The Federation of Annunciation Catholic Schools

EDUCATIONAL VISITS POLICY

Approved by:	Governing Body	**Date: September 2026**
Last reviewed on:	September 2026	
Next review due by:	September 2027	

SECTION 1: INTRODUCTION AND DEFINITIONS

The Federation of The Annunciation Catholic Schools recognise the immense value that educational visits provide for the development of subject knowledge and understanding, cross-curricular skills and personal, physical, cultural and social education.

The aim of this policy is to encourage educational visits by providing staff with a system which will give them the confidence to plan and carry out such trips knowing they are following recognised best practice and have done all they can to ensure a safe and successful visit.

For the purposes of this policy an educational visit is any event which takes place off the school premises.

Duty of Care

To ensure that the school is adhering to its responsibilities, and to minimise the risk of a breach of duty of care, it will ensure that:

1. The leader is qualified/or competent to run the activity/expedition at the level required and that appropriate and adequate supervision is provided.

2. The staff:pupil supervision ratio is sufficient in accordance with the age and aptitude of the pupils and the activities being undertaken.

3. All reasonable steps have been taken to ensure the safety of the environment and equipment.

4. The group have been taught about the need for safety and have been warned against foolhardiness in a manner appropriate for their age, maturity, intelligence and experience.

5. The group have been systematically prepared for the activities, including attention to footwear, clothing and equipment.

6. The activity and the manner in which it is carried out is compatible with regular and approved practice in other similar activity/expedition situations.

7. Parents have appropriately provided informed consent, where required. See Stage 3, below.

8. A comprehensive risk assessment has been carried out, documented and communicated to all concerned, including any volunteers and, as appropriate to their age and understanding, the pupils.

9. Leaders are aware of any medical requirements and special educational needs or disabilities within the group and have taken appropriate action to cater for them.

10. All procedures are carried out following organisational guidelines.

11. Incidents are handled without undue delay, following organisational guidelines.

Negligence

“Negligence is the omission to do something which a reasonable man would do, or doing something which a prudent and reasonable man would not do.” Judge Alderton in Blyth v Birmingham Waterworks (1856).

Negligence relies on a duty of care being owed and a reasonably foreseeable breach in this duty of care having occurred. To sue, there has to be physical and/or emotional damage to people or a person and/or damage to property.

SECTION 2: REFERENCES

This policy has due regard for the DfE guidance, ‘Health and Safety on Educational Visits’ (November 2018). The policy should be read and understood in conjunction with the following documents:

- **Child Protection and Safeguarding Policy**
- **Critical Incident Policy**
- **First Aid Policy**
- **Administration of Medication Policy**
- **EYFS Framework requirements**

The Outdoor Education Advisers' Panel provides excellent supplementary information in relation to off-site visits. This includes guidance on roles and responsibilities, good practice, risks and hazards, planning and checklists.

The ENETOSH guide, led by RoSPA, 'Planning and Leading Visits and Adventurous Activities' provides useful further guidance and information.

SECTION 3: ROLES AND RESPONSIBILITIES

The Headteacher:

1. As stipulated in the DfE guidance, appoints an Educational Visits Co-ordinator (EVC)

The Educational Visits Co-ordinator is Amber Brennan

2. Approves all trips and visits.

3. Allocates time and resources for training.

4. Checks and signs off each visit's risk assessment(s) as approved (having required adjustments/improvements, if necessary).

The Educational Visits Coordinator (EVC):

1. Ensures all visits comply with school policy.

2. Assesses the competence of the Trip Leader and the staff and volunteers attending as outlined in Section 4.

The criteria used will be the reason why they wish to lead the visit, their qualifications to do so, their organising ability, their skill and/or fitness levels, their proven level of responsibility, their competence regarding assessing risks and their experience in leading or participating in similar trips.

3. Ensures risk assessments are suitable and sufficient and that they address all obvious hazards, that a contingency plan (Plan B) is in place and that emergency procedures are adequate.

4. Organises training and induction; provides one-to-one guidance in preparing risk assessments.

5. Reviews systems and practices. Audits and assesses post-trip evaluation forms and reports on the safe running of school trips to the Health and Safety Committee.

6. Produces an annual major trips list for parents.

7. Ensures that the school keeps a list of relevant staff qualifications.

The Trip Leader:

1. Liaises with the EVC.

2. Ensures that the visit is formally approved prior to organising the visit and that the risk assessment is formally approved prior to undertaking the visit.

3. Takes responsibility for supervision and conduct during the visit including being responsible for the pupils' behaviour, health, safety and welfare.

4. Is accountable, confident and competent to lead the visit.

5. Does not have a group of pupils to look after directly if the group is large and/or it is a residential trip.

6. Knows and adheres to the school's policies and procedures.

7. Plans and prepares for the visit and assesses the risks in discussion with the EVC.

8. Ensures adequate safeguarding is in place, and any issues have been addressed.

9. Ensures that a Plan B is in place for eventualities such as a coach breaking down or it being too wet for the activities.

10. Defines the roles and responsibilities of other staff, volunteers and pupils, briefs them and ensures effective supervision of what they do. Ensures all staff and pupils know who the Deputy Trip Leader is.

11. Ensures that all accompanying members of staff and volunteers have access to a copy of the trip pack that includes;

- the nature, purpose and location of the visit
- a copy of the trip form and the risk assessment
- an up-to-date itinerary, including, if relevant, all accommodation details
- pupil contact and medical details
- critical incident policy, emergency trips procedure and the Missing Child & Uncollected Child Policy
- school insurance details
- a copy of accompanying staff and volunteer contact details, including the staff Emergency Contact.

A copy of the trip pack must also be provided for the Emergency Contact.

12. Ensures that suitable first aid provision and the medication to meet individual pupils' medical needs (for example asthma and diabetes) are available.

13. Ensures that the staffing of the trip includes sufficient staff with a relevant first aid qualification and that, where the trip involves pupils in the EYFS, the staffing of the trip includes staff with a full paediatric first aid qualification.

14. Ensures that

- If the group includes a pupil with a medical condition for which the administration of medication requires specialist knowledge (for example diabetes), the staffing of the trip includes a member of staff with the relevant training. In particular circumstances, and when agreed with the EVC, this may be the parent of the child concerned.
- If the group includes a pupil with a medical condition which requires the prescribed use of a controlled drug, appropriate measures are put in place for the security, storage, transport, management and administration of such medication, in accordance with NICE guidelines.
- If the group includes a pupil with a personal risk assessment, educational plan or emergency plan, this is duly taken into account when completing the risk assessment and undertaking the trip.

15. Ensures all information sent to parents has been checked by the EVC/School Office(s)

16. Ensures, if required, that parents are informed and give informed consent (see Stage 3, below).

17. Discusses financial and insurance matters with **the Office Manager** at an early stage. This will include the financial arrangements for any part-time member of staff on the trip.

18. Reports any accidents, incidents or near misses to **the EVC/other named person**.

19. Dynamically risk assesses activities during the trip to ensure that risks are reduced so far as is reasonably practicable (i.e. in response to any sudden, unexpected changes in circumstances, for example closure of venues or sudden changes in the weather conditions).

20. Where the trip is a repeat of, or similar to, a previous trip, reviews the risk assessment and post-trip evaluation from previous trips to inform the writing of the risk assessment.

21. Completes a post-trip evaluation form (see below), submitting this to, and discussing it with, the EVC.

22. Liaises with SENCO regarding pupils with specific needs and necessary adaptations to planning and risk assessments.

23. Where the trip involves meals or refreshments, (for example, provided by the school or the venue), ensures that the dietary needs of all pupils, staff and volunteers are suitably met.

24. If volunteers accompany the trip, liaises with Headteacher to ensure that appropriate vetting checks have been undertaken and ensure that duties and supervision are assigned strictly in accordance with the level of vetting checks successfully completed. All staff and volunteers involved in a residential trip must have suitable enhanced DBS clearance. In line with the Crime and Policing Act 2026, a volunteer who works regularly* with the school must have enhanced DBS clearance, whether or not he or she is supervised by a member of staff. An occasional volunteer accompanying a daytime trip, who does not have enhanced DBS clearance

- Must be supervised at all times by a member of school staff who has enhanced DBS clearance
- Must not have any unsupervised contact with the pupils
- Must not engage in any activity with the pupils, even if supervised, involving personal or intimate care (for example nappy changing or assisting younger pupils in changing before or after swimming).

* regularly is defined in the context of regulated activity as once per week or more than 3 times per month.

25. In particular on residential trips, ensures the provision of regular information for updates for parents, for example through the school's Instagram page, with due regard for the school's guidance on the use of images and personal information.

Other staff and volunteers on the trip:

1. Take responsibility for their own health, safety and welfare as well as those pupils and others allocated to them.

2. Carry out activities in accordance with instructions from the Trip Leader.

3. Develop a familiarity with, and understanding of, the trip risk assessment(s).

4. Be aware of, and act in accordance with, the contents of the trip pack.

5. Inform the Trip Leader of any serious risks or concerns.

6. Support and promote the aims and ethos of the school and its strong professional reputation.

Emergency Contact:

1. Assumes the role as link between school, trip and parents out of hours – during the school day this role will be fulfilled by The Office Manager.

2. Receives information from the Trip Leader of a significantly amended estimated return time at the end of a trip and ensures that this is communicated to parents, if after the end of the school day.

Pupils on the trip:

1. Are responsible, in relation to their age, for seeking permission to go on a trip or sports fixture during term-time from all members of staff whose lessons and activities will be missed, and for making arrangements to catch up on any missed work.

2. Ensure an age-appropriate understanding of the trip's risk assessment(s) and observe the requirements stipulated.

3. Behave appropriately and ensure that they support and promote the aims and ethos of the school and its strong professional reputation.

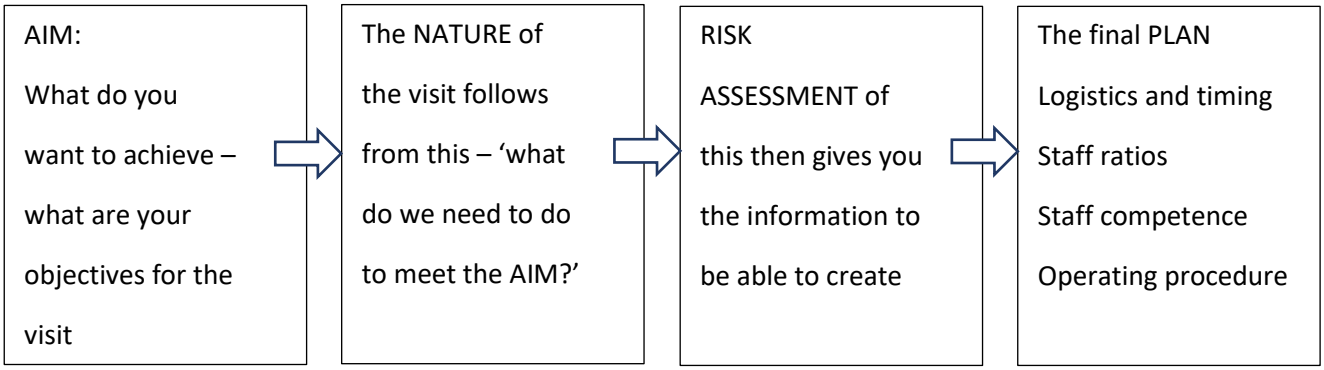
4. Advise the Trip Leader of any health and safety issues during the trip.

SECTION 4: PLANNING VISITS

Planning:

This section is designed to provide practical guidance on the key elements of the educational visits planning process.

There are four key elements to devising a plan for a visit:



The Planning and Review Process:

The four stages in the planning, approval, briefing and evaluation processes provide a system that will help the Trip Leader to plan visits and ensure that:

1. All significant risks are considered, assessed and managed.

2. Those who need to know are informed about what the risks are.

3. Everyone can accept their part in the management of risks.

Provided below is a series of checklists as a planning tool to assist Trip Leaders.

Stage 1: The initial approval of the outline proposals by the Headteacher and information to parents (for each trip, this page should be printed or copied electronically into a separate document and, when completed, kept in the trip file.)

Some fundamental judgements have to be made by the EVC and the Headteacher to ensure that the proposed plans have addressed the key issues for educational visits and that the ethos and practice of the school is reflected. The following checklist provides a useful starting point:

The proposed activities, duration and venues match the age, number and maturity of the group.	
The Trip Leader has appropriate training, experience, qualification, organisational skills, personal qualities, fitness, knowledge of the group and environment, prior experience of leading or assisting in leading the activity.	
The Deputy Leader is able to replace the Trip Leader, should the leader leave the school before the visit takes place, or become ill/incapacitated during the trip.	
There will be sufficient supervisors with moderate experience and aptitude for the proposed group size, ensuring that both statutory and advisory staff:pupil ratios are met.	
The target pupil group and size have been agreed, together with criteria for inclusion of individual pupils with particular needs.	
There are clear principles for the choice of any contracted agencies (best value, good health and safety record).	

Specialist qualifications of school and contracted staff are appropriate. When planning an activity involving caving, climbing, trekking, skiing or water sports (other than rowing), the Trip Leader has checked, and retained evidence in the trip file, that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004 (for England, Scotland and Wales).	
Accommodation requirements, including fire and security, have been specified as a condition of booking.	
Elements of travel have been agreed as a condition of booking.	
Insurance details are agreed and summarised for parents.	
Outline costs have been checked and allow for contingencies.	
Paying-in and accounting procedures are in place and understood.	
First-hand knowledge of venues and activities will be available	
A decision has been made whether or not the Trip Leader undertakes a pre-visit.	
Format of letters to parents, where required, has been checked by the EVC.	
A decision has been made whether to hold a parents' briefing or to send out further information by letter only.	

Stage 2: Planning, risk assessment and management (for each trip, this stage should be printed or copied electronically into a separate document and, when completed, kept in the trip file.)

A discussion about the risk assessments for the visit and gaining informed parental consent, where required, with the EVC is essential. It is the responsibility of the Trip Leader to ensure that a visit is well managed. The better the planning, the more effective and enjoyable the visit will be, and the less likely it is that something will go wrong.

The checklists for Trip Leaders

The following checklists will assist Trip Leaders. You only need the checklists that apply to the type of visit you are planning. Tick any boxes on the checklist that you might need to think through for your visit.

Each statement is prefaced by a letter, which gives a suggestion of what you might need to do about it:

P requires some **planning** or forethought because it is information that people will need to know

J a significant decision has to be made – I can make an informed **judgement** or involve the rest of the staff team in the decision

G there is some risk involved with this, but a **generic risk assessment** is already written. I need to judge whether the control measure (or standard school procedure) is appropriate for this group

R a specific written **risk assessment** is required for this (a form is available in the school's Risk Assessment Policy)

Individual / Group Procedures

R there is a clear rationale for who is included in the visit	☐
P School records have been checked to verify any individual pupil needs (eg SEND, EHCP, medical, dietary, behaviour management)	☐
P parental consent has been checked for further individual needs	☐
J relevant individual issues are discussed with the insurers to ensure cover	☐
P pupils and parents understand the code of conduct for the visit	☐
P contact details for parents during the visit are known	☐

Travelling Procedures

R all transport provided meets appropriate safety standards	☐
G transfer procedures (between coach/ferry, comfort stops)	☐
P food and litter	☐
G head count procedures	☐
G lost pupil/staff procedures (see Missing Child & Uncollected Child Policy)	☐
G delay, breakdown of transport	☐
J late arrival	☐

G	medical procedures and travel sickness	☐
P	food and stops en route	☐
J	passports/visas and foreign currency	☐

Accommodation (residential trips)

R	sharing the accommodation with others	☐
R	floor plan of accommodation	☐
R	grouping of pupils for accommodation	☐
R	grouping and location of accommodation for staff and proximity to pupils	☐
R	fire drill and emergency evacuation – there are secondary exits	☐
R	window and balcony safety in pupil accommodation	☐
G	signing out and in	☐
R	security and assistance at night, safety deposit boxes	☐
R	location of any local hazards (busy roads, crime 'hot spots')	☐
J	pocket money arrangements	☐
P	emergency funds	☐

Daily Procedures

G	code of conduct is known by pupils and agreed by parents	☐
P	daily routines/timetables and staff /pupil responsibilities	☐
G	care of accommodation (bedrooms/tents/shared areas)	☐
P	arrangements for the storage and administration of pupils' medicines	☐
P	emergency medical procedures are known	☐
P	duty staff are agreed	☐
R	using swimming pools and other higher risk activities at accommodation	☐

Activity Procedures

R	the daily weather forecast will be assessed against planned activities	☐

P	Plan A and Plan B cover all activity contingencies including bad weather	☐
P	groups and supervisors are appropriately matched	☐
P	emergency contact with the group leader	☐
P	remote supervision, if undertaken, is adequate	☐
R	first aid is available and medical emergency procedures are known to all staff	☐
P	do staff and volunteers have pupil lists	☐
P	are pupil numbers being checked at appropriate times	☐
P	down time' activities have been properly risk assessed	☐
R	specific activity risk-assessment	☐
G	qualifications/experience/abilities of teachers/centre staff conducting activities	☐
G	qualifications/experience/abilities of technical staff	☐
R	hand over responsibilities to activity staff	☐
G	suitability and condition of equipment	☐
J	match of difficulty of tasks to experience and capability of group	☐
G	clothing is appropriate to activities and expected weather conditions	☐
R	emergency evacuation plans are realistic	☐
R	access to school staff during activities is well thought through	☐
R	insurance details and risk assessments obtained, as available, through third party providers	☐

Stage 3: Further information to parents, accompanying staff, adults and pupils and confirmation of contact details, including school emergency contact:

a) Is parental consent required for the off-site activity which I am organising?

The DfE guidance and EYFS Framework provide(s) information relating to parental consent for off-site visit. Parental consent is

- Always required for children in the EYFS (see section (b), below)
- Always required if the trip involves an overnight stay
- Always required if the trip involves activities with an elevated level of risk
- Always required if the school will make an additional charge for participation in the trip
- Required if provision needs to be made for parents to request that their child does not participate
- Not normally required for an off-site activity which is planned to occur within the normal school day and involves only an everyday level of risk
- Not normally required if the trip is part of the school curriculum
- Not normally required for regular timetabled activities, such as PE and Games lessons, sports fixtures and music festivals within the school day and other regular timetabled activities which take place at another local venue within the school day. Such activities would be covered by the school's regular policies, procedures and risk assessments.

b) How do I obtain parental consent, if it is required?

- Parents are asked to provide ongoing consent to off-site activities either on their child's admission to the school or on an annual basis. This covers a range of trips which involve only an everyday level of risk and do not incur an additional charge (for example sports or music festivals which may overrun the end of the normal school day) and also covers the EYFS requirement, noted above, for trips with an everyday level of risk.
- For trips which occur outside the normal school day, incur an additional charge or involve an elevated level of risk, the Trip Leader must obtain informed parental consent prior to the participation of their child.
- For such trips, as the planning for the visit proceeds, parents will need to give their consent for their child to take part. It is imperative that parents know the full details of what they have consented to in agreeing that their child can take part in a non-routine school visit. This will allow the 'informed consent', which is needed for such visits. The Trip Leader must ensure that informed consent is given by including on the consent form the phrase: "having read the information sheet I consent to …… [name of pupil] taking part in the listed activities.".
- This consent form will be issued by the School Office after agreeing the content with the Trip Leader. The School Office will collate the parental responses.
- Pupils cannot attend a trip that requires parental consent if the Trip Leader has not received consent.

c) What information needs to be provided to parents when seeking consent?

Regardless of whether or not parental consent is needed, or if it is provided on an ongoing basis, parents can expect to know when their child is involved in an off-site activity, particularly if it is, for example, a sports, music, drama or charity event which they may be able to attend. The school will ensure that such information is available to parents, for example, in the school calendar, in a newsletter or on the website.

In relation to a trip for which specific informed parental consent is required, parents must be given all the information they need to provide or withhold consent for their child to attend the visit. This could include any or all of the following from this checklist:

- Dates and times of departure and return;
- The purpose of the trip;

- The location where the pupils will be collected and returned;
- Mode(s) of travel including the name of any travel company;
- The size of the group and the level of supervision.
- Names of leader, of other staff and of other accompanying adults;
- Details of the estimated cost of the visit, if any, and arrangements for payment, including whether the deposit is refundable or not – consultation with School Office is essential here;
- Details of provision for special educational or medical needs;
- Procedures for pupils who become ill;
- Details of the activities planned, including Plan B activities (ideally via an itinerary).
- Standards of behaviour expected in respect of, for example, alcohol, sexual behaviour, smoking and general group discipline including prohibited items (this information may take the form of a code of conduct for parents and pupils to sign);
- Criteria and arrangements for sending pupils home early including who is responsible for paying for this;
- What pupils should not take on the visit or bring back (with due regard for customs requirements if the trip is outside the UK);
- Policy on the use of mobile phones;
- School emergency contact and methods for parents to communicate with pupils in the event of an emergency at home;
- Details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover;
- Clothing, pocket money (including foreign currency arrangements) and equipment to be taken;
- Details of accommodation
- On exchange visits, the details of the host families.

d) Further information and consultation with parents.

At an early part of the planning process a decision should be made as to whether a parents' briefing meeting will be arranged or whether it is sufficient to provide information by letter. It is customary to arrange a parents' briefing meeting for trips which involve overnight accommodation and/or take the pupils abroad. To enable parents to ask any further questions, they will be provided with the contact name and school email address of the Trip Leader. For trips which require specific parental consent, all parents should receive a letter with all the briefing information. Where parents are separated and both parents hold legal parental responsibility, such information should be sent to both parents.

e) Further information and consultation with pupils.

As part of the planning process, pupils must, at an age-appropriate level, be given relevant information about the trip and the risk assessment. This could include any or all of the following from this checklist:

- Aims and objectives of the visit/activity
- Details of the expected learning outcomes for the trip and any tasks or assignments which pupils are expected to complete
- The planned itinerary and background information about the place(s) to be visited
- Details of the risk assessment(s) for the trip and guidance on how they should ensure that it is followed
- Details of the Trip Leader and how he or she can be contacted during the trip; information about the roles and responsibilities of other accompanying adults
- Expectations regarding behaviour and promoting the ethos and strong reputation of the school; details of any specific rules and why they should be followed; this should include, as relevant to the age of the pupils, expectations regarding alcohol, smoking and sexual conduct and any arrangements for remote supervision

- Expectations regarding school uniform, dress code, and any particular clothing, footwear or equipment required for the trip
- Arrangements, if permitted, for the use of mobile phones
- Information on first aid and medical provision, particularly with regard to any pupils who require individual provision
- Address and phone numbers of any accommodation
- What to do if approached by anyone from outside the group or if worried or frightened by anything
- Rendezvous procedures
- What to do if separated from the group, how to call for help and other emergency procedures
- How to keep valuables and money safe
- What not to bring back either within the UK or from abroad such as drugs, knives etc
- Any other relevant information, as noted in the list of information for parents in the section above.

For visits abroad:

- Basic foreign vocabulary and phrases, where appropriate
- Relevant foreign cultural and customs norms to be observed
- Foreign currency arrangements

f) General considerations

- All staff and volunteers on the visit must be made aware of and briefed on the contents of the risk assessment(s).
- Before departure, a trip form, risk assessment(s) and information on pupil medical needs and contact details must be completed and provided to
    - The School Office
    - all staff and volunteers on the trip, as part of the trip pack
    - the designated Emergency Contact.

Stage 4

After the visit:

All visits (other than those regular off-site lessons, activities, fixtures and events which fall under the school's normal policies, procedures and risk assessments) must be evaluated, including a formal evaluation of the effectiveness of the risk assessment. The Trip Leader should complete the evaluation form in consultation with the other participating staff and volunteers and, where appropriate, the pupils, and then discuss it with the EVC. The EVC will consider which aspects of the evaluation may need to be considered by SLT or the Health and Safety Committee. The evaluation must include a focus on these four aspects:

- The extent to which the aims of the visit were successfully met;
- A review of the planning process and supervision systems;
- A judgement of the quality of any contractors used;
- A review of the effectiveness of the risk assessment, including of any accidents, incidents or near misses.

The review of the planning process should be an opportunity to review the appropriateness of generic and specific risk assessments, to look at any 'near misses' and to praise the effectiveness of the planning and the work of the staff. By doing this the school procedures for future visits will be improved, staff development needs and opportunities can be identified and the school can benefit further from staff expertise.

Summary of Procedure

- The Headteacher's permission is required for all trips away from school except those considered to be a routine and integral part of school life (eg. away sporting fixtures, visits to other schools for competitions, visits by individual pupils to university open days, etc.)

- The Trip Leader must complete the trip forms as fully as possible, attach to them a risk assessment (including copies of insurance details, qualifications and risk assessments provided by third party providers where relevant) and attach a copy of the information sheet/consent form to be sent to parents. The trip forms, once approved by the Headteacher, will be shared with the EVC and the Trip Leader.
- The Trip Leader must talk to the EVC to discuss the trip, including risk assessments and staffing levels. The completed risk assessment(s) must be signed off as approved by the Headteacher/EVC.
- The names of pupils, staff and any volunteers attending must be given to the EVC as soon as possible.
- The EVC will ensure that a designated Emergency Contact is appointed and has a copy of the trip pack, parental consent forms and a detailed itinerary of the trip. All this information should be found in a completed Section D form.
- After every trip, the Trip Leader must evaluate the trip, discuss the evaluation with the EVC and ensure that any lessons learned are disseminated to relevant staff.

SECTION 5: ASSESSING AND MANAGING RISK

This section should be read in conjunction with the Risk Assessment Policy. Risk assessment for educational visits is simply the careful examination of what could cause harm during the visit and judging whether enough precautions have been taken or whether more should be done. The aim is to make sure no-one gets hurt (physically or emotionally) or becomes ill. Any concerns should be discussed with the EVC at an early stage. Management of risk is the procedure that results from a risk assessment. Various people must be made aware of the risks and how they are to be managed.

Types of Risk Assessment

Risk assessment is principally about professional judgement, which is the ability to make sensible decisions based on experience and training. For significant hazards, the law requires that assessments must be recorded and reviewed. A written record must show that:

- A proper check has been made
- All significant hazards have been dealt with, taking account of all the people who will be involved
- The precautions are reasonable and the residual risk is low.

There are three types of risk assessments:

1. Generic Risk Assessments:

These assessments will apply to an activity wherever and whenever it takes place. For example: it would be overburdening to require written risk assessments each time a group travelled by coach. A generic risk assessment results in a school procedure being adopted for all its coach journeys. This generic risk assessment would need to be adapted to form a procedure that allows for the differences in transporting a group of 6-year-olds and a group of 16-year-olds.

Three generic risk assessments are included in Appendix D – pupil matters, transport and residential.

2. Visit and Site-Specific Risk Assessments

Four essential factors must be taken into account:

1. The nature of the group (age, experience, maturity, behaviour, learning styles, any medical conditions, etc.)

2. The nature of the activity

3. The nature of the venue

4. The nature of the staff team (qualifications, experience, competence, number etc)

The visit or site-specific assessment must be based on and guided by any generic risk assessments provided by the school. It may be based on an assessment from a previous visit, but it cannot be an exact copy unless all four essentials are identical. The EVC has copies of previous risk assessments. Should any of the four essentials change – i.e. a member of staff drops out or the composition of the group of pupils alters, then the risk assessment is no longer automatically valid and must be revisited.

There is no real substitute for assessing the on-site risks than by the person who knows the composition and nature of the group. Although 'first-hand' information can be gained from other people who have visited a site, this is a 'second best' option. The greater the potential risks of the location and the activity, then the weaker this option becomes. Prior knowledge of a venue or a pre-visit will always remain best practice.

3. Dynamic Risk Assessments:

These are judgements made during the visit. Adjustments to the visit plan should be made if there are any unexpected circumstances, such as changes in the weather or pupil sickness etc. They are based on the experience, training and qualification of the staff team, but must always be informed by the generic and visit specific assessments; they are not an excuse for throwing planning away and thinking on your feet.

Risk Management:

This is the crucial outcome of risk assessment - the procedure that needs to be known and followed in order to have a successful trip with low residual risk. The keys to effective risk management are:

1. Adequate risk assessment – including Plan B and appropriate control measures
2. Appropriate 'rules' and policies – shared by all
3. Appropriate levels of staff skills and experience
4. Appropriate leadership styles
5. Good communication
6. Active supervision
7. Knowing your group's competence, and style
8. Teaching by progression
9. Developing safety consciousness – involving the group
10. Disclosure of risks and parental consent
11. Effective emergency planning.

It is important to identify who needs to know how the risk is to be managed for it to be fully effective.

For trips where parental consent is required, **parents** need to agree to their children taking part in the programme. They must be told of all the activities their children will be involved in, how significant aspects of safety will be managed and the levels of acceptable risk that pupils will be expected to manage themselves. It is important that parents provide 'informed consent' (see Section 4, Stage 3).

Staff and volunteers need to know their specific roles, duties and responsibilities in general and for specific groups at given times. They need to know when and to whom responsibility is passed for specific activities where higher levels of technical expertise are required. They also need to know what the key hazards are, as identified in the risk assessment, and the control measures required to reduce them.

The participants need to be told what responsibilities are expected of them for their own safety and welfare.

Managers (the EVC and the Head) need to know that risks have been assessed and that leaders have the training, qualifications and experience to manage them competently.

How to do Risk Assessments:

Not all aspects of planning have to result in a recorded risk assessment. Only those that, in the professional judgement of the Trip Leader, liaising with the EVC, present a significant risk, physically or emotionally, need to be recorded. Risk assessment is essentially a logical thinking process applied to an activity or situation. It begins with professional judgement (experience and training) that identifies aspects of a visit with the potential to be a hazard. Two questions are then asked:

- Are the risk and the hazard significant (the likelihood to cause harm and the degree of harm)?
- Is the remedy sufficient and suitable (is the residual risk small and the procedure practicable)?

A Step-by-Step Guide:

Risk assessment should follow the process outlined below:

1. Identify hazards posed by the visit;

2. Decide who may be at risk from these hazards (e.g. Pupils, staff, other people);

3. Make a judgement as to the level of risk posed by the hazard;

4. Look at any existing control measures (e.g. you may have a set system for walking the children to a local site, you may have staff with lots of experience of leading school trips, you may use specifically qualified staff to lead activities etc);

5. Make a judgement as to whether the existing control measures are adequate to reduce and/or manage the risk to an acceptable level;

6. If your answer to step 5 is no, then decide what other measures you need to put in place;

7. Plan what steps you would take in an emergency;

8. Record the outcome on a risk assessment form or alter a previously used one;

9. Share the results of the assessment with all concerned;

10. Review the assessment when things change (e.g. you take a different class to the same place) and each time this visit is undertaken.

Examples:

Generally speaking, hazards, once identified, can be dealt with by one of the following (examples in italics from a primary school walk to a local site):

Avoidance *– pick another route or activity (walk a little further to cross the road by a footbridge)*

Protection *– suitable and sufficient supervision, use of safety equipment etc (a member of staff walking on the traffic side of the group and at the back and front; staff wear Hi-Vis jackets)*

Briefing *– warning participants, instruction in how to behave, training etc (explaining to children the correct way to walk along the pavement – single file, two abreast etc and why this is safer)*

Those involved in pre-visits might find a simple form useful to take with them as a reminder. Here is an example (using a group of Year 5, learning orienteering):

Hazard	Who might be harmed?	Is the risk adequately controlled?	What further action is required to control the risk?

Getting lost while orienteering in local woodland area	20 pupils	Woodland has clearly fenced boundaries from the road. Pupils in groups of 3	Equip with whistle and instructions. Keep together. Pupils issued with mobile contact no. for Trip Leader Organise search teams Brief pupils on any restricted areas/activities.

Some risk assessment jargon explained:

A **hazard** is something that could cause harm, e.g. water, electricity, falling from a height, slipping or tripping, lifting and carrying things, moving vehicles etc)

Risk is a combination of the likelihood of the hazard causing harm, and the potential consequence of that harm, e.g. water is a hazard and there is a risk of drowning but the risk is far greater if you get swept out to sea by a tide race than if you take a bath. Electricity is a hazard but we all happily use huge numbers of electrical devices because generally they pose a low risk.

A **control measure** is anything you can do to reduce, control, manage or eliminate a risk, e.g. suitable clothing and a personal flotation device (buoyancy aid) are control measures that help to reduce the risk of drowning. Our use of electrical devices poses a low risk because of the safety measures in place (earthing, fuses etc). The risks involved in a road traffic accident are reduced by the use of seatbelts and airbags and through vehicle construction and road maintenance etc.

SECTION 6: SUPERVISION

This section should be read in conjunction with the Supervision of Pupils policy.

Judging Competence of Leaders

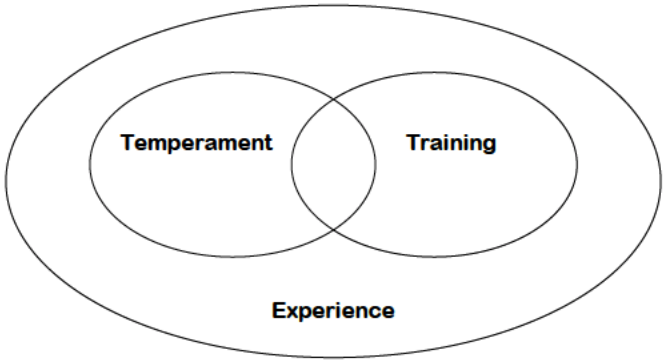
When judging the competence of a member of staff to lead a visit the following model is used. A good leader requires three things:

1. **Temperament**; if an individual is not capable of making decisions in a crisis and not comfortable with responsibility then he or she is unlikely to be a suitable leader.

2. **Training,** for example, in class control, group management, risk management and planning will give an individual the skills needed to lead a visit, provided he or she has the temperament.

3. **Experience**; overarching the other two is the experience to give context and form to the training and to test the temperament.

The School's EVC will judge the suitability of Trip Leaders, based on their levels of qualification, experience and expertise.



The amount of training and level of experience needed to create a competent leader will vary between individuals. One ECT having assisted on a school visit may be quite happy and capable to lead a similar trip with

another group. Another teacher may have taught for several years and be very capable in a classroom but may still not be a suitable Trip Leader because of having had no training or experience in visits and becoming indecisive when under pressure. When approving a Trip Leader, the Head and the EVC will make their own judgements of members of staff.

Effective Supervision Ratios:

- Supervision ratios for visits should evolve from the risk assessment. It is important to have a high enough ratio of competent adult supervisors to pupils to cope with any foreseeable circumstances during the visit.
- Staffing ratios for visits are, therefore, difficult to prescribe. A condition or set of circumstances may be hazardous to one group, or to one group member, more than to another. No assumptions should be made, especially where the pupils' individual levels of knowledge are uncertain.
- Statutory ratios apply in the EYFS and are linked to the qualifications of staff. Recommended minimum ratios for various activities are to be found in Appendix E and in the generic risk assessments in Appendix D. These are recommendations only; the Trip Leader must always consider whether there are circumstances where it might be appropriate to exceed these ratios and circumstances where it would be essential to have tighter supervision. Such factors will include the ages and aptitudes of the pupils, whether there are any pupils in the group with SEND or medical conditions and the nature of the activities being undertaken. Trip leaders should assess the risks and consider an appropriate safe supervision level for their particular group. Risk assessments should clearly indicate reasons for varying ratios. There should be a minimum of one qualified member of staff in charge.
- In addition to the person in charge there should be enough supervisors to cope effectively with an emergency. Mixed residential visits will usually need members of staff from each gender and this would also be preferable for some mixed non-residential visits, as relevant to the age of the pupils involved.

Active Supervision:

Staff to pupil ratios do not, of themselves, make for safe visits. The key to safe visits is active supervision which can be described as the right staff in the right place doing the right things at the right time. This requires the staff team to meet the following criteria:

- A Trip Leader with the experience and capability to deal with anything that may arise on a particular visit;
- Knowledge of the individual young people on the visit (learning style, adventure threshold, comfort zones, individual needs, medical needs, dietary needs);
- Awareness of their individual roles and responsibilities;
- Knowledge and understanding of the risk assessment(s), ie. the hazards identified and the control measures required in order to reduce the risk;
- Roles and responsibilities within their abilities; it is no good expecting parent volunteers to carry out a key role if the task is beyond their ability;
- Sufficient staff and volunteers to be able to deal with emergencies.

It also requires good planning in terms of staff utilisation and a well-thought through Plan B, which everyone is aware of.

Appropriate utilisation of staff is essential. Examples of questions to resolve possible issues are:

- On residential visits are there sufficient staff to allow individuals some 'time off' to avoid mistakes through becoming overtired, does the nature of the group (i.e. will they be up all night!) make this imperative?
- On a museum visit are pupils walked round in one large group? Are they divided into smaller groups each under the direct supervision of an adult? Are they sent round the museum in small groups while the staff supervise 'remotely' from key locations? All three of these may be appropriate depending on the aim of the visit, the nature of the group, the nature of the site and the experience of the staff.

- Is it appropriate to place staff between a group and a hazard? For example, when walking to a local site, place staff at the front and back and on the road side of the group. When paddling in the sea on a beach visit, place staff on the beach for visibility, at the ends of the selected paddling site and further out in the water than any children are allowed.

SECTION 7: FURTHER GUIDANCE

Exploratory (Pre-Trip) Visits

Exploratory visits form an important part of the planning of educational visits. They ensure that there is good prior knowledge of the places to be visited and that site-specific risk assessments are appropriately completed. An exploratory visit will normally take place if the trip involves overnight accommodation or activities with an elevated level of risk, or is to a venue which the school has not used recently. However, an exploratory visit may not be possible or financially viable for an overseas venue. In such cases, alternative measures must be put in place to ensure thorough preparation for the trip. Exploratory visits may not be necessary for a trip or venue which is used regularly by the school; in such cases, the Trip Leader must instead communicate with staff at the venue to determine whether anything has changed at the venue since the school's previous visit, which may have an impact on planning and risk assessment. Exploratory visits must be approved by the Headteacher/EVC. Early discussion with the EVC, regarding the benefits and viability of an exploratory visit, is recommended.

Financial Matters

Early discussion with School Office is needed for all trips. If a trip for which a charge is made takes place during term-time, the cost of arranging staff cover will normally be included in the financing of the trip. If a trip is in surplus after all bills are paid this will be placed into the school's funds and subject to the school's internal Financial Controls Policy unless the sums involved are significant, in which case the School Office will arrange for the excess to be distributed to the parents of those pupils on the trip.

Planning Transport

Hiring Coaches and Buses

The Trip Leader is responsible for ensuring that coaches and buses are hired from a reputable company. Professional operators of buses and coaches are legally required to be licensed. If the school uses operators to transport pupils it should ensure either that the operator is on the local authority's approved list or has the appropriate public service vehicle (PSV) operators' licence and appropriate insurance. When booking transport, the Trip Leader should ensure that seat belts are available for pupils. Whilst, in the UK, seat belts must be fitted on coaches, which carry groups of children, they are not legally required on buses. Buses where seat belts are not fitted are not normally appropriate for visits involving long journeys. If booking coaches overseas, it may not be possible to secure coaches which provide seat belts in countries where national regulations do not require this.

School/Hired Minibuses (Adjust this paragraph according to whether the school has its own minibuses or hires self-drive minibuses. Or delete if neither is the case.)

The Trip Leader must follow the guidance contained in the School's Minibus Policy. The Trip Leader must check that the insurance policy for the school minibus is appropriate if the minibus is to be taken abroad, by contacting School Office, and must ensure that the minibus is appropriately equipped to meet any motoring legislation in the countries being visited. This may include, for example, a tachograph, hi-vis jackets, breathalyser kits and a set of spare bulbs. In some countries it is a requirement to switch off sat nav alerts for speed cameras.

Minibus Drivers

Depending on the number of seats, drivers of minibuses must have D1 entitlement on their licence. Unless they are driving under a section 19 permit or there is no element of hire or reward they should also have an unrestricted D1 (ie have passed a PCV test). There are some exceptions to this and, in certain situations, it is possible for someone without D1 entitlement to drive. Advice is available from the DVLA. The Trip Leader must ensure that minibuses are driven only by adults who are qualified, licenced and insured to do so.

Private Cars

All use of employees' or volunteers' own cars to transport pupils on school trips must be consistent with the school's Child Protection and Safeguarding Policy and staff code of conduct and is subject to the Headteacher's consent. Staff or volunteers permitted to use their own cars to transport pupils on educational visits must ensure that their vehicle is properly licenced and roadworthy and that the insurance covers business use. Business use insurance is not normally required for volunteer or non-employee drivers using their own cars, but individuals should be advised to consult their own insurers to confirm this.

Insurance

All standard educational visits are automatically covered through the school's insurance company; contact details are available from the School Office. The Trip Leader must check the level of cover provided by the school visits insurance policy and clarify with the School Office what additional cover may need to be arranged if they consider the standard policy inadequate. The Trip Leader must also ensure that the insurers are informed of any persons attending the trip with medical conditions to check whether the policy will extend to cover them. The Trip Leader should ascertain the details of the insurance held by any tour operator and formally record the details received. At the end of the Brexit transition period, UK citizens were affected by changes to the reciprocal healthcare arrangements in EU countries formerly known as the EHIC scheme. This was replaced, to an extent by the GHIC scheme. For any overseas trip, therefore, the Trip Leader must ensure that appropriate health insurance is arranged for staff, volunteers and pupils who are participating.

Staff Comfort Zones and Gaining Experience:

Both staff and pupils have individual comfort zones. In adventure education the task is to push pupils beyond their comfort zone enough, but not too far, to encourage them to grow and develop through testing their own perceived limits in a controlled environment. This is analogous to Trip Leaders gaining experience. Trip leaders need to have been outside their comfort zones and placed in the experimentation area as assistant leaders, with the safety net of an experienced leader to fall back on. Gaining experience is not just about going on visits; it is about good leaders encouraging assistant staff to make decisions and try things that stretch them in a controlled environment. This is why the apprenticeship model of staff helping on visits until they are comfortable to lead them is such good practice. When leading an educational visit, it is important that staff operate within their own comfort zone as this allows them to be in control of the situation and make sound judgements and decisions.

Causes of accidents:

The following have been identified as contributory factors in recent accidents on educational visits:

- Inability of leaders to say no – the natural reluctance of staff to disappoint young people is understandable but should be controlled – leaders need to be able to say "no, we are not doing that.";
- Failure to have a risk-assessed Plan B. One of two things tends to happen. Either staff become blinkered and continue with the original plan, despite it now being inappropriate; or they think up an alternative 'off the cuff' which is asking for problems;
- Lack of clarity in supervisors' roles – good communication to ensure everyone knows what they are doing and why it is important. Handover and hand back procedures between staff and activity instructors should be clear;
- Lack of active supervision. Ratios alone are not sufficient; what matters is what supervising staff do;

- Operating near or in water – The Outdoor Education Advisers' Panel (OEAP) provides excellent advice on group safety at water margins. Its revised document covers activities that might take place near or in water, such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow water. This advice can be found here: Group safety at water margins. OEAP also provides guidance to help Trip Leaders plan a visit which may involve natural water bathing; swimming or paddling, in a river, canal, sea or lake. This guidance can be found here: Natural water bathing. There is companion OEAP guidance for using swimming pools during off-site visits. This guidance can be found here: Swimming pools.

Good planning and correct supervision should help to avoid such pitfalls.

Swimming:

Activities near water as well as in the water require specific attention in the Risk Assessment. For activities in the water, parental confirmation of a pupil's ability to swim is required. See also the bullet point and useful links just above regarding operating near or in water.

Skiing:

On all ski trips, helmets must be worn by pupils whilst on the slopes.

Family members:

Some school residential visits could not function easily without the leader's partner or other family members accompanying the visit to provide an appropriate adult gender balance. Many school tour operators offer heavily discounted rates for the group leader's immediate family, including children. The school must be assured, as part of the risk assessment, that the inclusion of family members could not give rise to a dilution of attention at critical moments. If adult family members are included in a trip, unless also employed by the school, they must be checked and vetted in the same way as for volunteers.

The inclusion of children of accompanying staff as part of the pupil group requires particular attention and will only be allowed after discussion between the Trip Leader and the **Headteacher/EVC** and subsequent approval of both parties.

Disclosure and Barring Service (DBS) Checks

All staff and volunteers who are in regulated activity with pupils must hold a suitable enhanced DBS certificate. DBS checks are organised and managed by School Office In brief, a person is in regulated activity if he or she:

- Engages in unsupervised contact with pupils
- Is involved in personal care of pupils
- Is involved in a trip with pupils which includes an overnight stay.
- Following the Crime and Policing Act 2026, volunteers regularly at the school, even if supervised.

For further information on DBS checks for adults on educational visits, please refer to point 25 in the Role of the Trip Leader section of this policy and to the school's Safer Recruitment Policy. See also the references to DBS checks in the section below on Home Stays and Host Families.

First Aid, Medical and Dietary Matters

The Trip Leader must consider the level of first aid provision needed, provision for the staff's, pupils' and volunteers' dietary needs and arrangements for the collection, storage and administration of any medication. Parents indicate whether a pupil is taking medication and permission is requested for staff to administer it. The Trip Leader, or another designated accompanying member of staff, must liaise with School Office to ensure that names are known, suitable arrangements are made and supplies are available for pupils taking medication, including those who require inhalers or EpiPens. The trip pack must include information on which members of the group need medication and the details of their medical needs, including any personal medical plans and which members of the party have particular dietary needs. Any special medical arrangements for individuals must be known by all staff and must be catered for. In particular cases, the Trip Leader, or a designated accompanying member of staff, may need to arrange a meeting with a parent or a child's medical

practitioner in order to be fully informed and suitably trained in relation to a child's medical needs. If a pupil has an EpiPen, all accompanying staff must be trained in its use. On residential trips it may be necessary to run a regular 'surgery time' for an appointed member of staff to administer pupils' medication. Medication must be kept secure at all times and, following administration must be signed for by the pupil (if sufficiently mature) and member of staff. Staff must also record if a pupil refuses to take medication.

At least one first aid kit, equipped as in the relevant table in the first aid policy must be collected from School office and taken on all trips. Foreign trips should take notice of the advice given by the medical profession at the time, for example, in relation to inoculations and anti-malaria medication. Following changes to the European Health Insurance Card (EHIC) arrangements for use in EU countries and the introduction of the GHIC scheme, the Trip Leader must ensure that appropriate health insurance is obtained for each member of the party. At least one member of staff should be trained in first aid appropriate for the trip, including someone with a full paediatric first aid certificate if the trip involves pupils in the EYFS. The Trip Leader must determine the proportion of first aiders in the party, according to the size of the group, the needs of the individuals and the nature of the activities. The first aid kits must be returned directly after the trip.

For trips during the summer or to hot countries, parents should be asked to provide the appropriate sunscreen/block and a hat. These should be clearly labelled. If pupils are not old enough to self-administer sunscreen/block, or not capable, staff and volunteers may undertake this in accordance with the school's first aid and administration of medication policies.

Under normal circumstances a member of staff should accompany any pupil taken for medical attention and should remain with the child until a parent arrives or the child is deemed fit enough to return to the group. If there is a medical problem, the designated Emergency Contact must be informed of the problem and kept updated on the situation. The Emergency Contact will liaise as needed with the pupil's parents. A log of all accidents, incidents and near misses must be kept by a member of staff. The log must be transferred to the school's normal accident recording system on returning to school. If an incident may require a RIDDOR report, the Trip Leader must liaise with Headteacher If a pupil receives any medical attention from a health professional whilst on the trip, the parents must be informed by telephone as soon as possible. Any pupils travelling against the advice of their doctor are not covered by the school's insurance policy.

See also points 11, 12 and 14 in the Role of the Trip Leader section and, for further guidance, refer to the school's first aid and administration of medication policies.

Behaviour on Trips:

The school's behaviour policy applies on all off-site visits and activities and may be supplemented by additional requirements and guidance. Pupils need to be aware of their role as ambassadors of the school and behave appropriately to promote and support its good name and strong reputation. Under no circumstances may pupils be permitted to smoke or take illegal drugs while on a school trip. On non-residential trips, pupils are not permitted to consume alcohol. On residential trips, pupils in the Sixth Form only may be given permission to have an alcoholic drink with a meal, at the discretion of the Trip Leader and with permission from parents. Those over 18 may be given permission to have an alcoholic drink at other, restricted, times if this complies with the law, but only under direct supervision by a member of staff. This is at the discretion of the supervising member of staff and with permission from parents. Permission may be given by parents via the form 'Consent to Drink Alcohol at a School Function' (Appendix F).

All members of the party must be fully aware that drunkenness and/or unsuitable behaviour could lead to being sent home immediately at their parents' expense. If this is abroad, parents will be expected to pick up the pupil from the airport. If the trip is within the UK, parents will be expected to collect the pupil from the accommodation/venue.

On occasion, the school will facilitate trips for, or including, former pupils who are over 18 and have completed their time at the school. In these circumstances, it needs to be clearly communicated to all parties that the usual school rules apply.

Exclusion of pupils from trips:

Exclusion is possible under certain conditions and if any doubt exists about any pupil the Trip Leader should liaise with Headteacher. For example, for disruptive pupils who fail to follow the school rules in terms of general behaviour and specific instructions, especially with regard to health and safety matters, the school reserves the right to send a pupil home at the expense of the parents. This must be clearly communicated in all relevant correspondence to parents prior to departure.

For pupils with SEND or personal difficulties such as eating disorders and self-harm issues it can be more difficult as they must be given the opportunity to show progress, this should be discussed with the SENDCo prior to departure, so that staff can make reasonable adjustments in their approach and expectations. If necessary, pupils in these circumstances may also be required to be sent home, but this should be discussed between the parents and SENDC0 prior to departure.

Pick up after the trip:

No pupil should be left unattended at the end of a trip, event or sports fixture if the group arrives back after the school has closed.

Parents will be advised prior to the trip of the expected return time. If the expected return time changes significantly, the Trip Leader will inform the designated Emergency Contact at school, who will ensure that this is communicated to parents via Arbor Message, or, if only short notice is possible, verbally at the school gate.

If a pupil is not collected on the return to school after a trip, the Trip Leader will follow the procedure as set out in the uncollected child section of the Missing Child & Uncollected Child Policy.

SECTION 8: EMERGENCY PLANNING AND PROCEDURES

This section should be read in conjunction with the school's critical incident policy, which should be included in the trip pack.

Despite good planning and leadership, unforeseen accidents, emergencies or injuries may arise. Hence, emergency procedures are an essential part of planning a school visit. Staff have a duty of care to ensure the pupils are safe and healthy on the trip. They also have a duty to act as a reasonably prudent parent would act. Teachers should not hesitate to act in an emergency and to take life-saving action in an extreme situation.

As early as possible on the trip, the Trip Leader must ensure that all members of the group are informed of who will take charge in an emergency, the named back-up cover and what they are expected to do in an emergency. They must also know the number of the trip phone and the rendezvous point in case of a problem. If a pupil is missing a member of staff should be left with the group and the other staff should carry out a search with the security personnel, if in staffed premises, following the guidance in the school's Missing Child & Uncollected Child Policy, which should be included in the trip pack.

The following guidelines are designed to ensure rapid transfer of accurate information whilst dealing with the situation sensitively and effectively.

If an emergency occurs the following factors need to be considered by the Trip Leader:

- establish the nature and extent of the emergency as quickly as possible;
- ensure all the group are safe and looked after
- ascertain the names of any casualties, the nature and extent of the injuries and ensure immediate medical help for them;
- ensure a member of staff accompanies casualties to hospital and that the rest of the group are adequately supervised and kept together;
- inform the group what has happened and explain the course of action to be followed;
- notify the police if necessary

- inform the school and the emergency contact - details should include: nature, location, date and time of the incident, names of casualties and details of injuries, action taken so far and action yet to be taken and by whom. Any pupil access to telephones should be restricted until this has been completed;
- keep accurate, written records of the incident as soon as possible, including all relevant facts, witness details, contact details after the incident and preserve any vital evidence;
- do not speak to the media, unless authorised to do so by the Headteacher. Do not allow pupils to speak to the media; follow the guidance on media contact, as set out in the critical incident policy;
- do not release the names of anyone involved in the incident until given permission by the Headteacher. The family of those involved must be informed as soon as possible. Contact would normally be made by the Headteacher, Emergency Contact, or a member of the Senior Leadership Team, depending upon availability and the nature of the emergency;
- inform insurers, including school insurers;
- complete an accident form as soon as possible.

It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised or whether other pupils or staff in the school have been affected. In some cases, reactions do not surface immediately. It may be necessary to contact local Community Support Services and to seek professional advice on how to help individuals and the school as a whole cope with the effects of a tragedy. In the event of death or serious injury overseas the nearest British Consulate or Embassy should also be contacted as soon as possible.

The Emergency Contact will initially take charge at school. He or she will form the link between the group, the school and the parents and will take charge of arranging any possible/necessary assistance the group may require. The Emergency Contact should have all the necessary information about the visit and needs to be aware that telephone lines can soon become clogged. If possible, a number should be kept free for communication with the group. Records of all communications must be kept.

The Headteacher will take charge as soon as possible, ensuring that the school's critical incident plan is put into action. In the event of an incident causing media interest, the Headteacher will liaise with the Chair of Governors and to control information and will ensure the security of the school site from press and public encroachment.

SECTION 9: HOMESTAYS AND HOST FAMILIES

The school may make arrangements for children to stay with host families, either in the UK or abroad, for example, as part of an exchange visit or sports tour. The school may also organise for visiting pupils to be accommodated with families of the school's own pupils. Such activities can benefit learning across a range of subjects. In particular, foreign visits can enrich the languages curriculum and provide exciting opportunities for pupils to develop their cultural understanding and their confidence and expertise in the use of other languages. In such circumstances, the school must be mindful of its duty to safeguard children and promote their welfare.

The school must consider how best to minimise the risk of harm to children involved in such a homestay or host-family arrangement. KCSIE notes that, where a school organises for children to stay in homestays, the adults taking responsibility for hosting the children will be in regulated activity and the school has a responsibility, as provider, to undertake enhanced DBS checks with barred list information. This applies both to the school's own pupils for whom it arranges homestays and also to visiting pupils on an exchange, for example, hosted by the school's own parents.

If the homestay is organised by the child's parents, this is a private arrangement. The school is, therefore, not the regulated activity provider and is not entitled to conduct an enhanced DBS check. If the school judges that a homestay is a private arrangement and, therefore, it is not the regulated activity provider, the school should hold evidence to support this judgement.

However, where the hosting family is paid, the hosting arrangements are not made by the child's family, or the school has the power to terminate the arrangement, it is unlikely to be considered as a private arrangement and could constitute regulated activity. In such circumstances, the school should conduct enhanced DBS checks with barred list on the responsible adult(s) and keep suitable records. It is lawful, but not a requirement, to conduct enhanced DBS checks on other persons over 16 living in the same household (for example older siblings or grandparents). The school should make its own assessment as to whether such checks are appropriate. Such exemptions do not apply when there is a longstanding arrangement for a family to host an individual on multiple occasions. In these circumstances an enhanced DBS check including a barred list must be obtained for all adults in the host families' household.

It is not possible for the school to obtain criminality information from the DBS about adults who provide homestays abroad. In these circumstances, the school must liaise with the partner school abroad to establish a shared understanding of the checks available and assurance from the partner school about the arrangements which will be in place for the visit. The staff responsible must use professional judgement to satisfy themselves that arrangements are sufficient to safeguard effectively every child involved. The school is free to decide whether it is necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestays outside of the UK.

Whether or not the homestay arrangement constitutes regulated activity, with vetting responsibilities for the school, the school must take reasonable steps to safeguard the young people participating. This could include, for example, ensuring that;

- the young people are seen every day by a member of staff accompanying the trip
- the young people have access to a mobile phone with signal, or other means of contacting one of the accompanying adults
- the hosting adults are informed of any particular dietary or medical requirements or other such information necessary to host the visiting pupil.
- the young person and his/her parents are provided with information about risks and prospective measures in place to support their own decisions and actions.

Homestay and hosting requirements should not be seen simply in the context of a school exchange. If, for example, the school arranges accommodation with parents at the school for a group of visiting overseas pupils or for pupils on a sports or music tour, the hosting school is likely to be seen as the regulated activity provider and would be expected to carry out an enhanced DBS check with barred list check.

If a homestay arrangement in the UK for a child under 16 (or a child under 18 with a disability) lasts for more than 28 days, the school must contact its Local Authority, since this may constitute a private fostering arrangement.

Summary Step by Step Guidance

A: Hosting Pupils from a Visiting School

When this school (School A) brokers a hosted stay for pupils from a visiting school (School B):

1. Invite families at School A to host a pupil from School B.

2. Appoint a senior member of staff at School A to act as 'co-ordinator' for vetting procedures (for example, the Trip Leader, EVC or DSL).

3. Submit to the co-ordinator the names of those families who apply to participate. The co-ordinator, in consultation with appropriate colleagues, reviews their suitability to act as hosts and confirms in writing that there are no child protection concerns. Should credible concerns be raised, the family will not be permitted to participate. The co-ordinator is responsible for communicating this to the family.

4. Obtain enhanced DBS checks with barred list (if not already obtained for another current role at School A) for the responsible person(s) in each selected host family to confirm their suitability to participate.

5. Evaluate whether it is desirable to obtain enhanced DBS checks with barred list for any other adult living in the same household; obtain such checks if deemed appropriate.

6. Agree with the responsible person at School B the allocation of pupils to host families.

7. Provide confirmed host families with information about the risks and the support measures in place during the homestay. Inform the host families of any relevant factors, such as medical or dietary requirements, relating to the pupil they are hosting.

8. Ensure that arrangements are in place for daily contact between the visiting pupils and staff from School B.

9. Ensure that the visiting pupils have contact numbers for School B's accompanying staff and the responsible staff at School A and know whom to contact and how, if they have any concerns about their own safety.

B: Hosted Visits to Partner Schools in the UK

When pupils from this school (School A) stay with host families from another school (School B) in the UK.

1. As part of the process of allocating pupils to host families, obtain written confirmation from the responsible person at School B that he/she has no child protection concerns regarding the host families and that the responsible person(s) in each of the host families has had an enhanced DBS check with barred list.

2. Provide confirmed host families at School B with information about the risks and the support measures in place during the homestay. Inform the host families of any relevant factors, such as medical or dietary requirements, relating to the pupil they are hosting.

3. Ensure that arrangements are in place for daily contact between the visiting pupils and accompanying staff from School A.

4. Ensure that accompanying School A staff have the contact details of all host families and (whenever possible) the hosted pupils.

5. Ensure that the School A pupils know whom to contact and how, if they have any concerns about their own safety. Best practice is to provide each pupil with a wallet sized emergency contact numbers card. This should include the duty number and the number of the school mobile being used by the member of School A staff responsible for the exchange.

C: Hosted Visits to Partner Schools Outside the UK

When pupils from this school (School A) stay with host families from another school (School B) outside the UK.

1. As part of the process of allocating pupils to host families, liaise with the responsible person at School B to seek, so far as is reasonably possible, comparable assurance to a UK DBS check. In some instances, it may not be possible to do more than to obtain from School B written confirmation that they have no child protection concerns regarding the host families.

2. To support the securing of assurances note in '1' above, evaluate whether it is desirable to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK. Pursue such options if deemed beneficial.

3. Provide confirmed host families at School B with information about the risks and the support measures in place during the homestay. Inform the host families of any relevant factors, such as medical or dietary requirements, relating to the pupil they are hosting.

4. Ensure that arrangements are in place for daily contact between the visiting pupils and accompanying staff from School A.

5. Ensure that accompanying School A staff have the contact details of all host families and (whenever possible) the hosted pupils.

6. Ensure that the School A pupils know whom to contact and how, if they have any concerns about their own safety. Best practice is to provide each pupil with a wallet sized emergency contact numbers card. This should

include the duty number and the number of the school mobile being used by the member of School A staff responsible for the exchange.

For further information, refer to the relevant section of KCSIE.

Appendix A: Trip approval documentation if this cannot be recorded on Evolve.

<table>
<tr><td rowspan="2">Section A:

Initial Approval Form for Educational Trips and Visits</td><td>Head's initial approval for the trip:</td><td>EVC's initial approval for the trip:</td></tr>
<tr><td>Date:</td><td>Trip No:</td></tr>
<tr><td colspan="3">Destination (please include postcode of specific location):</td></tr>
<tr><td colspan="3">Name of Group/Society (if any):</td></tr>
<tr><td colspan="3">Purpose:</td></tr>
<tr><td colspan="3">Proposed date(s) of trip: Depart: Return:</td></tr>
<tr><td colspan="3">Proposed timings of trip: Depart: Return:</td></tr>
<tr><td colspan="3">Pupils attending: Number: Years</td></tr>
<tr><td colspan="3">Dress for trip: School uniform: ☐ Sports Kits: ☐ Smart Casual Clothes ☐ Other (please specify)</td></tr>
<tr><td colspan="3">Cost to School/Department: Cost to Pupil: TOTAL COST OF TRIP:
Please complete a completed Section B form giving a detailed breakdown of the costs involved.</td></tr>
<tr><td colspan="3">Initials of accompanying adults (staff and third parties):</td></tr>
<tr><td colspan="3">Cover Form submitted by each member of staff?: ☐</td></tr>
<tr><td colspan="3">Method of travel: Car ☐ Minibus ☐ Coach ☐ Air ☐ Train ☐ Other ☐ (please specify)
Please note, additional travel information is required on the Full Planning Form (Section D).</td></tr>
<tr><td colspan="3">Have you visited the sites before?</td></tr>
<tr><td colspan="3">Trip Leader: Signed: Date:</td></tr>
<tr><td colspan="3">Notes:
Please include Cost Calculation Form (Section B) and relevant Risk Assessments (Section C).
Once the details have been finalised, a Full Planning Form (Section D) should be completed and given to the EVC at least fourteen days before the trip.
Please ensure that the names have been run past SENDCo
Your evaluation of a visit should be with EVC within fourteen days of your return. The form can be found as Appendix H at the end of this document.
PLEASE NOTE, FINAL SCHOOL CONSENT IS PROVIDED ON THE BASIS OF SECTIONS B, C AND D BEING FULLY COMPLETED.</td></tr>
</table>

Section B: Approval Form for Calculation of costs	Trip Leader:	Destination:
	Date:	Trip No:

Proposed date(s) of trip: Depart: Return:			
Proposed timings of trip: Depart: Return:			
Pupils attending: Number: Years			
Summary – based on breakdown of calculations, below:			
Cost to School/Department: **£**	Cost per Pupil: £	TOTAL COST OF TRIP: **£**	
Breakdown of calculations: (where relevant, please attach supporting documents, such as tour company quotations)		Enter cost below or mark as n/a	
		Cost to school/dept.	Cost to pupils
Travel/Transport, (including fuel calculation if using school vehicles)			
Accommodation (including staff accommodation)			
Meals, snacks etc			
Insurance, (including medical insurance, travel insurance and vehicle breakdown/recovery insurance, where relevant)			
Overall quotation from Tour Company/Provider			
Passports and visas			
Entry Fees for venues and events (including any additional cost for tour guides etc)			
Educational materials/resources			
Equipment hire			
Telephone, internet etc			
Supply cover at school for staff on the trip			
Pre-trip exploratory visit costs			
Other (please state)			
Head's approval of Section B: Signature …….. Date …….			

Section C: Risk Assessment Summary Sheet	Trip Leader:	Destination:
	Date:	Trip No:

Proposed date(s) of trip: Depart: Return:	
Proposed timings of trip: Depart: Return:	
Pupils attending: Number: Years	
Please complete the risk assessment(s) for the trip, using the school's risk assessment template, drawing on the information in Appendices C to E and the guidance on ratio calculations in Appendix F. Complete Part 1 of this cover sheet, attach the risk assessments and submit it to the EVC/Head for approval. Once approved, complete Part 2 prior to the trip taking place.	
PART ONE	Sign and add a date, where relevant
Please confirm that the risk assessment(s) for the trip have been completed and attached, using the school's risk assessment template, drawing on the information in Appendices C to E.	
Please confirm that appropriate consultation has taken place with the SENCO and the risk assessment makes due provision for and pupils on the trip with SEND.	
Please confirm that appropriate consultation has taken place with the First Aider and the risk assessment makes due provision for and pupils on the trip with dietary, health or medical needs. Please confirm that sufficient adults accompanying the trip have appropriate training to deal with the medical and medication needs of any pupils on the trip (for example asthma, diabetes, EpiPens).	
Please confirm that there are sufficient accompanying staff with a first aid qualification, including Paediatric First Aid if the trip involves pupils in the EYFS.	
Please confirm that staff:pupil ratios have been calculated taking into account the guidance in Appendix F and recognise the nature of the activities to be undertaken and the aptitude and behavioural characteristics of the pupils involved.	
If risk assessments are supplied by the venue(s) to be visited, please confirm that these have been taken into account in writing the school's risk assessment(s). Please attach such risk assessments with this summary sheet.	
PART TWO (to be completed after approval of the risk assessment(s) and prior to the departure of the trip)	
Please confirm that the risk assessment(s) has/have been shared and discussed with all adults accompanying the trip.	
Please confirm that the risk assessment(s) has/have been shared, in accordance with the policy, with parents of pupils on the trip.	
Please confirm that the risk assessment(s) has/have been shared and discussed at an age-appropriate level with all pupils on the trip.	
Head's/EVC's approval of Section C: Signature …….. Date ……..	

Section D: Final Trip approval form	Trip Leader:	Destination:
	Date:	Trip No:

Proposed date(s) of trip: Depart: Return:					
Proposed timings of trip: Depart: Return:					
Pupils attending: Number: Years					
This form and its attachments should be submitted to the Head/EVC for final approval of the trip. After approval and prior to departure, these details should be provided to the emergency contact at school.					
Please enter here a detailed trip itinerary, or add as an attachment.					
Have any details submitted in Section A changed since this was approved? If so, please attach an updated version of Section A.					
Please confirm that, if specific parental consent is required for this trip, as noted in the policy, it has been received for all pupils who are participating.					
Please enter here or attach the final list of all pupils participating in the trip					
Please enter here or attach the final list of emergency contact numbers for all pupils participating in the trip.					
Please enter here or attach the final list of all adults accompanying in the trip					
For the use of the emergency contact at school, please enter here the telephone numbers and any other relevant contact information for the Trip Leader, other accompanying adults and the venue(s).					
Trip Pack Checklist: Please confirm that the trip pack includes the following:					
Full list of participants		Relevant information re pupils with SEND		Itinerary, including accommodation details	
Pupils' emergency contact information		Missing Child, Uncollected Child Policy		Insurance details	
Trip Risk Assessment(s)		Critical Incident Policy & emergency procedures		Details of emergency contact at school	
Relevant information re individual dietary, medical and medication needs		Approval Forms: Sections A-D		If overseas, British Consulate contact information	
Please confirm final approval of:					
Section A		Section B		Section C	
Head's/EVC's confirmation of final approval for the trip: Signature …… Date ……..					

Appendix B: specimen letter to parents

Dear Parents

Educational visit to ……

A visit is being organised from the school for pupils in (year groups) to (venue) from (dates).

The purpose of the visit is (educational objectives).

The leader for the visit is (name) supported by (deputy leader) and (number of other accompanying staff).

Pupils who wish to go will have a booking made with (a travel agent/tour operator), by the school, on their behalf, and it is understood that all conditions of the booking are as laid down by the travel agents/tour operator, e.g. deposits are non-returnable once they have been forwarded to the travel agents except for cancellation due to medical reasons, confirmed by a doctor. This is a condition of the travel agents/tour operator.

Additional points to include are:

- Information concerning the experience of staff in leading visits of this nature
- The name and address of the organiser (where appropriate)
- The name of the insurer and a copy of the insurance cover details (where appropriate)
- Transport details including times and departure and return points
- Type of accommodation, location, category (star rating) or degree of comfort and its main features
- Meals included in the visit
- Details of any 'down time' activities and how these will be managed.
- A kit and equipment list (where necessary) and details of what pupils should not take on the visit or bring back
- Passport and visa requirements and health formalities (where appropriate)
- If applicable, deposits and stage payment timetable. The total price including extras.
- Whether a minimum number of persons is required and, if so, the deadline for informing parents in the event of cancellation.
- Pocket money and the arrangements for security of money, e.g. Bonding systems should the organiser become insolvent
- Standards of behaviour expected and criteria and arrangements for sending pupils home early including who is responsible for paying for this
- Details of provision for special educational or medical or dietary needs and for pupils who become ill;
- Policy on the use of mobile phones
- School emergency contact and methods for parents to communicate with pupils in the event of an emergency at home
- On exchange visits, the details of the host families

The Itinerary:

Plan A – the intended plan including all visits, excursions and other services included in the visit/package

Plan B – the back-up plan in the event of poor weather or alternatives if the intended plan could possibly change

Yours Sincerely

Appendix C: Generic Risk Assessments: Pupil Matters

Activity	**Generic risk assessment for all educational visits: pupil matters**
Hazards	Control measures
Travel and transport	See generic risk assessment on travel
Exposure to weather	Appropriate clothing and equipment for time of year, activity and possible weather Plan for pupils who fail to bring appropriate clothing Adjust plans if necessary
Lost pupils	Suitable supervision Pupil preparation and briefing Use of buddy systems, regular meeting, head counts, identifiable clothing, small sub-groups Missing Child & Uncollected Child Policy
Child protection	Supervision Pupil preparation and briefing Use of buddy systems Appropriate choice of venue, transport, accommodation
Illness or injury	First aid forms part of visit specific risk assessment First aid and travel sickness equipment carried Staff know how to contact emergency services at any point of the visit Individual medical needs are planned for Consent forms and school admission documents provide medical consent and essential information School emergency contact and emergency planning in place
Special needs of specific pupils – dietary, medical, behavioural, educational	Information obtained from parents Advice sought from SENCO, pupils' doctor/nurse, as appropriate Insurer informed of participant medical conditions Individual needs risk assessed as part of original plan
Remote supervision	See generic assessment on remote supervision
Accompanying staff children	Must be part of original visit approval Must be suitably risk assessed – if not of same age as group separate supervision must be arranged Must not compromise group supervision or the running of the visit
Group behaviour, sexual conduct, alcohol, drugs	Expected standards of behaviour clearly agreed before visit Arrangements in place for sending a pupil home early including supervision and finance Pupils assessed as suitable for a particular visit by staff who know them

Notes

Any visit should have clear aims - Pre-visits cannot be recommended too highly

The following should be considered:

- Ability and previous experience of accompanying staff.
- Age, ability and previous experience of young people/pupils.
- Swimming ability and water confidence if activity is in, on or near to water.
- Pupils with special needs, medical conditions or requiring particular attention.
- Staff to pupil ratio, defined groups and regular head counts.
- Communications between staff and back to school or base.
- Personal protective equipment available to pupils and staff, waterproofs, footwear etc.

It is good practice to involve young people both in the risk assessment process and in the safety precautions to be followed so that they can actively contribute and take ownership of the agreed standards of behaviour and control measures to be adopted.

Accidents to young people, including several fatalities, highlight the need for great care in or near water. Particularly hazardous (and not allowed) is the unplanned entry into water by, for instance, a walking group on a hot day.

Each excursion must be risk assessed on an individual basis any site-specific assessments must be reviewed and not simply accepted. Recent accidents have occurred in parties led by staff that have run incident free activity for many years.

The risk assessment process is most important; the final assessment on paper should only be a record that reflects that process.

Appendix D – Generic Risk Assessments: Transport

Activity	Transport
Ratios	Derived from visit specific risk assessment
Hazards	Control measures
Delay or breakdown of transport	Emergency school contact in place to relay information Emergency recovery cover in place for own transport Arrangements discussed and agreed with any contractor Extra funds carried to deal with problems on public transport
Hired coach / bus	Coach hired from reputable firm with correct operator's licence Coaches fitted with seat belts which supervisory staff ensure are used Buses without seatbelts should not be hired for sole use Appropriate choice of locations for getting on and off the vehicle Close supervision and head counts when getting on and off and after any breaks in the journey
Minibus	Minibus correctly maintained and safety-checked before use Forward facing seats and seatbelts fitted and used Driver appropriately licensed and on Local Authority database for driving such vehicles Luggage on roof does not exceed 100 kg Luggage inside vehicle is securely stowed and clear of aisles Any trailers used do not impede emergency exits from vehicle EC requirements are understood and complied with if going abroad Appropriate choice of locations for getting on and off the vehicle Close supervision and head counts when getting on and off and after any breaks in the journey
Private vehicles	Vehicles must be roadworthy and appropriate Insurance must be appropriate (i.e. business use where required) Driver to ensure seatbelts worn at all times Parental permission obtained specifically for pupil drivers
Service station and other breaks	Head counts when getting on and off. Pupils briefed about purpose and timing of stop, appropriate behaviour, location of staff during break. Appropriate supervision of walk to and from vehicle. Use of 'buddy' system where pupils remain in pairs or threes when unaccompanied.
On foot	Journey planned to avoid fast roads and dangerous junctions/crossings when possible Pupils briefed about hazards and expected behaviour Supervision appropriate to age of pupils and location

Public transport	Careful pre-planning including contingency plans for delays, cancellations or insufficient capacity for group. Very close supervision in crowded areas and when getting on and off transport. Head counts when getting on and off. Contingency plan for missing pupil or some way of stopping vehicle leaving if pupil unaccounted for. Large groups split into smaller groups each with own leader. Pupils to know their group and leader – leaders to know their group. Younger pupils to wear identifiable clothing. Emergency plan in place – pupils briefed where they are going and what to do if separated from group. Younger pupils should carry written details of destination and of school contacts but should not wear obvious name badges.
Ferry crossings	Careful pre-planning including contingency plans for delays or cancellations. Very close supervision in crowded areas, vehicle decks and when getting on and off ferry. Head counts when getting on and off. Pupils briefed about 'rules' especially re open deck areas, appropriate behaviour, location of staff during crossing. Meeting point agreed for crossing and on docking (numbered stairway for example). Use of 'buddy' system where pupils remain in pairs or threes when unaccompanied. Contingency plan for missing pupil – e.g. Member of staff to leave as a foot passenger. Emergency plan in place – pupils briefed where they are going and what to do if separated from group.
Flights	Careful pre-planning including contingency plans for delays or cancellations. Pre-booking to ensure a 'block' of seats on the plane. Pupils briefed about appropriate behaviour. Very close supervision in baggage reclaim areas, when passing through passport control or customs and when moving around the airport. Appropriate supervision in terminal area and in departure lounge – use of 'buddy' system where pupils remain in pairs or threes when unaccompanied. Meeting points and times arranged. Head counts when getting on and off. Contingency plan for missing pupil – see Missing Child & Uncollected Child Policy. Large groups split into smaller groups each with own leader. Pupils to know their group and leader – leaders to know their group. Emergency plan in place – pupils briefed where they are going and what to do if separated from group.
Notes It is good practice for younger pupils to wear easily identifiable clothing, badges or hats. Pupils should not wear any badge identifying them by name.	

Pupils should know details of their destination and of school contacts. It would be good practice for younger pupils to carry written details of these.

Appendix E: Generic Risk Assessments: Residential Visits

Activity	Generic risk assessment for all educational visits: pupil matters
Hazards	Fire Building/grounds fabric Electricity and electrical appliances Catering Child protection Lost pupils
Ratios	Recommended 1:10
Control measures	
Check accommodation has a fire risk assessment in place (abroad - ensure it meets national standards and assess safety before using). Staff inspection of fire precautions on arrival. Briefing of pupils on emergency procedures (if possible, a fire practice on the first day should be held). Visual inspections of stairways, balconies, bath/shower facilities (preferably on a pre-visit but if not then before use). Group has exclusive use of the sleeping accommodation (preferred) or at least all group rooms are adjacent. Staff accommodation is adjacent to pupils. Group accommodation is segregated by gender. Pupil rooms can be locked if necessary but staff can always gain access (master key system). Pupil rooms cannot be accessed from outside (ground floor windows, balconies with fire exits etc). External doors and windows are secure against intrusion – or main door is staffed by hotel staff 24 hours. Pupils know where staff will be throughout the night. Pupils are checked into rooms at “lights out”. Pupils are not involved in catering or washing up unless this activity has been specifically risk assessed and is properly supervised. Pupils should be carefully briefed about boundaries for down time and timings/locations of meetings. ‘Signing out’ and ‘signing in’ system is in place and used Regular meetings for ‘head counts’ should be held.	
Notes A pre-visit to accommodation is always recommended, where viable, to ensure its suitability for the proposed visit. If pupils are to go off under remote supervision, they should have a card giving contact numbers and address of accommodation (in the local language) plus some money for a taxi.	

Appendix F: Statutory and Recommended Minimum Ratios

Notes: (NB: Schools which do not have a full age range can delete the sections of the table which do not apply.)

On all occasions, ratios must be determined by risk assessment and not simply a rigid adherence to recommended or statutory minima. For each off-site visit and activity, the leader must consider whether the minimum ratios must be strengthened, taking account, for example, of :

- The ages, aptitude and behavioural characteristics of the pupils in the group
- Any pupils with SEND or individual medical needs
- The nature, environment and duration of the activities being undertaken
- The level of experience of supervising staff

Ratios in the EYFS age range are the statutory minimum (refer to EYFS Framework for further information). Otherwise, ratios take account of ROSPA guidance.

Activity	Age of group	Ratio	Competence/Qualifications of staff team
EARLY YEARS FOUNDATION STAGE			
Local visits with no more than 'everyday' level of risk	Children under 2	1:3	One adult with a relevant Level 3; where there are additional adults 'in ratio' half must have a relevant Level 2. Half the staff trained in the care of babies. Leader must have minimum 2 years' experience.
Local visits with no more than 'everyday' level of risk	Children aged 2	1:5	One adult with a relevant Level 3; where there are additional adults 'in ratio' half must have a relevant Level 2.
Local visits with no more than 'everyday' level of risk	Children aged 3 to 5 **without** a qualified teacher*	1:8	One adult with a relevant Level 3; where there are additional adults 'in ratio' half must have a relevant Level 2.
Higher risk activities or where the group includes children with SEND		Minimum 1:5 (ROSPA)	
Local visits with no more than 'everyday' level of risk	Children aged 3 to 4 **with** a qualified teacher*	1:13	One qualified teacher*; where there are additional adults 'in ratio' at least one other person with a relevant Level 3
Higher risk activities or where the group includes children with SEND		Minimum 1:5 (ROSPA)	
Local visits with no more than 'everyday' level of risk	Children in Reception **with** a qualified teacher*	1:30 (EYFS) 1:6 (ROSPA)	A qualified teacher*. There are no statutory stipulations regarding the qualifications of additional adults.
Higher risk activities, including swimming in a local pool, or where the group includes children with SEND		Minimum 1:5 (ROSPA)	
* a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, directly supervising the children.			
PRIMARY AGE RANGE			
Local visits with no more than 'everyday' level of risk	Years 1 - 3	1:6	Leader is a qualified teacher or specialist instructor with previous experience
Higher risk activities, including swimming in a local pool, or where the group includes children with SEND		Minimum 1:5 (ROSPA)	
Local visits with no more than 'everyday' level of risk	Years 4 - 6	Minimum 1:15 (ROSPA)	Leader is a qualified teacher or specialist instructor with previous experience (Staffing preferably includes two adults of opposite sexes if the group of pupils is mixed)
Swimming in a local pool		1:12	
Higher risk activities or where the group includes children with SEND		Minimum 1:10 (ROSPA)	

<table>
<tr><td>Residential and Overseas Trips</td><td></td><td>Minimum 1:10 (ROSPA)</td><td></td></tr>
<tr><td colspan="4">SECONDARY AGE RANGE</td></tr>
<tr><td>Local visits with no more than ‘everyday’ level of risk</td><td>All secondary years</td><td>1:15 (ROSPA)</td><td>Leader is a qualified teacher or specialist instructor with previous experience. Staffing preferably includes two adults of opposite sexes if the group of pupils is mixed; for a short local visit within walking distance, perhaps during a lesson or to attend a local sports fixture, one teacher might be considered sufficient, even for a mixed party.</td></tr>
<tr><td>Day visits outside walking distance of the school</td><td rowspan="3">All secondary years</td><td>1:15 (ROSPA)</td><td rowspan="4">Leader is a qualified teacher or specialist instructor with previous experience. Staffing includes minimum two adults. Staff of opposite sexes if the group of pupils is mixed; credible expectation of good discipline</td></tr>
<tr><td>Residential Visits in the UK, where centre staff are also resident</td><td>1:15 (ROSPA)</td></tr>
<tr><td>Other residential visits and visits abroad (including day trips abroad)</td><td>1:10 (ROSPA)</td></tr>
<tr><td>Swimming in a local pool</td><td>All secondary years</td><td>1:20 (ROSPA)</td></tr>
<tr><td>Swimming in natural waters</td><td>All secondary years</td><td>1:10 (ROSPA)</td><td>As above plus:
Lifeguard patrolled site or a member of staff with Lifeguard qualifications
Good knowledge of site</td></tr>
<tr><td>High risk activities</td><td>All secondary years</td><td>1:5 (ROSPA) (see also below)</td><td>Leader is a qualified teacher or specialist instructor with previous experience. Staffing includes minimum two adults. Staff of opposite sexes if the group of pupils is mixed; credible expectation of good discipline</td></tr>
<tr><td colspan="4">Specific High Risk Activities
ROSPA’s guide, ‘Planning and Leading Visits and Adventurous Activities’ provides useful guidance and information on higher risk activities. This includes the following guidance on ratios:
Rock Climbing: There should be a leader:pupil ratio of at least 1:4 on single pitch climbs (one pitch point usually at the top of the rock controlled by party leader) and 1:3 on multi-pitch climbs (more than one pitch point).
Caving, potholing and other high risk sports: When caving, the party leader must be an experienced caver, holding a Cave Leader’s Certificate. The assistant leader must be able to bring the party back to the surface safely in an emergency. For these high-risk sports, the maximum recommended party is 2:10. Every group must consist of at least four people and any school party must include at least two adults.</td></tr>
</table>

Appendix G: Consent to Drink Alcohol at a School Function (delete this appendix if the school does not have a 6th form)

School Event: _____

Date of function: _____

Daughter's/son's name: _____

Form/Class:_____

(Block letters)

I give permission for my daughter/son to have an alcoholic drink, in accordance with school policy (below), at this event and confirm that she/he will not be driving a motor vehicle after the function.

Parent's signature : _____

Date: _____

Policy Summary: The consumption of a very moderate amount of alcohol by Sixth Formers over the age of 18 at a specific school event is permitted if approved by the Headteacher. On residential trips, pupils in the Sixth Form only may be given permission to have an alcoholic drink with a meal, at the discretion of the Trip Leader and with permission from parents. This is only under tightly controlled circumstances:

- Parental consent to drink alcohol has to have been obtained prior to the event on this form
- Alcohol can be consumed only in the presence of a member of staff
- Spirits may not be consumed
- Consumption of alcohol at any other time is forbidden and pupils who are discovered doing so can expect disciplinary action to be taken

Please return this form to _____ by _____

Appendix H: Trip Leaders' Post-trip evaluation

Post-Trip Evaluation Form	Date(s) of Trip:	Date of submission of evaluation to EVC:
Destination (please include postcode of specific location):		
Name of Group/Class and ages:	Number of pupils: Boys: Girls:	
Purpose of visit:		
Trip Leader:		
Other participating staff and volunteers:		
To what extent were the aims of the visit successfully met?		
To what extent did planning, preparation and supervision contribute to the success of the trip?		
Comment on pupils' behaviour and the extent to which they promoted the aims and values of the school.		
Comment on the quality and contribution of the venue, its staff and any contractors used.		
Evaluate the extent to which the risk assessment facilitated the safety and welfare of all staff and pupils. Include details of any accident, injury or near miss.		
What should be learnt to inform the risk assessment and planning of a future similar trip?		
Trip Leader's signature:		
EVC's comments: EVC's signature:		

This form is to be completed by the Trip Leader, in consultation with accompanying staff, volunteers and, where appropriate, the pupils. It is then submitted to the EVC, within 14 days of the trip, for discussion and consideration. The EVC's analysis of trip evaluation forms contributes to the EVC's reporting on off-site visits to the Health and Safety Committee and SLT. The evaluation form should also provide analytical information for the leaders of future trips and should be written with this in mind.