

Educational Visits and School Trips Policy

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Trustee Committee: H,S & P

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Policy Review

This policy will be reviewed in full by the Board of Trustees every 2 years.

The policy was last reviewed and agreed by the Board of Trustees on 6th February 2025
It is due for review in 24 months from the above date.

Signature _____

Date _____

Headteacher

Signature _____

Date _____

Chair of Board of Trustees

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Statement of intent

Hitchin Boys School understands that visits and trips can be effective ways of motivating students, and they can often offer unique educational experiences. The school aims to ensure that students are engaged in their learning and are given opportunities to explore this in a more practical setting.

The school takes the health and wellbeing of our staff and students very seriously. This policy has been designed in line with DfE and HSE guidance and details our responsibilities for students and staff members while out on educational visits and school trips.

Hitchin Boys' School, as the employer, is responsible for the health and safety of students, members of staff and volunteers and aims to protect them from getting hurt while out on educational visits or school trips.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Health and Safety at Work etc. Act 1974
- DfE (2018) 'Charging for school activities'
- DfE (2018) 'Health and safety on educational visits'
- HSE (2011) 'School trips and outdoor learning activities'
- DfE (2013) 'Driving school minibuses: advice for schools and local authorities.'

This policy operates in conjunction with the following school policies:

- Complaints Policy and Procedure
- Behaviour Policy
- Health and Safety Policy
- Charging and Remissions Policy
- Minibus Policy
- Equality Information and Objectives Policy
- Staff Code of Conduct Policy

2. Definitions

'In loco parentis' means that the group leaders of any school trip or educational visit has a duty of care over the students in place of a parent.

'School trip' means any educational visit, foreign exchange trip, away-day or residential trip organised by the school which takes students and staff members off-site.

'Residential' means any school trip which includes an overnight stay.

Activities of an **'adventurous nature'** include, but are not limited to, the following:

- Trekking
- Caving
- Skiing
- Water sports
- Climbing

3. Roles and responsibilities

The Board of Trustees is responsible for:

- The overall implementation of this policy.
- Delegation of operational responsibilities to the Headteacher
- Ensuring that this policy complies with the Equality Act 2010
- Ensuring educational trips and visits positively impact on students' lives, teaching them new life skills and providing new experiences.
- Oversight provided principally through the committee/s responsible for Health and Safety and ARR.

The Headteacher is responsible for:

- The day-to-day implementation and management of this policy.
- Appointing an Educational Visits Coordinator (EVC), and liaising with the Local Authority as necessary.
- Liaising with the EVC and communicating information regarding any planned trips to parents.
- Liaising with the governing board regarding the organisation of extra-curricular trips and activities, including settling any disputes.
- Being part of the approval process for extra-curricular trips and activities.
- Ensuring the EVC is competent to oversee the coordination of off-site education and arranging for training to be undertaken, as necessary.
- Completing and/or signing off relevant paperwork, including risk assessments, for extra-curricular trips and activities.
- Ensuring suitable safety measures are in place prior to each trip or activity.
- Overseeing the work of the EVC, ensuring a whole-school approach is adopted when planning and coordinating extra-curricular trips and activities.
- Ensuring there are contingency plans in place in the event of a member of staff being absent on the day/s or, or during, the trip or activity.

The Educational Visits Coordinator (EVC) has overall responsibility for:

- Overseeing all issues and controls regarding extra-curricular activities and trips, and in particular that a reputable Tour Operator is always used for residential overseas trips.
- Liaising between all appropriate parties, including the local outdoor education adviser, during the planning and organising of extra-curricular activities and trips.
- Ensuring the systems and procedures for dealing with educational visits adhere to the requirements of this policy.
- Partaking in relevant additional training to ensure they remain up-to-date with relevant educational trip information and health and safety guidance.
- Overseeing the planning of the educational trips, by ensuring all essential documentation, including risk assessments, is up to date and appropriate for completion by the designated trip leader.
- Appointing an appropriate and competent member of staff to be the designated trip leader for each trip.
- Ensuring the competency of the designated trip leader, in consultation with the Headteacher, and organising training for all staff and volunteers.
- Ensure staff accompanying residential visits must be in the employment of Hitchin Boys' School. For any unforeseen / special dispensatory circumstances, written authorisation from the Headteacher is required.
- Ensure all Trip Leaders hold a current first aid qualification.
- Meeting all travelling staff and students pre departure to highlight and reinforce the school behaviour policy and staff code of conduct policy
- In accordance with GDPR guidance ensuring at the end of the trip the designated trip leader returns all confidential paperwork. Should any such paperwork be mislaid while on a trip the designated trip leader should seek advice from the GDPR Co-ordinator

The designated Trip Leader (TL) will have the overall responsibility for supervision and conduct of the trip and has a duty of care to all students and staff on the trip. They are also responsible for:

- Checking the schedule is free on the school calendar prior to planning an educational visit.

- Identifying the educational purpose of the extra-curricular trip or activity and presenting its benefits to the headteacher.
- Undertaking any relevant training or courses which are arranged by the EVC.
- Completing all essential documentation for the trip and ensuring it has been approved by the EVC.
- Conducting a risk assessment prior to residential school trips and educational visits to ensure student and staff safety
- Completing all essential documentation for the trip and ensuring it has been approved by the educational visits coordinator.
- Be competent to take on such responsibilities and tasks as may be allocated or required for the duration of the visit/activity and be formally approved to do so.
- Plan and prepare for the visit, taking a lead on risk management.
- Holding a meeting pre-departure with all travelling members of staff (including the EVC) to disseminate the details and go through the risk assessment along with a detailed itinerary. At the end of this meeting, trip staff sign that they have read and understood the specific risk assessments relevant to the trip.
- Define the roles and responsibilities of other staff to ensure effective supervision, and appoint a deputy wherever possible.
- Ensure that where any accompanying staff includes someone with a close relationship to a member of the group, there are adequate safeguards to ensure that this will not compromise group management.
- Ensure that child protection issues are addressed. e.g. DBS checks.
- Arrange pre-visit information meetings where appropriate, ensuring information is available to parents post evening
- Evaluate all aspects of the visit, both during and after the event.
- Ensure that staff and other supervisors have been appropriately briefed on:
 1. the students making up the group, including age, health characteristics, capabilities, special educational needs, behaviour and any other information that seems relevant in the context of the planned activities.
 2. the nature, location and duration of the activity.
- Ensure the visit is effectively supervised; the overarching duty of care remains with the accompanying staff, even when partial responsibility is shared with a provider. Should the provider run the activity in a way that causes concern, the accompanying staff should consider stopping the activity at the first appropriate moment. Such an intervention will need to be used with great sensitivity and discretion to ensure that it does not result in young people being put at greater risk
- Ensure that all staff and any third party providers have access to emergency contact and emergency procedure details.

The designated deputy leader supports the designated trip leader and will assume the designated trip leader's responsibilities if the designated trip leader is no longer fit to lead the trip, e.g., is unwell at short notice. They are also responsible for supporting the designated trip leader in completing all their relevant responsibilities by assuming any delegated tasks.

4. Expectations and responsibilities of Staff

All members of staff on a school visit/trip act as employees of the school and adopt the behaviour identified in the HBS Staff Code of Conduct Policy whether the visit takes place within normal hours or outside hours. They have a duty of care to all members of the party, whether pupils, staff or volunteers.

Health & Safety

- All staff must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances:
- Staff should follow the instructions of the TL and help with control and discipline.
- Staff should consider stopping the visit or the activity and notifying the TL if they think the risk to the health and safety of the students in their charge is unacceptable.

Safeguarding

- The TL should ensure that all persons coming into contact with students have been appropriately checked. The school's safeguarding protocols should be adhered to at all times.
- If using organisations that have been awarded the "Learning Outside the Classroom Quality Badge" then TL can assume knowledge and understanding of safeguarding of these staff.
- Volunteer staff who help out from time-to-time supervising local visits and do not have a DBS-check should not be left in sole supervision of students at any time.
- Volunteers helping on residential trips will need to be DBS checked

Alcohol Consumption:

- There is a strict no alcohol policy for staff on all trips

5. Student Participation and Behaviour

Hitchin Boys' School will ensure all students are given the opportunity to experience offsite visits and trips that are linked to both the curriculum and personal development of the student.

Allocation of places depends on the nature of the trip. The school does not operate a first come first served approach. Whenever an extra-curricular trip/visit has reached the maximum for applications, and is over-subscribed, the following criteria are followed:

- Students designated Children Looked After (CLA) or Post Children Looked After (PCLA) are given first priority on all curriculum day trips
- The names of the students will be placed into a ballot and drawn out at random until the maximum number of places on the trip is reached.
- Those students who are unsuccessful in the ballot will be offered a place on the trip reserve list.
- If a student has applied for two extracurricular trips but has never been offered a place because the trip is oversubscribed, and they were unsuccessful in the ballot, they will be placed on a priority waiting list for any future trip.
- Pastoral leaders may remove any student whose behaviour has become a cause for concern because of either significant or persistent defiance towards staff or disruption in lessons or exclusion from school during the past twelve months.
- A termly audit of students travelling overseas to be conducted.
- Specific circumstances may occur where on the grounds of risk management a student's place to attend an off site visit / trip may be withdrawn. Each case will be judged on the issues at hand and all possible avenues will be looked into to try and rectify the problem. If the Headteacher decides a student will be removed from the trip, any monies paid will be returned.

In certain circumstances, the school needs to ensure that the party is appropriate to the visit – for example, on ski trips where groups are needed of an appropriate size with differing abilities, and sports trips where specific team membership is essential

All students on school off-site visits and trips are bound by the same set of rules that they would have to follow at school.

On overseas trips, should students behave in an unacceptable way, parents will be informed and the appropriate actions taken depending on the circumstance. Consequences include: removal from activities, sending home with an accompanying adult (cost to be covered by the parent/carer).

If a student is caught breaking the UK law or the law of the country being visited, the TL should contact the school. The TL, in consultation with the school, will discuss the best course of action. If the police are involved, then the TL should offer whatever assistance is required by all parties.

At no time may any student, even those over 18, consume or purchase alcohol, tobacco or vapes or any other illegal drug.

6. FIRST AID

It is not always necessary that a qualified First Aider accompanies an off site visit or trip. First aid issues for any LOtC activity should be considered as part of the risk management process and the exact requirements should be determined by ensuring that first aid support is available at an appropriate level. What is “appropriate” will be determined by:

- The nature of the activity.
- The nature of the group.
- The likely injuries associated with the activity.
- The extent to which the activity will isolate the group from normal ambulance support, or a known point where a qualified first aider will be available.

For some activities (most commonly in defined adventure activities) there is a good practice expectation that requires those leading such activities to hold a current first aid certification

For all residential trips, there must be a minimum of one travelling member of staff holding a current first aid certificate to every 15 students.

7. Planning school trips

Prior to planning a school trip, the following guidance will be read by the organisers:

- DfE (2018) ‘Health and safety on educational visits’
- HSE (2011) ‘School trips and outdoor learning activities’

All school trips will be considered on their own merits. Deciding factors that will be considered are:

- Overall cost of trip
- Duration of trip
- Cost per day
- Educational purpose & cross curricular links
- Impact on school curriculum
- Impact on the environment

All long-haul flight trips (outside Europe) will be considered on a case-by-case basis and should be no more frequent than every two years with a maximum duration of 14 days. The school will continue to look at running no more than two long haul trips per year.

Year 11 students: There will be no residential trips after February half term until completion of their external summer examinations.

- For trips in the summer of Year 11, any students who are not on track to meet the entry requirements into HBS sixth form by the time of departure will not be eligible for that school trip (launch letter to specifically highlight this).
- Any student leaving Hitchin Boys' School at the end of the academic year in July will not be eligible for a school trip during that corresponding summer (launch letter to specifically highlight this).

Year 13 students: There will be no residential trips after February half term due to the summer external examinations and students will not be eligible for a school trip during that corresponding summer.

A thorough risk assessment will be conducted by the designated trip leader during the planning of the trip, to ensure student and staff safety.

When partaking in adventure trips, activities will always be identified at the planning stage and never added during the trip. When planning water sport activities, the need for instructors and lifeguards will be considered, particularly when using facilities which may not have a trained lifeguard present.

8. Risk Assessment process

Our risk assessment processes are designed to manage risks when planning and operating trips, while ensuring that learning opportunities are experienced to the fullest extent. The individual carrying out the risk assessment process will have undertaken appropriate training and can demonstrate the skills, status and competence needed for the role, understand the risks involved, and be familiar with the activity.

The process is as follows:

- Identify the hazards
- Decide who might be harmed and how
- Evaluate the risks and decide on precautions
- Record findings and implement them
- Review assessment and update if necessary

A risk assessment will be conducted for each school trip and uploaded onto *EVOLVE visits*, a Hertfordshire County Council online system for the planning, approval and management of educational school visits. For all residential trips, both in the UK and abroad, the *EVOLVE visits* form is sent via the Headteacher to the Offsite Visits Adviser and Outdoor Education Manager at Hertfordshire County Council for approval.

Due to the complex nature of off-site visits, conventional 'risk assessment' as a stand-alone tool is not particularly useful and can on occasion be misleading. It is of greater benefit to consider the overall 'risk management' of visits by taking all aspects of visit planning and management into account. This can be achieved effectively through a combination of the 'EVOLVE visits' form itself, and where appropriate, any event specific notes / attachments.

All external providers, whether in the UK or abroad, will be subject to detailed risk assessments. Regulated activity providers will be routinely asked for these.

Risk Assessments must remain dynamic, and be subject to charting foreseen and unforeseen change. All trips must identify clearly who is the responsible party for making, recording and communicating such additional risk assessments.

9. Vetting providers

When considering external providers for activities, the educational visits coordinator will check whether they hold the 'Learning Outside the Classroom Quality Badge' to indicate they meet nationally recognised standards.

If a provider does not hold the badge, the educational visits coordinator will check the following to ensure they are a suitable organisation to work with:

- Their insurance arrangements
- Their adherence to legal requirements
- Their control measures
- Their use of vehicles
- Staff competency levels
- Safeguarding policies
- The suitability of their accommodation
- Any sub-contracting arrangements in place
- The presence of necessary licences

If it is deemed appropriate to engage with an external provider, a written agreement will be created outlining what each party is responsible for. If an organisation does not meet the school's standards, they will not be considered.

10. Equal Opportunities

The school promotes values of equality and does not discriminate against any individual or group of students when organising a trip. The extra-curricular trips and activities offered to students will provide new experiences and develop life skills. Extra-curricular trips and activities are organised, managed and conducted in accordance with the school's Equality Information and Objectives Policy.

Due to the popularity of some extra-curricular trips and activities, where a trip is oversubscribed the school will hold a random draw, in accordance with section 5 (student participation and behaviour). Any individual and staff shown to be taking preference over one student or a group of students will be subject to formal disciplinary action.

Where possible, students will be given the opportunity to contribute to the planning and organisation of extra-curricular trips and activities.

For school trips that require payment, and in accordance with section 7 (planning school trips) the fee will be commensurate with the trip experience and assistance may be provided where possible for students who cannot afford the fee.

11. Safe use of minibuses and seatbelts

The health and safety officer is responsible for arranging the annual maintenance of the minibuses, including MOTs and road tax. The use of minibuses will be organised in accordance with the Minibus Policy.

The driver will have a current driving licence, be aged 21 years or over and hold a full licence in at least a category D PCV in order to drive on a domestic school trip. Category B PCVs may

be acceptable in certain circumstances, as outlined in the Minibus Policy. This policy will be followed before any trip departs.

Internal damage to the minibus is the responsibility of the individual or organisation using the minibus. The school will decide who is responsible for covering the cost of any repairs. The minibus will carry strictly one person per seat and seat belts must be worn at all times. Fines incurred will be paid by whoever was driving the minibus at the time the offence was committed.

Start and finish mileage, along with any potential risks, defects or damage identified, will be reported upon return to the school.

12. Parental consent

Parental consent is not generally required for off-site activities that take place during school hours.

Written consent is required for:

- Activities of an adventurous nature.
- Residential trips.
- Foreign trips.
- Trips outside of school hours.

If preferable and appropriate, parents may complete an annual consent form at the start of any academic year which gives consent for their child to be involved in any and all activities, both on and off-site, that take place at any time, including the school holidays. Separate consent will be sought for trips which require payment. Parents will be informed of activities by letter and will have the opportunity to withdraw their child from taking part.

13. Staffing ratios

There will be sufficient staff to cope in an emergency and generally. Our minimum staff to student ratios is as follows:

- Outside the UK: 1:10
- High risk: 1:8
- Day trip visits: 1:15

All residential trips to have a minimum of two travelling members of staff.

14. Insurance and licensing

When planning activities of an adventurous nature in the UK and abroad, the EVC will check that the provider of the activity holds a current licence. Insurance will be organised for every trip, no matter how short, to ensure adequate protection and medical cover is in place. Parents will be informed of the limits of any insurance cover.

15. Emergency Procedures

Staff involved in a trip / visit must be aware of, and adhere to, the school's critical incident response plan. Hitchin Boys' School maintains a number of mobile phones specifically for use during offsite trips/visits which should have all relevant contact details pre-programmed into them. For all trips outside the UK, school issued mobile phones must be equipped with the relevant bolt-ons and/or a local SIM card.

It is each TL's responsibility to ensure these phones have:

- the correct details programmed into them beforehand.
- fully-charged batteries (and chargers available if necessary)
- sufficient credit available for the duration of the visit
- Personal mobile numbers should never be given out to parents or pupils.

Beware of over-reliance on mobile phones; in event of an emergency, a landline should be used wherever possible.

For all "out of hours" and residential visits there will be a nominated person(s) that can provide 24/7 cover as an Emergency Contact and that the person(s) so nominated will have 24/7 access to all details of the visit. This will include medical and next-of-kin information regarding staff as well as young people.

In the case of accidents and injuries while on a school trip in the UK and abroad, the school's accident reporting process will begin, as detailed in the Health and Safety Policy. In the case of accidents and injuries while on a school trip abroad:

- Organisers will cooperate fully with local emergency services and understand that any injury or death of a member of staff or student outside of Great Britain may be subject to the law of the land where the accident occurred.
- The first point of contact within the UK will be the headteacher who will contact the family of the injured person.
- Students will be asked not to contact friends or parents in the UK until the family of the injured person can be contacted.
- The British Embassy/Consulate will be informed where appropriate
- The insurer will be notified.

The headteacher or delegate will keep written records of any incidents, accidents and near misses.

Media enquiries will be referred to the headteacher or, if they are not available, the deputy headteacher or Chair of Trustees.

Staff will use guidance as set out in the Business Continuity Plan, in particular the 'initial response' section, to ensure the safety of students and staff should anything happen, e.g. a terrorist attack. Staff will be briefed on how to react and respond should an emergency situation occur, e.g. a terrorist attack. Relevant risk assessments will be undertaken before the trip, including for points of interests such as museums and hotels. Students and staff are informed of an evacuation plan before entering trip venues; this should include an agreed rendezvous point, to ensure everyone knows what to do in an emergency.

16. Current threat of terrorist attacks

The current global situation means that the possibilities of being close to, or caught up in, a terrorist attack is a risk faced by us all. Like all risks this needs to be kept in perspective and managed in a thoughtful and proportionate way. To provide some perspective - the UK government identifies five levels of threat from 'low' to 'critical'. Since 2006, when this level was first published, it has never been below 'substantial' – the middle level.

The understandable anxiety of parents, teachers, children and young people are particularly heightened following an incident. As part of the response to staying vigilant and carrying on as normal, it is important to decide about each visit on its merit.

The following guidance for visit planning explains how we may reduce our vulnerability while carrying on as normally as possible. When planning any visit consider the likelihood of the destination, venue or transport hubs being at risk of a terrorist attack.

In the UK, it is recommended to know the current threat level (available at: <https://www.mi5.gov.uk/threat-levels>.) When travelling abroad check the Foreign travel advice section of the FCDO website at regular intervals and immediately prior to leaving: Foreign travel advice - GOV.UK (www.gov.uk)

Planning Considerations:

Consider the threat of terrorism as part of visit risk management and include it within visit emergency plans.

When visiting crowded places such as a major city, iconic venue or event, where the risk of attack may be greater, consider:

- Possible safe areas or venues, near where you intend to be, that you could use as an emergency shelter.
- How to minimise waiting time at busy venues. Where to wait and gather for head counts.
- How to minimise queuing times (such as not carrying unnecessary items) to speed up search and entry
- Are all school issued phones charged and numbers shared?
- Do all leaders have all group information? Will they be spaced apart?
- A contact card for all participants giving a number to call if separated from the group, and the name and telephone number of the establishment
- How you would get away in an emergency, bearing in mind that the direct route and planned transport might no longer be an option. Are you aware of alternatives and can you access emergency funds to pay for them?
- Do you need to leave the site immediately with the crowd at the end of the visit event?
- The possibility of an enforced overnight stay and what this might entail – for example do you need a reserve of any critical medication?
- How the visit leadership team might manage an enforced group split.

During the visit:

- Be vigilant and aware of your surroundings – know where the exits are and where you would run to
- Be aware of the possibility of suspicious items.
- When staying at any place for more than 30 minutes, identify emergency meeting points in case the group is forced to move and becomes split.
- Avoid congregating too long around entrances to major public sites.
- At ports and airports don't linger unnecessarily on the public side of security screening.
- Be aware of the 'Stay Safe' principles: 'Run, Hide, Tell' and know what to expect if you encounter armed response officers • The experience of the National Counter-Terrorism Security Office is that **decisive leadership is key.**

- x. The website of the National Counter-Terrorism Security Office: <https://www.gov.uk/government/organisations/national-counter-terrorismsecurity-office>.

17. Missing person procedure

The school places student and staff safety as its top priority when participating in school trips, either domestically or abroad.

Before embarking on the trip, extensive risk assessments are undertaken in accordance with this policy. The designated trip leader will communicate with the venues of the school trips to ensure the correct group sizes are planned for each setting.

Everyone on the trip will be provided with a contact sheet for all members of staff, in the event they are unable to locate their group. All staff members and students will be required to carry mobile phones with them at all times. If a student doesn't own a mobile phone, they will be paired up with a student who has a mobile phone.

Upon arriving at every venue, the TL will identify a rendezvous point where students and adults should go if they become separated from the rest of the group.

Regular head counts of all students and staff will take place throughout the day to ensure all persons are present at all times.

In the event someone goes missing whilst on a school trip domestically or abroad:

- The designated trip leader will ensure the safety of the remaining students and staff by taking a register to identify who is missing.
- The designated trip leader will immediately identify at least **one** adult to start looking for the person and another adult to contact them via phone; these people will look for the person until, where necessary, the police arrive.
- Where possible, the venue will be notified of the missing person to help ensure the person is found quickly.
- If the person cannot be contacted or located, the local police or relevant authorities, e.g. the British Embassy, will be contacted after all additional ways of contacting the student have been exhausted.
- If the police are called, the trip leader will contact the headteacher, or other available person, back at the school and inform them of what has happened.

If the police, or another authority, are called to an incident where someone is missing, they will oversee locating the person and will advise on factors including, but not limited to, when to contact next of kin.

If the missing person cannot be found, the group will return to school. If this is not possible, e.g. when a trip is taking place abroad, the EVC will make arrangements to ensure the group's safety, e.g. by changing venues or cancelling visits.

If a member of the party has gone missing and is subsequently found, the trip leader will:

- Review the group sizes and staffing ratios to ensure no one becomes separated from their group.
- Review whether more registers should be conducted throughout the day.
- Assess which venues they attend to ensure they are suitable for the group.
- Make recommendations to the educational visits coordinator to ensure similar incidents can be avoided in the future.

18. Students with SEND

When travelling with a student with SEND needs, the trip leader will ensure an accompanying and supervising adult is aware of these needs and a separate individual risk assessment completed, if needed. Where possible, activities and visits will be adapted to enable students with SEND to take part.

19. Finance

The financial procedures outlined in the school's Charging and Remissions Policy will always be followed when arranging trips.

The school will act in accordance with the DfE's guidance document 'Charging for school activities' (2018) and, therefore, will only charge for trips which are classed as an 'optional extra'. This is education provided outside of school time which is not:

- Part of the national curriculum.
- Part of a syllabus for an examination that the student is being prepared for at the school.
- Part of religious education.

However, the school is entitled to make a charge to cover board and lodgings on residential trips that are linked to the curriculum. As per the 2018 DfE guidance, the school may also seek voluntary contributions in order to fund these trips. No student would be excluded from an activity simply because his or her parents are unwilling or unable to pay. However, if insufficient voluntary contributions are raised to fund a visit, or the school cannot fund it from some other source, then it may be cancelled.

Money for school trips will always be paid directly to the school. Under no circumstances should school trip money be processed through personal accounts.

Very occasionally the school may have to curtail or cancel a trip, for example due to extreme weather conditions making travel impossible. The specific trip travel insurance covers cancellation due to circumstances beyond our control, so if for example, the Foreign Commonwealth and Development Office (FCDO) advice is against travel to a chosen destination, we'd be able to claim the majority of the costs of the trip to refund to parents. All trips however will carry a small administration charge in this eventuality.

All letters to parents regarding school trips will include a clause explaining what will happen in the event that the trip is cancelled or a student cancels their place on the trip.

In the event that a student cancels their place on a trip, it is likely that they will lose some or all of the trip costs. If there are extenuating circumstances, consideration may be given to a refund (partial/full) but at the headteacher's discretion. The headteacher may consult the School Trustee's on the matter, taking into account the student's reasons for cancelling their place, whether the school will be reimbursed for the student's place on the trip, and whether the space on the trip can be offered to someone else. This decision will also hinge upon travel company terms and conditions, what funds are possible to recover and under what circumstances either travel company insurance or the DfE's Risk Protection Arrangement will cover losses. Note that 'disinclination to travel' is almost never covered by insurance, so voluntary cancellation may result in loss of deposit or all monies paid, depending upon timing of the cancellation and the terms that the travel operators impose.

The school will take a common-sense approach to refunds and cancellations, ensuring that all students are treated equally. Any charge made in respect of students will not exceed the actual cost of providing the trip divided equally by the number of students participating.

Once trip arrangements are booked and confirmed, if contributions to a trip exceed the total cost of the trip, a refund will be given where the excess is greater than £10 and/or 10% per student. Any excess of expenditure will be subsidised by the school fund, unless travel arrangements alter significantly or authorities impose restrictions where additional costs are necessary (e.g. Covid testing requirements)

For trips outside the UK, TL's will be issued with school credit card/s / prepaid card/s, or alternative means of payment, with access to sufficient funds to cover any emergency situation.

20. Trips Abroad

When planning school trips abroad, the school will consider the Foreign, Commonwealth and Development Office's guidance 'Volunteering and adventure travel' (2023) and, where an activity poses significant risks, the school will also consult the British Standard for adventurous activities outside the UK.

All school trips abroad will use an external tour operator that is ABTA & ATOL protected.

Validity of passports and visa requirements will be dealt with within **three months** of the initial notification of the trip, to avoid problems when the trip is due to take place.

The EVC will meet all travelling staff and students pre departure to highlight and reinforce the School Behaviour Policy and Staff Code of Conduct. In addition, group members will be reminded about:

- introduction to the country / area of visit
- the culture / customs / language / religion/s of the country they are visiting, to ensure they understand and respect the values of the citizens.
- In country safety and what to do if....
- Behaviour expectations of all group members.

Before the trip the designated Trip Leader will check the travel advice for each country the trip will visit to ensure no visa or permit is needed and to check any other regulations or time limitations.

Staff and students will be made aware that they must not have spent over 90 days in the Schengen Area, including Switzerland, Norway, Iceland or Liechtenstein, within a rolling 180-day period if they intend to participate in any trips within these countries.

Before the trip, the relevant healthcare and travel insurance checks will be conducted to ensure attendees are covered for medical issues or accidents.

Students and staff will be informed if they need to apply for a free Global Health Insurance Card (GHIC) or European Health Insurance Card (EHIC) to ensure they can access state-provided healthcare during a temporary stay in the EU.

Registers will be taken at the start and end of each day, as well as before, during, and after events, and at regular intervals whilst on days out to ensure the whereabouts of students are known at all times.

Before the trip, staff are trained in spotting suspicious behaviour and remaining vigilant whilst abroad. Before the trip, pupils will be taught how to remain vigilant in the country they are visiting, particularly about advances from strangers.

Staff will check the location's local news at the start of each day of the trip, to ensure their planned activities are safe to go ahead.

At the start of the trip, all students and staff are provided with an emergency contact sheet, this includes the trip leader's mobile phone number, as well as emergency numbers and phrases for the country they are visiting.

When using external providers abroad, the school will check whether the provider holds an equivalent of the 'Learning Outside the Classroom Quality Badge'. If no such equivalent can be ascertained, the school will make checks prior to agreeing to use the provider.

21. Evaluating trips and visits

Following an educational trip and/or visit, the educational visit coordinator will meet with any staff members present on the trip to assess the success of the trip in respect of both educational value and safeguarding effectiveness.

Based on this assessment, recommendations will be made to improve future trips and visits.

22. Monitoring and review

The effectiveness of this policy will be monitored by the headteacher. The governing board will review this policy every two years.

General Guidance

See Handbook for Trip Leaders (Appendix 1) for:

1. Practical and useful information and advice for trip leaders during the trip
2. Checklists to assist with the planning of day or residential trips
3. Expectations of staff & students on a residential trip

A HANDBOOK FOR TRIP LEADERS (Appendix 1)

1. INTRODUCTION

The purpose of this handbook is to provide practical information that might be helpful to trip leaders and others whilst taking part in an educational visit. It adds to and brings together in one place, the advice for trip leaders that is spread throughout the Good Practice guidance "*Health & Safety on Educational Visits*" 2018

The handbook is not a substitute for training. We recommend that all trip leaders have access to training before taking pupils on educational visits.

The handbook does not seek to replace local or other professional guidance or regulations. No guidance should be taken as an authoritative interpretation of the law. That is for the courts.

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1.SUPERVISION

- **Responsibility**

The TL is overall responsible for the group at all times. In delegating supervisory roles to other adults in the group, it is good practice for the trip leader to:

- allocate supervisory responsibility to each adult for named students.
- ensure that each adult knows which students they are responsible for.
- ensure that each student knows which adult is responsible for them.
- ensure that all adults understand that they are responsible to the trip leader for the supervision of the students assigned to them.
- ensure that all adults and students are aware of the expected standards of behaviour.

It is good practice for each staff supervisor 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.
- directly supervise the students (except during remote supervision) - particularly important when they are mingling with the public and may not be easily identified.
- regularly check that the entire group is present.
- have a clear plan of the activity to be undertaken and its educational objectives.

- have the means to contact the trip leader/other supervisors if needing help.
- anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of hazard before the students do, and acting promptly where necessary.
- continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions.
- be competent to exercise appropriate control of the group, and to ensure that students abide by the agreed standards of behaviour.
- clearly understand the emergency procedures and be able to carry them out.
- have appropriate access to First Aid

Each student should:

- know who their supervisor is at any given time and how to contact him or her.
- have been given clear, understandable and appropriate instructions.
- Rarely, if ever, be on their own.
- alert the member of staff if someone is missing or in difficulties.
- have a meeting place to return to, or an instruction to remain where they are, if separated;
- understand and accept the expected standards of behaviour as per the schools' behaviour policy

- **Head counts**

Whatever the length and nature of the visit, regular head counting of students should take place, particularly before leaving any venue. It is good practice for all staff supervisors to:

- carry a list/register of all students and adults involved in the visit at all times.
- avoid identification that could put students at risk e.g. name badges (though some schools find it useful to provide students with badges displaying the name of the school or hotel and an emergency contact number, or for visits abroad a note in the language of the country being visited).
- ensure that all students are aware of rendezvous points.
- ensure that all students know what to do if they become separated from the group.

- **Remote Supervision**

Supervision can be close or remote but is always 24 hours:

- close supervision occurs when the group remains within sight and contact of the staff supervisor; remote supervision occurs when, as part of planned activities, a group works away from the supervisor but is subject to stated controls (e.g. during certain Duke of Edinburgh's Award expeditions).
- The staff supervisor is present though not necessarily near or in sight, but his or her whereabouts are known.
- down time (or recreational time) – for example during the evenings – may

involve close or remote supervision, but should not be unsupervised - the staff supervisors continue to be in charge

- it is essential that everyone involved in the visit understands the supervision arrangements and expectations.

When supervision is remote:

- students will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous;
- clear and understandable boundaries will be set for the group;
- there must be clear lines of communication between the group, the staff supervisor and the school.
- the staff supervisor will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an emergency;
- there should be a recognisable point at which the activity is completed; there should be clear arrangements for the abandonment of the activity where it cannot be safely complete

- **Downtime**

Trip leaders should ensure that pupils continue to be properly supervised during downtime before, between and after activities, including the evenings on residential visits. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time in a residential programme can allow time for mischief, bullying, homesickness and wandering off from the body of the group.

It is good practice to:

- ensure that all staff and students understand the standards of behaviour that apply at all times, not just during activities.
- ensure that all members of staff understand that their supervisory role continues in the evening – however hard a day it has been, that it is not a time to relax in the bar or in front of the TV.
- use down-time in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times etc.
- use down time after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day.
- apply the advice contained in “Remote Supervision” above, adapted as necessary, if it is felt reasonable to allow students some time without close supervision.
- occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks etc

- **Night Time**

Trip leaders should ensure that:

- the group’s immediate accommodation is exclusively for the group’s use.
- teachers (of both genders where appropriate) have sleeping accommodation

- on the same floor immediately adjacent to the students' accommodation.
- there is a teacher present on that floor whenever the students are there.
- child protection arrangements are in place to protect both pupils and staff.
- where hotel/hostel reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visits.
- in the absence of 24 hour staffing of reception, external doors must be made secure against intrusion and windows closed as necessary to prevent intrusion;
- where possible, internal doors are lockable but staff must have reasonable access to the student accommodation at all times;
- where students' doors are locked, teachers have immediate access, as necessary, to a master key.
- all staff and students know the emergency procedures/escape routes in the event of a fire.
- Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

Don't be lulled into a sense of false security by local assurances, such as "no need to lock doors in this part of the country". The presence of the group may attract unwelcome attention that is unusual in the locality.

- **Travel**

A driver cannot safely drive and supervise children at the same time. Trip leaders should ensure that:

- transport by road has seat belts and that the students wear them.
- there is adequate supervision at all times when travelling.
- members of staff have reserved seats that allow them to supervise properly
- students are supervised when boarding and leaving;
- extra care is taken when leaving a vehicle in a country that drives on the right as some doors may open onto the road side;
- standards of behaviour are met, and in particular that drivers are not distracted
- smoking/alcohol etc. bans are observed;
- students are occupied on long journeys – this will help the journey pass quickly;
- evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- there are adequate rest stops for drivers;
- head counts are carried out when the group is getting off or onto transport.

2. ONGOING RISK ASSESSMENT

Risk assessment does not end when the visit begins. Changes to the itinerary, changes to the weather, incidents (whether minor or major), staff illness – all or any of these may bring students face to face with unexpected hazards or difficulties and give rise to the need to re-assess risk.

The Trip Leader (and other adults with responsibility) prepares ongoing risk assessments while the visit is taking place. These normally consist of judgements and decisions made as the need arises. They are not usually recorded until after the visit. They should be informed by the generic and visit or site specific risk assessments

It is good practice to have briefings each night to take stock and assess the

circumstances for the next day, and to spend time early the next morning explaining arrangements to the students.

Check the local weather forecast

- to inform decisions on appropriate clothing.
- to be aware of whether water activities might be in areas prone to flash floods, high winds
- to be aware of whether trekking or climbing at altitude might be subject to dramatic changes of weather; potential for fallen trees, avalanches etc.

Seek local knowledge of potential hazards, e.g.

- tides.
- rivers/streams prone to sudden increases in flow.
- difficult terrain.
- crossing points for road, rail or water.
- unstable cliffs.

Plan B

- good forward planning will always include alternative plans in case the itinerary needs to be changed.
- a flexible itinerary can allow activities from later in the visit to be substituted for earlier activities if those are prevented by unexpected circumstances.
- trip leaders faced with potential difficulties will feel more confident to change the itinerary if a pre-assessed alternative is available, regardless of whether alternatives have been pre-assessed, always take time to reassess risks if the itinerary changes.
- on arrival at an alternative site or activity that has not previously been risk assessed, we recommend that the trip leader should risk assess the situation before allowing the students to disembark from the transport;
- an unknown location might involve hazards not covered in the original risk assessment, for example if the original intention to visit a land-only site has to be changed at short notice to a lake or seaside location.

Behaviour problems, illness or injury

- poor behaviour may be reduced by ensuring that all students are signed up to agreed standards of behaviour before (or at least at the beginning of) the visit.
- educational visits can be a good opportunity for school staff to get to know students away from the confines of the school. But the trip leader should resist any temptation to accept lower standards of behaviour. The different hazards that students may be exposed to away from the school will require them to observe standards of behaviour that are at least as high as, or higher than, in the classroom.
- if one adult has to give prolonged attention to one group member, the trip leader should reassess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his or her attention to the group;
- trip leaders should trust their own knowledge of the young people and use their own professional judgement; this may include challenging an activity leader where the group leader's knowledge of the group is superior, or intervening to prompt a change of plan.

3. EMERGENCY PROCEDURES

Preparation

By their nature, emergencies are usually unexpected. But careful emergency planning can mitigate the trauma of being caught up in an emergency. It is good practice for the trip leader to:

- agree an emergency action plan, which includes 24-hour (i.e. constant cover) contact points at the school and clear roles for the trip leader, school contact, head teacher e.g. managing media interest, supporting parents of an injured student, transport arrangements etc.
- ensure that all members of the group know what action to take if there is a problem.
- hold evening briefings with staff members to discuss issues for the next day.
- spend time early the next morning explaining arrangements to the students.
- hold, or ensure that other members of staff in the group hold, up-to-date current first aid certificate and other life saving competence as necessary for the activities.
- ensure that the first aid kit is properly stocked and accessible
- ensure that all students' medical needs (e.g. asthma, diabetes, anaphylaxis) are known and that staff are competent to handle them
- be aware that some diseases are more common in some countries and know what preventative action to take and what to do if a group member becomes infected.
- recognise that many of the health problems of students on longer visits are caused by lack of food, of liquid or of sleep.
- if appropriate, advise group members about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea.
- in warm climates, keep fluid levels high, take extra salt and wear loose, lightweight clothing – preferably made of cotton or other natural fibres – and use suitably factored sun protection creams and sun hats/glasses.
- ensure that all students understand and follow the school behaviour policy
- if abroad, know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the students, it may be appropriate to ensure that they have this information to hand.

Emergency procedures framework during the visit

If an emergency occurs on a school visit the trip leader should maintain or resume control of the group overall. The main factors to consider include:

- establish the nature and extent of the emergency as quickly as possible.
- ensure that all the group are safe and looked after.
- establish the names of any casualties and get immediate medical attention.
- ensure that a teacher accompanies casualties to hospital with any relevant medical information, and that the rest of the group are adequately supervised at all times and kept together
- notify the police if necessary.
- ensure that all group members who need to know are aware of the incident.
- ensure that all group members are following the emergency procedures and

the roles allocated to them – revise procedures and re-allocate roles as necessary.

- inform the school contact and provider/tour operator (as appropriate). The school contact number should be accessible at all times during the visit.
- details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);
- school contact should notify parents, providing as full a factual account of the incident as possible.
- notify insurers, especially if medical assistance is required (this may be done by the school contact)
- notify the British Embassy/Consulate if an emergency occurs abroad.
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence.
- keep a written account of all events, times and contacts after the incident.
- complete an accident report form as soon as possible.
- no-one in the group should speak to the media.
- one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from their LEA;
- keep receipts for any expenses incurred – insurers will require these

4. ADVICE ON SPECIFIC ACTIVITIES

Coastal visits

HASPEV states: "...many of the incidents affecting students have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming."

The trip leader will want to bear the following points in mind when assessing the risks of a coastal activity:

- tides, rip tides and sandbanks are potential hazards; timings and exit routes should be checked.
- group members should be aware of warning signs and flags.
- establish a base on the beach to which members of the group may return if separated.
- look out for hazards such as glass, barbed wire and sewage outflows etc.
- some of a group's time on a beach may be recreational. Trip leaders should consider which areas of the terrain are out of bounds, and whether the risk assessment allows swimming in the sea.
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to a safe distance from the cliff edge at all times – a "buffer zone" between the students and the hazard. Be aware that cliff falls can mean that cliff paths stop abruptly at the cliff edge.
- the local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

Swimming in the sea or other natural waters

Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. The pleas of children to be allowed to bathe – because it is hot weather, for example, or after a kayaking exercise - should be resisted where the bathing has not been prepared for.

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

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

The Trip Leader should:

- be aware that many children who drown are strong swimmers.
- ascertain for themselves the level of the students' swimming ability.
- check the weather.
- be aware of the local conditions – such as currents, weeds, rip tides, a shelving, uneven or unstable bottom – using local information from the lifeguard, coastguard, harbourmaster, police or tourist information office.
- beware of rocks, breakwaters and other potential hazards.
- look out for warning signs and flags: a red flag means it is unsafe to swim; yellow flags mean that lifeguards are on patrol in the area between the flags; a black and white flag means it is an area used by surfers and not suitable for swimming.
- designate a safe area of water for use by the group.
- brief the group about the limits of the swimming area.
- avoid crowded beaches where it is harder to see students.
- be aware of the dangerous effects of sudden immersion in cold water.

- ensure that students have not eaten (at least half an hour) before swimming.
- ensure the activity is suitable for the students, especially any with special needs or disabilities.
- adopt and explain the signals of distress and recall.
- ensure that buoyancy aids, life jackets etc. are used where appropriate.
- carry out regular head counts.
- be aware that it is not always possible to tell when someone is in difficulties.

Staff supervisors should

- have clear roles – at least one staff supervisor should always stay out of the water for better surveillance, even where lifeguards are on duty
- take up a best position from which to exercise a constant vigilance.
- give the children their full, undivided attention.
- always follow the advice or directions of a lifeguard.
- never swim themselves unless it is to help a child in distress.
- not join in any of the children's games.
- ensure that children leave the water immediately if they get too cold, especially if toes and fingers look blue or feel numb - could suggest the onset of hypothermia.
- recognise that a child in difficulty is unlikely to wave or shout – all of their energies will be in trying to keep afloat.

It is good practice for the trip leader, or another designated adult in the group, to hold a relevant lifesaving award, especially where lifeguard cover may not be available

5. RESIDENTIAL TRIP PLANNING CHECKLIST

Phase 1 Organisational Stage

	Task	✓x n/a
1	Check that tour companies have both ATOL (airlines) and ABTA (hotels) protection	
2	If a new destination, arrange a visit or get a reference	
3	Complete EVOLVE for initial approval	
4	Agree on staffing:	
	<ul style="list-style-type: none"> • 1:15 UK visits • 1:10 Foreign/residential trips • 1:8 High risk activities 	
5	Do providers have relevant qualifications – e.g. Adventure License	
6	Do staff on site have relevant training for school groups (DBS-checks, safeguarding etc.)	
7	Obtain site/centre risk assessments and acceptance of responsibilities	
8	Issue a letter to parents about the trip. Follow pro-forma to ensure all relevant information is included	
9	Confirm payment schedule with providers and ensure parent payment schedules fit	
10	Prepare a draft itinerary	
11	Liaise with external visits coordinator to begin risk assessments and other forms required by EVOLVE	
12	Establish any visa and medical/vaccination requirements ready to communicate this to staff and parents	
13	Check with the travel advice unit of the Foreign and Commonwealth Office	
14	If trip is over-subscribed, apply school procedures for reducing numbers (see 5: Planning trips)	
15	Identify any non-British passport holders and advise parents of their responsibility if Visas are needed	
16	Identify any safeguarding, medical or SEND needs and liaise with EVC	
17	Compile parental consent & medical forms. (OV7A)	
18	Agree a date for the final trip briefing with parents and students and add it to the school calendar	
19		
20		

Phase 2 Prior To Departure

	Task	✓x n/a
1	Finalise costs with the travel company	
2	Confirm costs with parents (if adjustments are required)	
3	Finance Office to monitor payments and chase-up outstanding balances	
4	Finance Office to pay balances to travel company/airline/hotel etc.	
5	Hold a trip briefing with parents and students	
	<p>The following should be covered (not an exhaustive list):</p> <ul style="list-style-type: none"> • itinerary, including meeting and collection points; • contact details for hotels/hostels; • the number of the school mobile phone • students on the trip with phones will be given details of this number to use in an emergency; • kit, equipment, dress code of country and money requirements for students; • expected rules of behaviour for the trip and the arrangements where such rules are not followed by students (including possibility of sending students home at parents' expense) This includes the ban on alcohol and tobacco etc.; • arrangements for dealing with emergencies and informing parents of them; • arrangements for communicating with parents in the event of return from the trip being delayed; • the need for a copy of each students passport; • brief students on expected standards of behaviour and cultural differences. 	
6	Obtain copies of staff and student passports	
7	Check all travel tickets	
8	At least 3 weeks prior to departure, liaise with Finance Office for any currency required	
9	Liaise with School office regarding first aid kits and when they will be collected	
10	Meet with the SLT liaison member of staff	
11	Brief accompanying staff	
12	Prepare "packs" for accompanying staff.	
	<p>Ensure each member of staff has a copy containing (not an exhaustive list):</p> <ul style="list-style-type: none"> • the itinerary, with all addresses of locations during the trip etc.; • the trips leader mobile number; • mobile numbers of participating staff; • a list of students with parental contact details and medical conditions; • copies of all passports and travel documents; • emergency contact numbers for the SLT designated liaison member of staff; • copy of travel tickets and insurance documents; • copy of the trip risk assessment. 	
13	Ensure Site Team know of any access arrangements required if trip leaves or returns out of school hours	
14	24 hours prior to departure ensure you have:	
	<p>Tickets Passports Medical/first aid kits Emergency contact phone (and charger) Student contact and medical details Any catering required</p>	

PHASE 3: During the trip

The primary responsibility for the safe conduct of the visit rests with the Trip Leader (TL). They have sole responsibility for amending the itinerary in the event of unforeseen delays or sudden deterioration in weather conditions. They may delegate part or all of the responsibility for the following to one or more of the accompanying staff:

- carry out a head count on getting on and off each form of transport, entering or leaving a museum, restaurant, activity centre, hotel etc.
- check that all students wear their seat belts.
- check the fire exits and escape routes at each hotel or hostel, ensuring that every student walk through the emergency escape route at each hotel
- ensure that sleeping accommodation is suitable
- Set the times for students to be in their rooms at night and conduct checks (using other staff)
- brief students on locking rooms at night, but keeping keys in the lock and opening to a member of staff as soon as requested to do so
- give all students the number of the school's mobile if they are given unsupervised time (minimum 3 students together)
- enforce expected standards of behaviour (including use of mobile phone, e.g. not at meals)
- ensure, where possible, that DVDs and TV programmes that are being shown to students are age appropriate
- look after (or reminding students to look after) passports and valuables
- store cash and tickets in the hotel safe
- keep an account of all expenditure
- record all accidents and near misses.

On return of the trip

Due to GDPR requirements, the trip pack and all its contents must be passed back to the external visit's coordinator on return

6. DAY TRIP / VISIT PLANNING CHECKLIST

	Task	✓x n/a
1	If a new destination, arrange a visit or get a reference	
2	Complete EVOLVE for initial approval	
3	Agree on staffing:	
	• 1:15 UK visits	
4	Do providers have relevant qualifications – e.g. Adventure Licence	
5	Do staff on site have relevant training for school groups (DBS-checks, safeguarding etc.)	
6	Confirm payment schedule with providers and ensure parent payment deadline fits requirements. Liaise with Finance Office	
7	Issue a letter to parents about the trip. Follow pro-forma to ensure all relevant information is included	
8	If trip is extra-curricular and is over-subscribed, apply school procedures for reducing numbers	
9	Liaise with external visits coordinator to begin risk assessments and other forms required by EVOLVE	
10	Identify any safeguarding, medical or SEND needs and liaise with Year Leader	
11	Finance Office to monitor payments and chase-up outstanding balances	
12	Finance Office to pay balances – museum, gallery etc.	
13	At least 3 weeks prior to departure, liaise with Finance Office for any contingency funds required	
14	Liaise with School office regarding first aid kits and when they will be collected	
15	Brief accompanying staff	
16	Ensure Site Team know of any access arrangements required if trip leaves or returns out of school hours	
17	Prepare “packs” for accompanying staff	
	Ensure each member of staff has a copy containing (not an exhaustive list): • the itinerary, with site/museum/gallery map etc.; • the trip leader mobile number; • mobile numbers of participating staff; • a list of students with parental contact details and medical conditions	
18	24 hours prior to departure ensure you have: Tickets Medical/first aid kits Emergency contact phone Student contact and medical details	

During the trip

The primary responsibility for the safe conduct of the visit rests with the designated trip leader. They have sole responsibility for amending the itinerary in the event of unforeseen delay or sudden deterioration in weather conditions. They may delegate part or all of the responsibility for the following to one or more of the accompanying staff:

- carry out a head count on getting on and off each form of transport, entering or leaving a museum, restaurant, activity centre, hotel etc.
- check that all students wear their seat belts
- check the fire exits and escape routes at the venue and briefing students

- give all students the number of the school's mobile if they are given unsupervised time
- (minimum 3 students together);
- enforce expected standards of behaviour; (including use of mobile phone), awareness of the general public etc.
- remind students to look after their own valuables
- keep an account of any expenditure
- record all accidents and near misses.

On return of the trip

Due to GDPR requirements, the trip pack and all its contents must be passed back to the external visits coordinator on return.

7. EXPECTATION OF STAFF & STUDENTS WHEN ON A RESIDENTIAL TRIP (EVC script)

- please **be punctual**; – you will not raise alarms if you are in the right place at the right time;
- **be alert**; - be mindful of who is around you, is anyone acting suspiciously?
- **don't make yourself a target**; keep valuables and phones away in public when not in use and use them at appropriate times;
- **respect others, their cultures and your surroundings**; making inappropriate jokes at the wrong time, such as at airports, could put yourself and others in a serious situation;
- **expectations and behaviour** of both students and staff must be mirrored to both the behavioural policy and staff code of conduct policy
- be aware, and keep reminding yourself of **differences with traveling abroad** , such as, traffic will approach you from the opposite direction to normal.
- **Keep your contact cards on you** when you are out of your accommodation and ensure your phone is charged to call a staff member if needed. If you need to phone a member of staff and you do not have access to a phone, ensure you ask an appropriate person to help e.g. tourist information, museum etc.

In an emergency situation **Run, Hide, Tell**:

- get to a safe place, move yourself away from the danger
- try to make contact with a member of staff using your contact cards.
- contact emergency services
- follow instructions from emergency services
- contact the school