



Educational Visits Policy

Policy Type	Statutory
Reviewed by	Director of Co-Curricular
Regulation	ISSR: Part 3, 11
Approval Committee	Estates, Infrastructure and Sustainability Committee
Last Review	Summer 2026
Next Review	Summer 2027

1	Related Information.....	4
1.1	Availability of Statutory Policies.....	4
1.2	Statutory Guidance	4
1.3	Supporting Documents	4
1.4	Terminology	5
2	Aims of this Policy	6
3	This policy applies to all Students, including those in EYFS. Legal Requirements and Responsibilities	6
3.1	Employers.....	6
3.2	Employees	7
3.3	The Head	7
3.4	Educational Visits Co-Ordinator	7
3.5	Visit Leader.....	7
3.6	Students	8
3.7	Parents	8
4	Communication with the Parents and Parent Responsibilities	9
4.1	Communication with Parents	9
4.2	Parental Responsibilities.....	9
5	Consent	9
6	Outline Approval	10
7	Learning Outside the Classroom (LOtC)	10
8	Risk Assessment	10
8.1	Trips that need a Risk Assessment and Extra Planning	10
8.2	Equipment	11
8.3	Writing and Reviewing Risk Assessments	11
8.4	Risk Assessments for Trips Abroad	12
8.5	Supervision Risk Assessment.....	12
9	Supervision.....	12
9.1	Staff-to-Student Ratios (including EYFS)	12
9.2	Remote Supervision (Senior School only).....	13
9.3	Accounting for Individual Students (Senior School only)	14
10	Child Protection.....	14
11	Disability, Medical and Special Educational Needs	15
12	Adventurous Activities.....	15
13	First Aid	16
14	Documentation/GDPR.....	17
15	Insurance	17
16	Mobile Phones and Students' Property	17

17	The Safety and Supervision of Students on an Educational Visit	18
17.1	Supervisory Roles for Accompanying Staff	18
17.2	Responsibilities of the Students on a Visit.....	19
17.3	Student Behaviour on School Trips.....	19
17.4	Head Counts.....	19
17.5	Supervision on Residential Visits	20
17.6	Nighttime Supervision	22
17.7	Group Supervision when Travelling	22
18	Emergency Procedures.....	23
18.1	Immediate Actions in an Emergency	23
18.2	Responsibilities of the Emergency Contact	24
18.3	Post-Emergency Procedures	24
19	Evaluation.....	24
19.1	Purpose of Evaluation.....	24
19.2	Submission Process	Error! Bookmark not defined.
19.3	Student Feedback.....	25
19.4	Key Evaluation Criteria	Error! Bookmark not defined.

1 Related Information

1.1 Availability of Statutory Policies

All statutory policies are available on the Schools' websites.

1.2 Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

11. The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.

Further Guidance: [Health and safety on educational visits - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/health-and-safety-on-educational-visits):

Inspectors must exercise professional judgement in assessing the adequacy of the school's documentation and provide general advice as necessary to help schools in being vigilant about the welfare of pupils. In addition, the DfE advice states that schools may wish to include any of the following in their health and safety policy and associated risk assessment:

- policy and procedures for off-site visits, including residential visits and any school-led adventure activities;
- Procedures for educational visits should be covered in health and safety documentation (whether the main health and safety policy or a separate policy) in a way that is proportionate, meaningful and appropriate to the nature of the trips and risks of the particular school.

1.3 Supporting Documents

The following related information is referred to in this policy:

Activity Centres (Young Persons' Safety) Act 1995
Adventure Activities Licensing Regulations 2004 (SI 2004/1309)
Allergy and Anaphylaxis Policy
Behaviour, Rewards and Sanctions Policy
Data Protection Policy
Department for Education Health and safety: department for education advice on legal duties and powers for local authorities, headteachers, staff and governing bodies (2011)
Department for Education: Health and safety on educational visits (2018)
Education (Independent School Standards) (England) Regulations 2014
First Aid Policy
Health and Safety at Work etc Act 1974
Health and Safety Executive's School trips and outdoor learning activities (June 2011)
Health and Safety of Students on Educational Visits (Department for Education and Skills (DfES)1998)
Health and Safety Policy
Management of Health and Safety at Work Regulations 1999, as amended, made under the 1974 Act
Safeguarding Policy

1.4 Terminology

Adventurous Activities include but are not restricted to activities such as winter sports, rock climbing, hill walking, mountaineering, skin or scuba diving, white water rafting, caving, climbing, trekking, water sports or activities in or around water and Cadet and other uniformed activities. An activity may be considered to be adventurous not only due to the nature of the activity itself but also the environment in which it will take place, to include but not restricted to activities in areas subject to extremes of weather, temperature or environmental change, on or near cliffs or steep terrain or in or near water.

Educational Visit includes but is not restricted to the following activities: off-site visits (i.e. those outside the grounds of the School), study and cultural visits, Adventurous Activities and expeditions, overseas trips and residential trips. It is not intended to cover sporting activities or physical education.

Educational Visits Co-ordinator has overall responsibility for overseeing all Educational Visits undertaken by the School. They will have responsibility for ensuring all School visits are organised in line with current best practice and with School policies.

Employee or **Employees** means anyone who works under a contract of employment at the School.

Employer means the Haberdasher's Company, acting as the trustee of the Haberdashers' Aske's Charity trading as Haberdashers' Elstree Schools for Students.

External Provider means any person or organisation other than the School or an Employee of the School who provides a service and or facilitates an activity under a contract during an Educational Visit. This includes Employees who occasionally provide an activity under contract such as a summer camp.

Head means either the Head of the Boys' School or the Head of the Girls' School.

Licensed Activities means only those activities which are currently licensable under the Activity Centres (Young Persons' Safety) Act 1995 and Adventure Activities Licensing Regulations 2004 (SI 2004/1309) and include caving, climbing, trekking and water sports.

Parents includes one or both parents, a legal guardian, or education guardian.

School means Haberdashers' Girls' School and/or Haberdashers' Boys' School which are operated by Haberdashers' Aske's Elstree Schools Limited, the Schools Trustee of Haberdashers' Aske's Charity.

School Rules include any behaviour code or code of conduct.

Student or **Students** means any student or students in the School at any age.

Supervisor means any competent adult, over the age of 17 who has responsibilities and duties assigned to him/her during an Educational Visit (to include but not restricted to volunteers, helpers, Parents, host parents and External Providers).

Trips Manager reports directly to the Educational Visits Co-ordinator with responsibility for all trip administration and processes. They advise and support the Educational Visits Co-ordinator on all trip matters across both Elstree Schools.

Visit Leader means an Employee who has overall responsibility for the supervision and conduct of the Educational Visit.

2 Aims of this Policy

The Governors of Haberdashers' Elstree Schools recognise the value of Educational Visits in enhancing students' learning and development. Such visits should:

- Enhance Students' understanding of curricular and co-curricular activities
- Provide opportunities to practise and apply skills
- Support social and personal development
- Align with the aims and objectives set out in the Council for Learning Outside the Classroom framework.

The Governors also acknowledge the potential health, safety and welfare challenges associated with educational visits. Therefore, all visits will be planned, managed and conducted in accordance with this policy and relevant guidance, ensuring that everyone involved understands their roles, responsibilities and duty of care.

This policy is issued in accordance with the Education (Independent School Standards) (England) Regulations 2014 and the Health and Safety at Work etc Act 1974 and relevant legislation as updated. It has been developed with reference to:

- Health and Safety of Students on Educational Visits (HASPEV) (Department for Education and Skills (DfES), 1998)
- Department for Education (DfE), Health and safety on Legal Duties and Powers (2011)
- Health and Safety Executive's (HSE) School Trips and Outdoor Learning Activities (June 2011).
- Statutory guidance on health and safety for educational visits ([DfE, latest version](#))

3 This policy applies to all Students, including those in EYFS. Legal Requirements and Responsibilities

3.1 Employers

Under the Health and Safety at Work etc. Act 1974, employers have a legal duty to ensure the health, safety and welfare of their employees. This responsibility extends to all involved in Educational Visits, including but not limited to teachers, other school staff eg Professional Services, volunteers, helpers and Students).

To meet this duty, employers must comply with the Management of Health and Safety at Work Regulations 1999, which requires them to:

- Assess the risks of activities and record any significant risks
- Implement appropriate measures to control those risks
- Communicate safety measures to employees.

While legal responsibilities remain with the employer, statutory tasks may be delegated to employees. Decisions about Educational Visits are usually delegated to the Head. Permission must be obtained before an Educational Visit takes place. The Head may then in turn delegate duties to others such as one of the Educational Visits Co-ordinators and/or the Visit Leader. These duties apply at all times to all Educational Visits in the UK.

For Educational Visits outside the UK, activities are subject to the laws of the destination country; however, if risk assessments are completed in the UK, they must also adhere to UK health and safety legislation.

3.2 Employees

Under the Health and Safety legislation, Employees must:

- Take reasonable care of their own health and safety and that of others
- Co-operate with employers to ensure safety measures are followed
- Carry out activities in accordance with training and instructions
- Report any significant risks or safety concerns to their employer.

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

Employees must maintain appropriate professional boundaries at all times and must not use their position to secure participation in Educational Visits for family members or partners.

3.3 The Head

The Head will ensure that Educational Visits comply with regulations and guidelines provided by the Governing Body and the School's own Health and Safety Policy.

The Head will ensure that the Educational Visits Co-Ordinator is competent to plan, oversee and monitor Educational Visits.

If the Head takes part in the visit as a group member/Supervisor, they will follow the instructions of the Visit Leader who has overall responsibility for the trip.

3.4 Educational Visits Co-Ordinator

The Educational Visits Co-Ordinator at Elstree Schools is the Director of Co-Curricular, with responsibility for Girls' Junior Trips delegated to an appointed Girls Junior EVC. The Director of Co-Curricular (EVC) is supported in his duties by the Elstree Schools Trips Manager.

The Educational Visits Co-Ordinator will:

- Ensure that the Visit Leader is competent to undertake and supervise activities and to monitor the risks throughout the visit
- Support the Heads and Governing Body with approval and other relevant decisions
- Oversee the preparation procedures for all Educational Visits, advising the Visit Leader as required, making staff aware of the details of all proposed visits
- Keep up to date with all legislation and best practice advice on the running of Educational Visits and ensure that all activities meet guidance requirements.

3.5 Visit Leader

Every Educational Visit will have a Visit Leader who will have been appointed or approved by the Educational Visit Co-Ordinator. In the event of the incapacity of or injury to the Visit Leader,

arrangements will be made for another appropriately qualified Employee who will take over the Visit Leader's responsibilities.

The Visit Leader will have:

- Overall responsibility for the supervision and conduct of the visit
- Responsibility for the health and safety of the group
- Responsibility for the behaviour and discipline of Students during the visit
- Responsibility to carry out the risk assessment
- For a residential visit it may be beneficial for a pre-visit to be carried out
- Overall responsibility for ensuring that First Aid equipment is carried on the trip and that up to date medical details and contact details for all Students are available. On return from the visit, the Visit Leader is responsible for reporting any incidents which occurred on the visit to the Educational Visits Co-Ordinator/ Director of Co-Curricular
- Responsibility for documentation and to be aware of GDPR breaches. Educational Visit paperwork containing student information must be looked after carefully and collected in after the trip and destroyed. The use of school devices/ Evolve is recommended and is used for all School Visits.

3.6 Students

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

- Follow instructions given by the Visit Leader and staff during the visit and, where appropriate, be issued with a trip specific code of conduct.
 - Dress and behave sensibly and responsibly, using safety equipment as instructed
 - Students should wear School uniform or kit unless permission has been given for other clothing
 - Students (and the Parents) will be instructed to bring clothing that is appropriate to all anticipated temperature and weather conditions. Specialist equipment must be identified separately from clothing in a trip related kit list.
 - Respect local customs and laws when travelling abroad
- Be vigilant for potential hazards and report concerns to the Visit Leader or staff.

3.7 Parents

The Visit Leader will ensure that Parents are given sufficient information in writing and are invited to any briefing sessions (where required and essential so that they are able to understand the nature of the trip, the itinerary and the expectations of students. This might include proposals for alternative activities (plan B) in case, for example, of adverse weather conditions preventing the intended activity from taking place.

The Visit Leader will also tell the Parents how they can help prepare their child for the Educational Visit by, for example:

- Reinforcing the School's code of conduct
- Understanding the clothing and equipment that will be required and ensuring that this is provided/ parents are made aware of their obligations to provide equipment.

Parents will be informed of the arrangements for sending a Student home early in the event of an emergency/ breach of the respective Schools' Code of Conduct (including any related costs that would be incurred by the Parents).

Parents will contribute to the success of the visit by:

- Understanding the objectives of the visit
- Giving clear information where relevant on their child's ability or inability to swim / any other associated activity relevant to the trip (e.g ski ability)
- Providing clear information on their child's health and any special needs, need for medical attention or medication/ ensuring that any recent changes to their child's medical status are updated through firefly and subsequently the School medical centres.
- Provide medication required for their child to attend the trip
- Ensuring that emergency contact details are current and correct.

4 Communication with the Parents and Parent Responsibilities

4.1 Communication with Parents

The Visit Leader, in conjunction with the Educational Visits Co-Ordinator, is responsible for maintaining clear and effective communication with Parents throughout the trip process. This includes:

- Providing accurate and comprehensive information to the Parents before students sign up to School trips, including a contact number or email for further enquiries
- Ensuring that all staff accompanying the trip have access to up to date medical and emergency contact details for students
- Ensuring that contact details (including emergency contact details in the UK) are provided to all Parents of Students attending the visit
- Clearly communicating travel arrangements, including pick-up and drop-off times and locations, and promptly informing Parents of any changes.
- Reminding Parents that, in accordance with the School's Allergy and Anaphylaxis Policy, no nuts, nut-based products, or sesame are to be brought on Educational Visits by students or staff.

4.2 Parental Responsibilities

Parents are responsible for:

- Ensuring that their child's medical and contact details are accurate and up to date before the trip. Reminders of parental obligations are included in all trip launch letters.
- Dropping off and collecting their child at the designated times and locations, unless alternative arrangements (e.g., independent travel or meeting at the venue) are specified in the trip details.

5 Consent

The School operates a system of annual consent from the Parents for Educational Visits. Activities covered by this consent include:

- All off site visits that take place during the School day with a return time before the end of the School day

- Evening visits, such as those to the theatre, with a return time beyond the School day
- Off-site sporting fixtures outside the School day
- Any indoor and outdoor activities that take place on the School premises.

Additional individual parental consent is required for:

- Residential trips, Adventurous Activities and visits (via Evolve)
- Any trips incurring a charge with payments is collected via EvolvePay.

6 Outline Approval

Prior to an Educational Visit taking place, the Visit Leader must:

- Submit an Outline Approval request via Evolve for review by the Educational Visits Co-Ordinator in consultation with interested parties (e.g., Calendar Committee, Head of Year, Senior Leadership) where appropriate
- Complete the Evolve Form, including a risk assessment using an 'Event Specific Plan' or an appropriate Risk Assessment template. External Risk Assessments from providers should also be attached
- Inform Parents and obtain consent via Evolve ensuring they receive full details for the visit including transport arrangements, costs and the nature/purpose of the visit.

7 Learning Outside the Classroom (LOtC)

If an External Provider is used to provide an activity, the Visit Leader must check they have appropriate safety standards and liability insurance.

The Council for Learning Outside the Classroom (LOtC) awards the LOtC Quality Badge to organisations that meet nationally recognised safety and quality standards.

Before organising an Educational Visit, the Visit Leader should:

- Check if the External Provider holds an LOtC Quality Badge (available via Evolve Resources or at lotcqualitybadge.org.uk).
- If the provider does not hold the badge, conduct due diligence to ensure they meet safety requirements, including:
 - Adequate liability insurance.
 - Qualified and appropriately trained staff for activities.
 - Enhanced DBS checks for staff leading activities, where applicable.
 - Risk management procedures to address any associated risks.

8 Risk Assessment

8.1 Trips that need a Risk Assessment and Extra Planning

The School adopts a common sense and proportionate approach to risk management on Educational Visits. An assessment of the risks involved in the activity and the appropriate steps required to counter them will be carried out for every Educational Visit. Risk assessment

process applies to all those associated with the activity, event or trip including staff and students. Educational Visits cannot proceed without a written Risk Assessment or an appropriate 'Event Specific Plan'.

The Visit Leader must assess potential risks and outline appropriate control measures. Risk assessment should cover (but are not limited to):

- Ratios of adults to Students, supervision (including vetting procedures)
- Transport arrangements
- Location and venue-specific risks
- Accommodation and security
- Activities, contingency plans and emergency procedures
- The need for staff with specialist skills
- First aid and special or medical needs
- Remote or indirect supervision and safeguarding
- Terrorism and security threats (where relevant)

Risk assessments must be dynamic and should be regularly reviewed and updated in response to changes in circumstance (e.g., adverse weather, student illness, security concerns). If necessary and appropriate, these should be updated whilst on the trip.

The Educational Visits Co-Ordinator will review all risk assessments prior to the Educational Visit and may request modifications. For overseas and residential trips, risk assessments may be subject to additional scrutiny. If in doubt about any aspect of an Educational Visit, then the Visit Leader should consult the Educational Visits Co-Ordinator.

8.2 Equipment

If a risk cannot be adequately controlled, the EVC, or Head has the authority to cancel the visit. Any risk assessment must:

- Identify hazards and the potential risks involved in an activity
- Determine who might be harmed
- Outline control measures to reduce the risk
- Record findings and maintain documentation
- Review and update the risk assessment as appropriate.

Risk assessments may also include contingency plans in case the original itinerary becomes unfeasible due to safety concerns. The Visit Leader must continue assessing risks throughout the visit and adjust plans accordingly. The Educational Visits Co-Ordinator will also assess participants and competencies before the trip can proceed.

8.3 Writing and Reviewing Risk Assessments

- Visit Leaders must create a visit-specific risk assessment, taking into account the age of the Students, the venue and the mode of transport
- Risk assessments should be discussed with the Educational Visits Co-Ordinator throughout the planning process.
- Visits involving Adventurous Activities MUST be discussed with the Educational Visits Co-Ordinator during the planning stage
- Risk assessments must be documented in the 'Event Specific Plan/ Notes' section of Evolve or using an approved risk assessment template.

- If an External Provider is used, their activity-specific risk assessment must be uploaded to Evolve.

For trips requiring vaccinations or medical precautions, the risk assessment must confirm that these have been arranged well in advance.

8.4 Risk Assessments for Trips Abroad

Overseas trips require enhanced risk assessments due to additional risks such as unfamiliar legal systems, different safety standards, and potential travel disruptions.

- The Visit Leader should confirm that any External Provider holds the LOtC Quality Badge or appropriate local accreditation.
- HSE does not cover incidents overseas, but **pre-trip risk assessments conducted in the UK are subject to UK legal scrutiny**. Staff could be held **civilly liable** if negligence occurs.
- If the trip includes high risk activities, (e.g., challenging terrain, remote locations or extreme climates), the Visit Leader must follow the guide to the British Standard for adventurous activities outside the United Kingdom: [BSI Guide](#).)
- The Foreign and Commonwealth Office's provides safety guidance for: [FCO Adventure Travel Guide](#).
- The Trips Manager will organise a letter from the appropriate school Head confirming the children and teachers for each specific trip for the visit leader to take as proof they are on that trip.

8.5 Supervision Risk Assessment

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

- Gender, age, ability, competence and behaviour of the group (with reference to students' individual needs, in consideration of the following policies; Individual Needs and Transgender)
- General and specific competencies of the adults within the group
- First aid requirements and knowledge of adults within the group
- Medical needs, any pastoral needs/ concerns, disabilities and SEND requirements
- Duration and nature of activity including any journey
- Accommodation and arrangements
- Requirements of the venue
- DBS disclosure for all volunteers involved in overnight supervision.

9 Supervision

9.1 Staff-to-Student Ratios (including EYFS)

Supervision must be maintained 24/7 during all Educational Visits, whether close or remote. The appropriate staff-to-student ratio should be determined through risk assessment and in consultation with the Educational Visits Co-Ordinator (EVC).

For local low risk visits in normal circumstances, the following ratios may be appropriate:

Age Group	Recommended Ratio
-----------	-------------------

EYFS at Boys' Pre-Prep School Rainbow (Reception) – Girls' School	Our usual ratio is 1:6 but individual risk assessments (e.g. close to water/traffic) may indicate the need for 1:4 At least one of whom must possess a paediatric first aid certificate
Pre-Prep (Boys' School) Infants at (Girls' School) (Years 1 and 2)	1:6
Prep (Boys' School) Junior at (Girls' School) (Years 3 to 6)	1:10/15
Senior School (Boys' and Girls' School) (Year 7-13)	1:15/20

For overnight stays, residential visits or visits outside the UK, the following minimum supervision levels apply:

- At least two members of staff per group
- Mixed gender groups must have at least one male and one female member of staff.

The following ratios may be appropriate:

Age Group	Overnight / International Trip Ratio
Prep (Boys' School) Juniors (Girls' School) (Years 3 to 6)	1:10
Senior School (Boys' and Girls' School) (Year 7+-13)	1:15

These ratios are **for guidance only** and the ratio should become smaller the more complex or hazardous the activity e.g., ski trips/ adventurous trips where a minimum ratio of 1:10 is more appropriate. This is decided after discussion with the Educational Visits Co-Ordinator.

9.2 Remote Supervision (Senior School only)

Where Students are working remotely, for example, on a Duke of Edinburgh Award expedition, the Students must have the aptitude for, and be appropriately trained, briefed and experienced for the activity involved.

Students should be briefed with clear instructions beforehand by the Visit Leader as to what to do in an emergency or in the event of getting lost, e.g. given staff emergency numbers; actions to take in the event of a medical emergency; how to shelter appropriately in difficult weather conditions.

Any period of remote supervision must be adequately risk assessed beforehand.

9.3 Accounting for Individual Students (Senior School only)

The Visit Leader will ensure that each Student who is not under visual supervision is accounted for. This means the Visit Leader will know the identity, whereabouts and expected time and place of return of the Student. In the event of a missing child, staff must refer to the relevant detail in trip risk assessment and/or event specific notes.

10 Child Protection

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

The Visit Leader should speak to the DSL (or appropriate Deputy DSL) at least two weeks before the departure date for any trip if they have any safeguarding concerns about students attending the trip. For a residential trip, it is recommended to contact the DSL (or appropriate Deputy DSL) three weeks in advance of departure.

If a safeguarding concern is raised about a child during an Educational Visit, it should be reported to the Visit Leader who will pass on the concern to the emergency contact who will liaise with a Designated Safeguarding Lead. It should be recorded on My Concern as soon as feasible, for example, on return to the UK.

If the concern is raised about a member of staff, it should be reported to the Head directly, or if concerning the Head, to the Executive Principal.

Any incident amounting to an allegation or suspicion of abuse which occurs whilst on the Educational Visit will be dealt with appropriately at the time and will be reported to the School's Designated Safeguarding Lead and to the Head immediately on return.

For exchange visits, DBS checks will be carried out for any families hosting exchange students including any persons over the age of 18 residing with the family concerned.

Parents should not accompany School trips as a member of the touring party in the Senior School. Parent volunteers may be used in the Junior and Preparatory Schools with agreement from the EVC, and the relevant checks need to be made prior to their involvement in visits, including liaising with the DSL.

In exceptional circumstances, parents may shadow or support trips where their child has a specific medical or pastoral need that requires their attendance. This must be agreed in advance with the Trip Leader, the Educational Visits Coordinator and the Head.

Staff must not invite, arrange for, or facilitate the attendance of their own children, partners, or other close family members on Educational Visits. This includes informal or ad hoc attendance outside of the School's formal planning and approval processes.

Any exceptional circumstances must be agreed in advance with the Educational Visits Co-Ordinator and the Head and must be subject to appropriate risk assessment, safeguarding checks, and clear role definition.

11 Disability, Medical and Special Educational Needs

The School will make every effort to ensure that all Students are able to take a full and active part in Educational Visits and that reasonable adjustments are made to ensure they are accessible to all, irrespective of disability, special educational or medical needs, ethnic origin, religion, gender, sexual orientation etc.

The School will only consider preventing a Student from attending an Educational Visit as a last resort and will only do so following consultation between the School, the Students and the Parents. Any such decision will be based on a proportionate and justifiable reason, such as an unacceptable health and safety risk to the Student concerned or others.

The School will work closely with Parents, Students and relevant staff, such as the SENCO, Medical Team and Educational Visits Coordinator, to identify and implement appropriate support measures. A written record of discussions, adjustments considered, and final decisions will be maintained.

Special educational, medical or accessibility needs, including allergies, will be factored into the risk assessment and trip planning process, with discussions held in advance to ensure all necessary support is in place.

Where applicable, an individualised care plan or support strategy will be agreed upon to facilitate the student's safe and meaningful participation in the trip.

In line with this, and to safeguard students with severe allergies, no nuts, nut-based products, or sesame may be brought on any Educational Visit by students or staff. This requirement reflects the School's Allergy and Anaphylaxis Policy and must be communicated to parents and staff in all trip information and risk assessments.

12 Adventurous Activities

Adventurous Activities must be identified and risk assessed before the visit. Visit Leaders should not decide to add such activities during the trip. The abilities of the Students must always be considered when assessing risk.

Visit Leaders must ensure that External Providers are competent and endeavour to use accredited providers with appropriate safeguarding procedures in place wherever possible. If in doubt, the Visit Leader should consult the Educational Visits Co-Ordinator and seek references from other schools that have used the provider.

External Providers offering licensable activities, such as caving, climbing, trekking, or water sports in certain conditions, must hold the appropriate licences. The Visit Leader must verify these and provide copies for the Educational Visits Co-Ordinator. Where an activity is not licensable, the Visit Leader must be competent in safety procedures, hold relevant qualifications, and seek specific advice from relevant federations or associations. The level of qualification required should be matched to the relevant hazards and risks associated with that activity and specific advice can be obtained from the relevant federations or associations.

The Visit Leader must provide copies of licences for the Educational Visits Co-Ordinator and upload these to visit documentation.

The following activities are licensable:

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

Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. Specific permission for swimming will always be sought from the Parents in advance. Special care must be taken when using swimming pools or water leisure activities that may not have trained lifeguards. When planning water sports, the Visit Leader must assess the need for instructors and lifeguards and ensure all safety measures are in place. Although there are no swimming pool specific health and safety laws, the Outdoor Education Advisers' Panel (OEAP) provides advice when undertaking adventure specialist activities, including swimming.

When External Providers facilitate activities, roles and responsibilities must be clearly agreed upon. However, School staff retain responsibility for Student's well-being and should withdraw them from activities deemed unsafe or distressing. If in any doubt, the Visit Leader should contact the EVC for guidance and appropriate clearance.

Students' views should always be taken into account. Students who are reluctant to undertake a particular activity should never be forced to participate in that activity.

The Visit Leader must ensure that External Providers do not have substantial unsupervised access to Students unless this has been authorised and risk assessed by the School.

All safety measures must be taken, and that all safety equipment provided is used in accordance with the recommendations of the appropriate national governing body or association for the sport or activity concerned, including the wearing of ski helmets (where appropriate).

Prior to commencement of any Adventurous Activity, the Visit Leader should be fully satisfied with arrangements for health and safety arrangements and obtain all relevant documentation from the External Provider including relevant risk assessments, safety details and detailed nature of the activities proposed. The information must be included within the Evolve documentation for that particular visit. In the event the Visit Leader is not satisfied with safety arrangements, they will consider whether it is appropriate to abort the activity altogether or whether it is safe and/or appropriate to undertake a Plan B, where a dynamic risk assessment will be undertaken.

For further information please see:

<https://www.bsigroup.com/LocalFiles/en-GB/consumer-guides/resources/BSI-Consumer-Brochure-Adventurous-Activities-UK-EN.pdf>

13 First Aid

Visit Leaders are responsible for ensuring that First Aid equipment is carried on the trip and that up to date medical and contact details for all Students are available. Any major incidents that occur **during the trip**, the SLT and EVC must be informed immediately.

Upon returning from the visit, the Visit Leader is responsible for reporting any incidents which occurred to the Educational Visits Co-Ordinator and relevant SLT member. Additionally, an accident form must be completed and submitted to the School Nurses.

14 Documentation/GDPR

The Visit Leader is responsible for managing all trip-related documentation and ensuring compliance with GDPR regulations. Any paperwork containing student information must be handled securely, safeguarded during the trip and collected afterwards for disposal.

The use of School devices and school-based platforms, such as Evolve, for storing trip related information is mandatory to maintain data security and confidentiality.

15 Insurance

The School has in place insurance for each Educational Visit which should include where appropriate, but is not restricted to, Employer's liability insurance, public liability insurance, professional indemnity insurance, motor insurance, travel insurance and independent instructor insurance.

Parents must be informed of the insurance arrangements, specifying, where necessary and appropriate, which aspects are covered by the School and which require separate arrangements by the Parents. Additionally, Parents should be notified of any insurances that have not been verified, such as those for host parents abroad.

Parents should be told that if they require cover for specific events (for example, repatriation to somewhere other than the United Kingdom) they must make their own arrangements.

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

Parents made aware in trip communication of Covid-specific cover and where there are gaps in this cover. A copy of the insurance details (policy number, contact number and what is covered) is sent to the trip leader before a residential trip.

16 Mobile Phones and Students' Property

Mobile phones are permitted and even encouraged on school trips as an important point of contact in emergencies. Trips follow the standard school policy regarding Mobile Phones but with appropriate discretion where relevant or appropriate to the specific needs of the trip as agreed by the EVC, the trip leader and other supervising staff.

Mobile phones can be very useful in emergencies; however, there are reasons why their use by Students may be restricted on Educational Visits, for example:

- Mobile phones can act as a distraction, preventing Students from fully engaging in educational opportunities
- Carrying phones can expose Students to the risk of mugging and street violence
- Loss or theft of phones can involve Visit Leaders in time consuming reporting procedures
- Homesickness may be made worse by frequent use of mobile phones
- In the event of an incident on an Educational Visit, the Visit Leader has the authority to collect in any communication devices to avoid sensitive information being disseminated through social media/text etc.
- Students and Staff should adhere to the Acceptable Use and Mobile Phones Policies for trips.

Students (and, where appropriate, parents) will be briefed prior to trip departure about responsible use of mobile phones and trip specific conditions under which mobile phones can be used. Where such guidance is not given, students should adhere to standard school policy with regard to mobile phone use. While students are encouraged to carry mobile phones, they do so at their own risk.

Any Student whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit or withdrawn from a visit which is underway. Reasonable adjustments will be made for Students with medical or other conditions, disabilities or special educational needs.

▪

Similar rules will apply to all items of personal property including, for example, cameras. Parents are advised not to send Students on visits with expensive equipment that may attract thieves or be lost or broken. In any event, Students will be responsible for all items of personal property taken on the visit.

17 The Safety and Supervision of Students on an Educational Visit

The Visit Leader retains a duty of care for the group at all times unless the responsibility for providing care and supervision has been formally handed over to an appropriately selected third party provider for a specific period.

17.1 Supervisory Roles for Accompanying Staff

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

- Arrange the party into small and easily managed sub-groups
- Ensure that each assistant leader knows which sub-group and which Students they are responsible for
- Ensure that each Student knows which assistant leader is responsible for them

- Ensure that all leaders understand they are responsible to the Visit Leader for the supervision of the Students assigned to them
- Ensure that all leaders and Students are aware of the expected standards of behaviour.

It is good practice for each assistant leader to:

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

17.2 Responsibilities of the Students on a Visit

Each Student should:

- Know who their leader is at any given time and how to contact them
- Make sure that they have understood instructions
- Make sure they are not isolated from the group
- Know who their fellow sub-group members are
- Alert the leader if someone is missing or in difficulties
- Make sure they are aware of any designated meeting place
- Make sure they understand the action they should take if they become lost or separated.

17.3 Student Behaviour on School Trips

- Students are aware that, whilst travelling with a School party, they are representing the School to the wider community. Students must not act in such a way as compromises their safety, or that of anyone else, or potentially brings the School into disrepute. Any actions, or planned actions, which contravene these rules, will be treated seriously by the School
- Students are expected to abide by all normal School Rules whilst on School trips, by the law of the land, and by other rules established by School staff accompanying the trip for the benefit of efficiency, order or good discipline
- In cases of seriously bad behaviour, repeated misbehaviour, or dangerous conduct, Students may be returned to the School at their Parents' expense.

17.4 Head Counts

Regular head counts of the Students should take place throughout all off-site activities. The frequency will need to be increased at certain points such as crowded public areas, getting on

and off transport, and when arriving at or leaving a location or near a significant hazard (such as water). A head count should always be part of any initial response to an incident or emergency. It is easier to monitor and count smaller groups and clusters.

It is good practice to:

- Double-check numbers before departing from a venue
- Always carry a list/register of all the Students and adults involved in the visit
- Ensure that younger Students are readily identifiable, especially if the visit is to a densely populated area, e.g. brightly coloured caps, T-shirts or the School uniform can help identify group members more easily
- Avoid identification that could put Students at risk e.g. name badges
- Provide extra safeguards for very young Students, or for those with special needs, such as providing laminated cards displaying the name of the group or hotel and an emergency contact number. This could be appropriate for all visits abroad, with a translation of the information into the relevant language(s)
- Ensure that everyone is aware of rendezvous points
- Ensure that everyone knows what to do if they become separated from the group
- Make everyone aware of their destination e.g. the tube station where the plan requires them to get off.

17.5 Supervision on Residential Visits

The responsibility for supervision is continuous, 24 hours a day. It is important that care and supervision are maintained during periods outside structured activities, as well as during the activities themselves. This does not mean that the Students on the trip need necessarily be constantly watched, but rather that leaders need to achieve a sensible balance of activities and supervision methods.

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

Opportunities for such time should be built into the visit plan with appropriate levels of supervision included.

Visit Leaders should:

- Take care with the use of terms such as 'free time' and 'down time' so that they do not suggest to leaders or participants that supervision will not be in place
- Ensure that all leaders and Students always understand the standards of behaviour that apply, not just during activities
- Ensure that a leader duty system operates so that groups always continue to be appropriately supervised, and that any handover of responsibility is made clear
- Have strict guidelines for behaviour in bedrooms and dormitories.

Supervision can be direct, indirect (within clear boundaries), or remote. In reality, these three form part of a continuum of supervision ranging from physically holding the hand of a child, to a group of competent and sensible students checking in with Supervisors, perhaps once a day during their self-managed expedition or exchange visit. The three types outlined here are illustrative of the range:

Direct Supervision occurs when the group remain within sight and contact of a leader.

Indirect Supervision (supervision within clear boundaries) occurs when a group is given the freedom to explore an environment or engage in an activity away from direct adult supervision but within clearly identified and agreed boundaries, for example:

- Small group or individual work within a gallery, museum, cultural or historic site or city
- Time between more structured activities during a residential visit. This should be set up so that, in an emergency or changed circumstances, it should not be a difficult or lengthy process to re-establish direct supervision. Keys to indirect supervision (supervision within clear boundaries) include:
 - Identifying clear geographical boundaries within a suitable area and ensuring everyone is aware of these
 - Setting a time limit by which all are to be back at an agreed location
 - Ensuring Students are in small 'buddy' groups and know to stay together
 - Briefing students as to the location of leaders during the activity: some leaders could be in a fixed position and others roaming the agreed area
 - If students get lost, they know not to wander aimlessly but to stay together and wait for a leader to find them
 - If abroad, ensuring Students carry a small briefing card in the local language, including the number of the Emergency Contact (on the trip and back in the UK).
 - On a residential visit, ensuring Students know the location of their accommodation (carrying a hotel card from reception is a simple and effective idea).

For example, on a trip to Europe one of your aims is for the Students to have a cultural experience and an opportunity to practise language skills in the local market. The Visit Leader chooses an appropriate market with an easily defined boundary and no major traffic hazards. They split the Students into small groups who know to stay together. Each group has a small card in the local language explaining who they are and giving an emergency contact number. The Students are shown the geographical boundaries within which they can roam and the rendezvous point where there will always be a leader and where they are to meet by a certain time. Some leaders sit at the local café (the rallying point) while the others walk round the market. This is a good example of a sensible risk benefit assessment – the educational benefits are clear and powerful while the risks are appropriately managed.

Remote Supervision occurs when a group works at such a distance that direct supervision would take some time to be re-established (e.g. during a remotely supervised adventure walk; Students travelling independently to a venue; an orienteering activity; a Duke of Edinburgh Award expedition). For this form of supervision to be appropriate a decision must be made that the young people no longer require an adult leader but are capable of operating independently. Supervision in this context is more of a monitoring and emergency response role. Although the Supervisor is not physically present they should be able to intervene or assist within a reasonable time when contacted or if there is a cause for concern (reasonable in this context will depend on the age, maturity and competence of the group, the activity and the environment). For this to be effective, the group must know how to make contact with a remote Supervisor. When supervision is remote:

- Groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures
- Remote Supervision will often be most appropriate in the final stages of a phased development programme
- Students should be familiar with the environment or similar environments and have details of the meeting points and the times of rendezvous

- Clear and understandable guidelines will be set for the group, including physical and behavioural parameters
- The Parents should be made aware of the nature of supervision and the level of responsibility and independence expected of the young people
- There must be clear lines of communication between the group, the Supervisor and the establishment
- Mobile phones should not be regarded as a failsafe method of maintaining communication, but students should have access to the Emergency Contact on UK soil and the Trip Leader/ the member of staff in possession of the trip phone.
- The Supervisor should monitor the group's progress at appropriate intervals
- There should be defined time limits between contacts. Exceeding these limits should activate an agreed emergency procedure
- There should be a recognisable point at which the activity is completed
- There should be clear arrangements for the abandonment of the activity where it cannot be completed without compromising safety
- The Visit Leader should select the type of supervision to maximise the educational benefits while appropriately managing the risks
- It is essential that everyone involved in the activity, including the Parents, understands the supervision arrangements and expectations.

17.6 Nighttime Supervision

It may not be possible or appropriate that all of the following are fully met but Visit Leaders must either be confident that the risks of the accommodation can be managed, or they should change location.

The sleeping accommodation is exclusively for the group's use or rooms are located next to each other, ideally on the same floor or:

- If the accommodation is being shared with another school group, the joint expectations of leaders and young people are shared and agreed
- Leaders have sleeping accommodation providing easy access to their group. Consider location of leaders when young people's rooms are not in close proximity to each other
- Consider the most appropriate allocation of young people to rooms
- Where shower and toilet facilities are not en suite, consider arrangements for managing the use of shared facilities
- Consider how secure the buildings can be made against intrusion and if there is 24-hour staffing of reception
- Confirm that rooms can be secured but leaders are aware of how to gain access to a room in an emergency.
- Ensure everyone knows the emergency procedures, fire escape routes and assembly points
- Fire escape routes have been checked to ensure that they are clear of obstruction
- Ensure there is an appropriate Personal Emergency Evacuation Plan (PEEP) for any adult or young person who may need one.

17.7 Group Supervision when Travelling

The level of effective supervision necessary for the journey should be considered as part of the overall risk management plan. Lost person incidents are most likely to occur at rest stops, when changing transport or during transitions from one place to another.

Positioning of leaders, rendezvous points, clear communication between subgroups and especially head counts before continuing, are important tools at such points.

18 Emergency Procedures

The Visit Leader and at least one other Supervisor will carry a fully charged mobile phone at all times and will ensure that an emergency contact at the School has the relevant numbers. In case of poor mobile reception, an alternative means of communication, such as a landline at the accommodation site, should be identified.

For all Educational Visit occurring outside of School hours, an emergency contact is assigned, usually the EVC or another member of SLT. The emergency contact must be provided with full trip details including:

- The full itinerary
- **Contact details** of the Visit Leader and Supervisors
- A **full list of participants**, including medical information and emergency contacts for Parents
- Details of the **accommodation and transport providers**
- Any **specific risks or concerns** identified for the trip

The Visit Leader must inform the Emergency Contact of any **substantial changes** to the itinerary.

In the case of an emergency, that member of staff is responsible for coordinating the School response.

18.1 Immediate Actions in an Emergency

In an emergency, the Visit Leader will contact the Senior Member of Staff/ EVC on Duty (Emergency Contact). If the Visit Leader is unavailable to make this call, another member of Staff on the trip will make the call.

If an emergency occurs:

1. Ensure Safety First

- The **Visit Leader** should assess the situation and ensure the immediate safety of all Students and Staff.
- If necessary, contact local emergency services (999 in the UK, or the local equivalent abroad).

2. Contact the Emergency Contact

- The Visit Leader must call the designated Emergency Contact at the School as soon as it is safe and practical to do so.
- If the Visit Leader is unable to make the call, another Staff member must do so.

3. Gather Key Information

- Location of the incident
- Names of affected individuals
- Nature of the emergency
- Actions already taken (e.g., emergency services contacted)
- Support required from the School

4. Maintain Communication & Keep Records

- Keep clear and factual records of events, decisions, and actions taken.
- Do not speculate or provide unverified information.
- If contacted by the media, refer all inquiries to the School's designated media spokesperson.

18.2 Responsibilities of the Emergency Contact

Once informed of an emergency, the **Emergency Contact** at the School will:

- Notify the SLT/Head as appropriate
- Dispatch additional staff support to the scene if required
- Contact Parents of affected Students on the School trip, ensuring a dedicated telephone line is made available for the Parents for enquiries
- Arrange alternative transport/accommodation if required
- Liaise with external authorities, including insurers, embassies, and emergency services if applicable.
- Manage communication, including handling media inquiries through the School's designated spokesperson.

If the Emergency Contact is unavailable, a designated backup Staff member must assume responsibility.

18.3 Post-Emergency Procedures

- After the incident, the following steps must be taken:
- The Visit Leader must complete a detailed incident report and submit it to the EVC and SLT.
- A debrief meeting should be held to review the incident, assess response effectiveness, and identify lessons learned.
- If necessary, arrange support for Students and Staff affected by the incident (e.g., counselling services).
- Ensure any insurance claims are processed correctly, with all necessary documentation submitted.

19 Evaluation

All Educational Visits should be evaluated, and this is seen as an integral part of the learning outside the classroom experience. The Evolve system instructs Visit Leaders to outline the purpose of the visit against which an evaluation should be written. Evaluations may also be given to the EVC in person in the trip debrief.

19.1 Purpose of Evaluation

All Educational Visits are evaluated to:

- Assess whether the visit met its stated objectives.
- Identify areas of success and improvement.
- Review any incidents, accidents, near misses, or logistical challenges.
- Provide valuable insights for future Visit Leaders running the same or similar trips.
-

19.2 Student Feedback

- Visit Leaders are encouraged to gather Student feedback, where appropriate, to gain insight into the educational value and overall experience of the trip.