of the policy. This must include:

- identification of hazards
- control measures
- supervision arrangements
- SEND and medical considerations
- contingency planning

👉 Where possible, existing risk assessments should be **adapted and updated**, not recreated from scratch.

👉 Additional individual risk assessments must be completed where required for pupils with SEND or medical needs.

#### Stage 4 – EVC review and approval

Before the visit takes place, the Visit Leader must ensure that:

- the risk assessment has been reviewed
- all documentation is complete
- the visit has final approval from an EVC

👉 The Deputy Head (EVC) is the **first point of contact** for this stage.

#### Stage 5 – Communication with parents

Visit information must be shared with parents using the appropriate template:

- Standard trip letter
- Trip letter with consent slip (where required)

👉 All communication must be approved by an EVC before sending; be clear and timely; include all key information (timings, kit, expectations, etc.)

👉 Consent must be obtained where required (see Section 5 of policy).

#### Stage 6 – Pre-visit actions

Before departure, the Visit Leader must ensure:

- pupils have been briefed on: purpose of the visit; behaviour expectations; supervision arrangements
- all staff understand: their roles; the risk assessment; emergency procedures
- medical information has been checked and is accessible
- first aid provision is in place
- transport arrangements are confirmed

#### Stage 7 – During the visit

The Visit Leader must:

- implement the risk assessment
- carry out dynamic risk assessment as needed
- maintain appropriate supervision at all times
- prioritise safeguarding and pupil welfare
- respond appropriately to incidents or changes

#### Stage 8 – After the visit

The Visit Leader must:

- ensure safe handover of pupils
- report any incidents
- complete evaluation as required:
  - informal for routine visits
  - written for residential or higher-risk visits

Key points should be shared with the EVC to inform future planning.