



Policy Document:	Educational Visits
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1. LEGISLATION AND GUIDANCE

This policy is issued in accordance with the Education (Independent School Standards) (England) Regulations 2014 and the Health and Safety at Work etc. Act 1974 and subsequent regulations and guidance. Any legislation referred to in this policy is as amended. The policy has been drawn up in accordance with guidance in the ISI Commentary on the Independent Schools Regulatory Requirements 2022, Para 11, specifically sections 351 to 358.

It should be read in conjunction with:

- DfE guidance about Health & Safety on Educational Visits, 2018 [Health and Safety on Educational Visits](#)
- Health & Safety Executive, School Trips and Educational Activities: Tackling the Health & Safety Myths [School trips and outdoor learning activities](#)
- Health & Safety at Work, etc. Act, 1974
- Management of Health and Safety at Work Regulations 1999, as amended
- CFS Health & Safety Policy [link]
- CFS Safeguarding Policy [link]

2. POLICY AIMS

The Governors of Christian Fellowship School recognise 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 Governors also recognise and accept 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 The Headteacher and Principal

The Headteacher and Principal will ensure that Educational Visits comply with regulations and guidelines provided by the governing body as set out in this policy and with the school's Health and Safety policy.

If the Headteacher or Principal 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

The school's Educational Visits Coordinators are the Headteacher and the Principal. 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 Asst Head for Operations & Communications and/or office 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 Visit Coordinator (Headteacher/Principal) 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 will have overall responsibility for the supervision and conduct of the visit, including:

Before the visit

- Providing an outline of the proposed trip using the trip request form [link] and obtaining the permission of the Headteacher/Educational Visits Coordinator 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 Principal 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 Asst Head for Operations and Communications to enable whole school perspectives to be considered
- Drawing up a budget for the trip and ensuring that all costs are covered by parents and/or departmental funding
- Informing parents/carers about relevant aspects of the trip, including costs, 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 Bursar to:
 - make payments to third parties, by forwarding quotes and invoices
 - arrange parent payment methods, eg by instalments for higher cost trips
- Liaising with the Office staff and Bursar to ensure that monies have been collected
- Ensuring that there is appropriate insurance for the trip, liaising with the EVC and/or bursar 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
- 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
- Scrutinising weather forecasts and local features prior to the trip and adapting plans in the light of these
- 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 Asst Head for Prayer and Worship at the start of the trip to ensure that there is prayer cover for the trip and contributing to that prayer coverage

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 if behaviour/discipline concerns arise
- Holding cash and other funds required for the trip and dispensing these as required, retaining receipts for audit purposes
- 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 Coordinator, Head or Principal if incidents occur during the visit, seeking advice and instructions
- 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 Coordinator and relevant SLT member
- 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 Bursar with 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 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

4.7 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 clothing and specialist 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

4.8 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 should send in or transfer monies in a timely manner to the school, so that upfront bills can be paid. 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. Any monies paid will not normally be refunded and any monies still owing should be paid.

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 need to inform parents.
- 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 [link] 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 potentially withdraw their child from it, as required by the DfE.
- 5.3 **Withdrawing consent:** Where parents are considering withdrawing consent for the child to go on a visit, the Visit Leader should discuss the reasons with them and explain the importance of their child's participation in this aspect of the curriculum. Where parents are considering withdrawing consent due to financial concerns, the visit leader should inform the Educational Visits Coordinator, so that appropriate arrangements can be put in place for payment by instalments or, in cases of serious hardship, for a grant to cover the cost.
- 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 (eg a day hike), 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, they must address their email to the Visit Leader and info@school.org.uk. Visit leaders must check with the office that consent has been obtained from all pupils' parents before setting off. This can be in the form of a paper return slip, an email or, as a last resort, a telephone call confirming consent. As before, if parents are considering withdrawing consent due to financial or other concerns, the visit leader should inform the Educational Visits Coordinator.

6. INCLUSION, SPECIAL EDUCATIONAL AND MEDICAL NEEDS

For most visits/trips all pupils in the class are expected to attend as part of the curriculum provision and the school makes every reasonable adjustment to ensure that all pupils can participate safely in these activities.

The school is committed to offering the broadest range of opportunities possible to all pupils, including those with additional needs (educational or medical). If a visit poses a higher level

of risk for a SEND pupil or which involves an external partner or provider with specific requirements that an additional needs 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 creatively manage the additional risks. This may involve higher adult:pupil ratios or by the parent of the child coming on the trip.

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 Student relating to the management of their needs during the trip/visit and a record will be kept

In exceptional circumstances, a pupil may be prevented from going on a proposed visit if their participation would represent an unacceptable level of risk to the health, safety or wellbeing of the pupil concerned or to others on the visit, even after reasonable mitigating adjustments had been made. The school will only consider preventing a pupil from attending an educational visit as a last resort and only if the refusal 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.

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. Pupils would only be excluded from a trip if a risk assessment indicated that their inclusion would pose a significant risk to the safety of others and that the risk could not be effectively mitigated. If the only feasible way to mitigate such risks would be to cancel the trip for all students, a student with additional needs may need to be excluded to ensure that the other students were not disadvantaged by the removal of the trip/visit opportunity altogether.

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. For example, the Upper School Mission 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 pay due regard to relevant moral, legal, educational, safeguarding and health & safety factors.

7. RISK ASSESSMENTS

The school adopts a common sense and proportionate approach to health and safety on educational visits, following DfE and ISI guidance. 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. Generally but not always these will be written down.

“A written risk assessment is not required for every visit, and schools should make the decision about when to carry out a risk assessment and when to commit a risk assessment to writing. However, where a risk assessment is carried out, the employer must record the significant findings of the assessment.”

ISI Commentary on the Regulatory Requirements, para 354

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 [\[link\]](#)

The risk assessment should first identify potential risks and who would be harmed by them. The risks should then be rated for likelihood and 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 and/or Educational Visits Coordinator, the Educational Visit shall not go ahead.

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

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
- DBS disclosure for all volunteers involved in overnight supervision

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. Visit Leaders must not decide to add such activities during the trip. 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 assessment: 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 follow the guide to the British Standard for adventurous activities outside the UK. [Safer adventures: Managing the risks of adventure travel.](#)

The Visit Leader should consider the Foreign and Commonwealth 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 otherwise.

Overseas trips risk assessments should include an assessment of the risk of vaccinations and/or inoculations not being carried out in good time before the visit takes place. 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.

- 7.5 Contingency plan risk assessment:** Where Visit Leaders have developed contingency plans in addition to the main activity, these should also be risk assessed.
- 7.6 Risk Assessment checking:** One of the Educational Visits Coordinators will check each risk assessment prior to the educational visit and may ask the visit leader to make changes where required. If in doubt about any aspect of an educational visit, the visit leader should consult one of the Educational Visits Coordinators.
- 7.7 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 the visit shall be terminated. The risk assessment document can be updated at any time before or during a visit.

8. SUPERVISION

8.1 Ratios

There must be an adequate ratio of adults to supervise pupils during the educational visit. This ratio should derive on each occasion from the risk assessment undertaken and should be informed by the following guidelines. The Visit Leader should discuss appropriate levels of supervision with the Educational Visits Coordinator, if uncertain.

8.1.1 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	

8.1.2 Overnight stays, residential visits or overseas trips

There should be a minimum of two members of staff in every party. Mixed gender groups should have at least one male and one female member of staff accompanying.

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. 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:

8.2.1 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.

8.2.2 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.

This 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.

For example, on a trip to Romania one of your aims is for the pupils to have a cultural experience in Brasov, buying souvenirs in local shops or purchasing an ice-cream or drink from a kiosk/cafe. The Visit Leader chooses an appropriate part of town with an easily defined boundary and no major traffic hazards. They split the pupils into small groups who know to stay together. They are briefed about the risks of pick-pockets or harassment by beggars and know how to respond. At least one member of the group has a mobile phone with the leaders' mobile numbers on the phone. Each group has a small card in Romanian explaining who they are and giving an emergency contact number. The pupils are shown the geographical boundaries within which they can roam and the rendezvous point where there will always be a leader and where they are to meet by a certain time. Some leaders sit at the local café (the rallying point) while the others walk round the area.

8.2.3 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.

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 as these may sometimes malfunction, so the supervisor should find alternative ways of monitoring the pupils' welfare at appropriate intervals. 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.

8.2.4 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
- 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.

8.2.5 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 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
- 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 or near a significant hazard (such as water). 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.

9. ADVENTUROUS ACTIVITIES

9.1 If using an external provider, the Visit Leader should ensure that the External Provider is competent. The school will endeavour to use accredited providers with appropriate safeguarding procedures in place wherever possible. The Visit Leader should check with the Educational Visits Coordinator if in any doubt as to the competency of the External Provider. If an organisation does not hold the Learning Outside the Classroom badge, the Visit Leader must check that they are an appropriate organisation to use. This could include checking, as appropriate:

- their insurance
- that they meet legal requirements
- their health and safety and emergency policies
- 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 taking over supervision of the children.

9.2 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)

9.3 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 achieved adequate proficiency in that activity by other means. 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.

- 9.4 Where the main activity is an adventurous activity or any activity which is facilitated by an External Provider, the Visit Leader will have regard to the appropriate legislation and guidance available at that time. Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. Specific permission for swimming should always be sought from the parents in advance. 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.
- 9.5 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 Supervisors and External Providers.
- 9.6 The Visit Leader and accompanying school staff retain responsibility for the moral and emotional well-being of pupils during the activity at all times and should not hesitate to withdraw them from an activity they judge to be unsafe or causing distress. 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.
- 9.7 The Visit Leader will take appropriate steps to ensure that External Providers do not have substantial unsupervised access to pupils unless this has been authorised and risk assessed by the school.
- 9.8 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.
- 9.9 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.

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 staff and volunteers

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.

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.

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.

10.3.1 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. This is generally not possible for the Netherlands Exchange but would be possible for a trip to Romania where pupils stay in the home of one known and vetted adult who is well known to the school. 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 8.2.4).

In line with guidance in KCSIE 2022, 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 confirmation of good character as appropriate. 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.

10.3.2 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.

10.4 Raising and reporting safeguarding concerns during an educational visit

If a safeguarding concern is raised about a child during an Educational Visit, it should be reported to the Visit Leader who will pass on the concern to the emergency contact who will liaise with a Designated Safeguarding Lead. 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 will be dealt with appropriately at the time and will be reported to the School's Designated Safeguarding Lead and to the Head immediately on return.

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, appropriately stocked for the kind of activities that will take place during the visit, 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.

11.2 First aid qualifications

Where possible, a trained first aider should accompany an Educational Visit. However 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. A trained first aider is essential on all residential trips and trips involving adventurous activities. 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.

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 Pupil Asset. The Visit Leader must ensure

that these details are seen by all supervising adults in relation to the pupils they are responsible for and that they are available and accessible for the duration of the visit.

11.4 Accident and emergency reporting

On return from a visit, the Visit Leader is responsible for reporting any incidents which occurred on the visit to the Educational Visits Coordinator and relevant SLT member, using the school's accident report form.

12. INSURANCE

The School has in place insurance that will cover most aspects of school educational visits. This includes travel insurance, motor insurance, employer's liability insurance, public liability insurance and professional indemnity insurance.

Staff or volunteers who use their own vehicles at the request of the Head Teacher are covered by the school's travel insurance policy.

For residential and overseas trips, parents should be informed of the insurance arrangements in clear terms. 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.

Parents should be informed that the school cannot accept liability for the failure of an insurance for reasons beyond the control of the school or where the school has made reasonable enquiries and exercised reasonable care.

13. MOBILE PHONES

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.

13.1 Pupils

The Visit Leader should discuss the most appropriate mobile phone policy for each trip with the Educational Visit Coordinator. The policy will need to 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's online safety being compromised when staff have limited capacity and resources to monitor and supervise pupils' online activities so pupils may use

smartphones to access audio or visual material that is not in keeping with the school's Acceptable Use Policy or in a way that exposes them to other online harms.

- 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, 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 any contravention of the Acceptable Use Agreement and should do so where 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.

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. It is very important that at the end of the visit, both adults and pupils delete each others' numbers from their phones and provide an assurance to each side that this has been done.

Visit leaders and other adults on the visit must be reminded about the school policy on the use of mobile phones to take and store photos/videos of children during any visit

14. PERSONAL PROPERTY

Parents are requested not to send pupils on visits with expensive equipment that may attract thieves or be lost or broken. In any event, pupils will be responsible for all items of personal property taken 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 it.

15. VISIT COSTS

Our aim is to keep visit costs as low as possible whilst ensuring that all trips are fully funded. These costs include:

- Entry to the venue
- Fees for participating in any activities planned
- Transport costs to and from the school: these should include the appropriate mileage contribution if using the school minibus or staff / volunteer / parents vehicles (see Bursar for latest mileage rates)
- An element to cover the cost of visit leaders: often venues allow a number of free places for adult supervisors but the overall cost of the trip must ensure that any additional staff fees are covered
- Any food or snacks that have to be purchased during the visit: visit leaders can decide whether they charge and collect a set amount and then buy the items on behalf of all the group which is generally preferable to each pupil purchasing their own
- A small contingency fund for unexpected additional costs
- When on an overseas trip, a residential visit or a visit to a UK place of interest, buying refreshments for third parties involved in the trip or making a donation to the place visited

Where the cost of a visit is relatively high (eg Min y Don, Dutch Exchange), parents should be given the opportunity to pay in instalments. Parents should be notified about the forthcoming visit sufficiently well in advance for them to be able to budget for it. The Assistant Head for Ops and Comms will provide guidance about the notice period and appropriate instalment arrangements.

Heads of School should keep an eye on the amount and cost of educational visits so that the financial costs to parents are spread as evenly as possible over pupils' educational career.

Parents will normally be expected to have paid for an educational visit before it takes place. However, in exceptional circumstances, parents may be given extra time to make payments, even after the visit has taken place.

No pupil should be excluded from an educational visit that forms part of the curriculum

because their parents cannot afford the fee. Visit leaders should inform the Educational Visits Coordinator of any families who are currently unable to afford the visit cost. They will discuss with the parents and/or the bursar and implement a longer time period for payment, a full or partial grant towards the cost of the visit or other ways of reducing the financial burden.

If the final actual costs of a visit come in under budget, the school will not normally reimburse parents unless it is for a considerable sum (eg over £5). The surplus will be kept in an Educational Visits fund to provide grants for future visits.

Visit leaders should keep the central record of monies received (preferably on a Google Sheet) so that the Office Staff can update with money brought into the office in cash or a cheque and the Bursar can update with money transferred by bank transfer. It is the Visit Leader's responsibility to chase missing money before and after the visit

16. PUPIL SPENDING MONEY

16.1 Amount

Visit leaders should set a ceiling for personal money to be brought on a trip by individual pupils. The aim is to ensure that if parents wish it, pupils have some personal funds to buy small items (snacks, souvenirs) but do not have an excessive amount of money that is wasted on junk food or unnecessary items. It is important to discourage pupils from putting pressure on their parents to provide them with an unaffordable amount of spending money, and also to avoid making other pupils feel disadvantaged due to having less spending money than others. Visit leaders should indicate to parents the maximum amount of personal spending money that pupils can bring on a visit.

16.2 Keeping personal spending money secure

Visit leaders should make appropriate arrangements for keeping pupils' personal spending money secure. Where it is a small amount, they should advise pupils to keep it in a zipped pocket of their coat or backpack. Where pupils bring a substantial amount (for example on a residential visit), the visit leader should consider how to keep pupils' personal money secure. Often this is best achieved by taking in all the money and operating a 'banking system' for the duration of the visit, where pupils can withdraw money as they need it. This does require the visit leader or another adult to keep careful records and ensure that the cash is kept in a secure, locked location. On overseas trips, the visit leader should arrange for the whole group's spending money to be converted into the local currency and the funds kept for distribution to pupils at appropriate points during the trip.

17. COMMUNICATIONS

Visit leaders must not send out information about a visit without discussing it first with the Assistant Head for Ops and Comms. She will advise on editing the information to ensure it provides all the necessary information and is written in a clear and accessible way. She will also decide how the information should go out (brown envelope or email or both). The letter should be given to pupils to hand to their parents or can be sent out in a brown envelope if monies are to be collected or parents need to provide any additional information (such as pick-up arrangements).

18. GDPR

Visit leaders should ensure that all visit documentation that includes personal pupil or staff data is handled and stored in accordance with the school's Data Protection policy. After a visit, documents including personal data should be destroyed (or archived) in accordance with the policy.

18. EVALUATION AND RECOMMENDATIONS

It is important that after each educational visit, there is an opportunity for all participants to reflect on what went well and what could be even better if. This evaluation does not need to be written although key points need to be recorded and sent to the Educational Visits Coordinators, who will review evaluation and recommendations and take appropriate actions to ensure that these will be taken into consideration when similar visits are planned in the future. The document should be filed alongside the rest of the visit documentation (digitally and on paper). Visits further afield, including residential, exchange or overseas visits should always be evaluated in writing. Where a visit has involved a third party, the Visit Leader should aim to include their perspectives in the evaluation.