



St Mary Redcliffe  
and Temple School

# Educational Trips/Visits Policy

Approved by	FGB	Date 27 November 2025
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Last reviewed on	16 May 2024
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## 1. Introduction

Students can benefit enormously from taking part in offsite/outside learning away from the classroom. It gives them the opportunity to undergo experiences that they might not otherwise have. Trips/Visits help to increase a child's investigative skills and can develop greater independence. Their learning unknowingly includes identifying risk, risk assessment, and risk control, all of which are essential life skills. In turn, this prepares a student to be risk aware and not risk averse.

**At our School we use the Evolve trips/visits management system (see below) for planning and recording all off-site trips/visits.**

This Policy is issued to provide advice and guidance on arranging school trips/visits, and to signpost to the relevant and up to date National Guidance (OEAP). Our School follows the OEAP guidance to meet our statutory duties in respect of off-site trips/visits. This is available within the resources tab of Evolve and **must** be referenced when planning any trip/visit.

Most trips/visits organised by schools take place without any incident or injuries occurring. This in part can be attributed to good planning and preparation, organisation, and supervision. This Policy clearly sets out the steps to follow to create a safe environment for preventing accidents or injuries, whilst still allowing students to experience fun, excitement and controls potential risks.

No amount of planning can guarantee that a trip/visit will be totally incident free. However, good organisation and attention to safety measures can, and does, reduce the number of accidents and incidents, and will lessen the seriousness of any incidents/accidents that do happen.

## 2. Evolve (Schools Trips/Visits Management System)

Evolve is an online tool for planning and managing educational trips/visits once the trip/visit has been agreed in principle through the submission of an EV1a – Initial Visit Proposal Form. Our School has implemented the Evolve system for the management and approval of all trips/visits. Evolve must be used to document and manage all off-site trips/visits, categories A, B and C (see definition of Trip/Visit Categories below), and for the appropriate approval stages to be actioned.

The Trips/Visits Protocols and Procedures document found in the Resources section provides staff with further guidance on how to use Evolve.

Evolve has been populated with staff usernames. Staff should contact the EVC if they cannot access Evolve and are leading a trip/visit.

There are some additional forms, risk assessment templates, model parental consent forms, etc to support staff, which will assist in the management of our School trips/visits and can be found in the resources section on Evolve.

### 3. Definition of Trip/Visit Categories

**Category A** – all these activities are normally low-risk and take place in an environment that usually presents no greater risks than those normally present in everyday life. e.g., local area, parks, shops, local field study, etc.

**Category B** – activities and ventures which incorporate some extra risk to the participants', e.g. visits to the beach, cycling, local museums, National Trust properties, etc.

**Category C** – all off-site visits including residential trips/visits overseas, excursions, outdoor and licensed adventurous activities.

Our School recognises the competence, experience, and best practice set out by the Outdoor Education Advisory Panel (OEAP) and have adopted their national guidance for school trip/visit management. Staff should follow the national guidance provided by the OEAP as well as the requirements set out in this [procedure](#). This link can also be found on the front page of Evolve.

The Headteacher, EVC (Educational Visits Co-Ordinator) and Trip/Visit Leader/s must have a basic understanding as to where and when the provision of 'adventure' is legally regulated. The regulations require providers of certain activities to be licensed by the Adventure Activities Licensing Authority (AALA) to provide these. These activities include caving, climbing, trekking, and water sports. The licence provides an assurance of safety, but it does not provide assurance of educational or activity quality. Adventurous Activities come under the scope of the Adventure Activities Licensing Regulations (AALR); these came into force in 1995 following the Lyme Bay tragedy.

Some more adventurous activities that do not technically come under AALA but are still adventurous, (Hybrid activities not under AALA) e.g., water/rock activities plunge pooling, gully scrambling (gorge walking) etc, should only be undertaken by accredited providers or a member of staff who can provide similar qualifications e.g., caving, mountain leader award summer/winter.

The Learning Outside the Classroom Quality (LOTC) badge is the only national award assessing both the quality of risk management and educational provision across all types of learning outside the classroom providers, including museums and castles, botanical gardens and city farms, theme parks and zoos, field study and adventure centres, and expeditions and study cultural tours abroad. It is recognised by the Department of Education.

All off-site residential visits and outdoor adventure activities (Category C visits) are to be notified, checked and approved by the EVC, externally by Delegated Services, and then the Headteacher, using Evolve, before being sent to the Chair of Governors for assessment and final sign off.

Each off-site trip/visit, activity or event must have a designated and experienced Trip/Visit Leader. The Trip/Visit Leader has overall responsibility for the planning, supervision, and conduct of the visit/activity. They should be approved as competent and experienced to lead the trip/visit, by the Headteacher and the EVC. A Deputy Leader must also be appointed, to take the lead should the need arise.

Every off-site trip/visit must be risk assessed, i.e. walks to local parks through to complex overseas expeditions. A template for a risk assessment can be found in the resources section on Evolve.

Our School will not support students not known to or attending our School, or staff bringing their own children on any trip/visit.

Clearly identified educational objectives appropriate to the age and the ability of the group, should be made early in the planning process.

Activity providers, whether commercial companies, voluntary organisations etc. will all have their operating procedures - these operating procedures will also outline risk assessments, required licences staff competence qualifications. The Trip/Visit Leader planning the trip/visit must check that these procedures are in place if this organisation has not been used before or for a long time, by asking them to complete the provider declaration form (located in the forms section of the resources area on Evolve).

The Trip/Visit Leader is responsible for ensuring the trip/visit is uploaded to Evolve with Risk Assessments (RA) for travel, the generic trips/visits RA, trip/visit specific RA, specific student RAs (if required), proposed itinerary and other information within the required timescales, allowing for the various stages of approval required both internally at school level and where necessary approved externally by Delegated Services.

Good discipline is essential to the success of any trip/visit. Codes of conduct in relation to acceptable standards of behaviour on smoking, alcohol drugs etc. need to be clearly established, agreed, and enforced for all. **Our School has adopted a zero-tolerance policy** on alcohol and recreational drugs including legal highs being consumed by any students and staff whilst on a trip/visit.

Appropriate personal and group equipment and clothing needs to be available to meet the needs and purpose of the trip/visit.

Parents/Carers and students should be informed of arrangements in writing. All staff attending the trip/visit should be informed of all planning and risk assessments, and sign to say they have received and understood all planning and risk assessments and clearly understand their role.

Adequate supervision is always required based on assessment of the risks and abilities and needs of the group, whether this be of a direct or in-direct nature.

A pre-visit should be undertaken to the activity site to familiarise the Trip/Visit Leader or staff with conditions. If this is not possible, staff should gather adequate background information, previous experience, and carry out an on-site recce upon arrival.

Trip/Visit Leaders who are leading a trip/visit for the first time should gather information from colleagues who have conducted similar visits, researched their evaluations of the trip/visit, and learnt from any incidents or near misses.

All planned activities will have had a 'Plan B' activity prepared and assessed, where possible, so that if dynamic assessment recognises the original activity cannot take place there are other options available.

An emergency plan is prepared by the Trip/Visit Leader in advance, with contact numbers published for both in and out of hours and carried on the trip/visit.

Parental consent for all trips/visits will be obtained and stored securely on Evolve, using the *Consent* function.

After the educational visit the Trip/Visit Leader should complete the evaluation of the trip/visit on Evolve.

#### **4. Initial Trip/Visit Proposal**

An Initial Trip/Visit Proposal Form (EV1a located on the Resources section of Evolve) will need to be completed by the Trip/Visit Leader and authorised by School Leadership Team (SLT) ahead of the trip/visit being organised.

This form needs to be completed for all trips/visits and forwarded to the EVC for authorisation by SLT, no later than 15:15 on a Monday for consideration that working week and **at least 12 school weeks prior for Category C trips/visits** (residential, overseas and adventurous activities) **and 6 school weeks prior to Category A and B trips/visits**.

If the trip/visit is approved, then Evolve will need to be completed and submitted within the required timelines. See the planning checklist for further guidance.

#### **5. Finances and Trip/Visit letters.**

It is essential that trip/visit leaders use the exemplar letters in the Resources folder on Evolve to draft the trip/visit letter and that this is shared with the School Business Manager and Finance Admin prior to it being sent to parents/carers. This is to ensure compliance with the [Charging and Remissions Policy](#).

#### **6. Roles and Responsibilities**

We have adopted the Outdoor Education Advisory Panel National guidance in full. The EVC, Headteacher, Trip/Visit Leader, accompanying Staff and Volunteers, and Students follow the roles as identified within the OEAP guidance.

For further guidance, please see [https://oeapng.info/search\\_gcse/?q=establishment%20roles](https://oeapng.info/search_gcse/?q=establishment%20roles)

#### **Education Visit Co-ordinator (EVC)**

We have a trained (within the last three years) Education Visit Co-ordinator.

For all off-site trips/visits, the EVC ensures:

- That Evolve is used, and that trips/visits are planned and approved within the proper time scales.
- Support/oversee planning so that well considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable and memorable visits and outdoor learning.

- All staff are competent to undertake the trips/visits being organised. Any concerns should be raised with the Headteacher.
- Suitable and sufficient Risk Assessments and proper planning of the trip/visit is being undertaken.
- Ensure that emergency arrangements are sufficient, and that there is an emergency contact for each visit – see OEAP National Guidance document [4.1d 'Emergencies and Critical Incidents – Guidance for Establishments'](#).
- Correct levels of authorisation are taking place.
- For **on-site** activities that do not have residential/adventure activities as part of their activities, these can be authorised by the EVC, if the Headteacher has approved the activity at the proposal stage.
- This is not an exhaustive list please refer to 3.4j and 3.3a EVC Role and Checklist (available in the link below) <https://oeapng.info/evc/>.

### **Headteacher**

The Headteacher has a responsibility to:

- Authorise all off-site school trips/visits in all categories via Evolve.
- Have clearly designated a suitable member of staff as the Educational Visits Co-Ordinator (EVC)
- Ensure that timelines for approval are understood and applied
- Ensure there are robust procedures in place for the management of school trips/visits
- Ensure all staff are following these procedures
- Ensure staff are trained and competent to undertake school trips/visits, and/or if leading, specific activities
- Ensure students sign up to a safe Code of Conduct for the duration of the trips/visits
- Ensure arrangements are in place for the Chair of Governors and Delegated Services to be informed of such trips/visits as required by this Policy
- Refer to further guidance from the OEAP national guidance specifically 3.3b and 3.4g Headteacher/Managers' Checklist: <https://oeapng.info/head-manager/>

### **Chair of Governors**

The Chair of Governors has a responsibility to:

- Authorise all Category C off-site school trips/visits via Evolve.
- When a Category C trip/visit has been authorised by the Headteacher, it will be submitted (via Evolve) to the Chair of Governors.

### **The Governing Body**

The Governing Body must, through scrutiny and friendly critical challenge ensure:

- There are formal notification and approval procedures in place.
- Our School is following our Educational Trips and Visits Policy and associated guidance.
- That a trained EVC is appointed.
- A Competent Person is appointed to oversee Health and Safety which includes Educational Trips/Visits.
- Refer to further guidance from the OEAP national guidance specifically 3.3c 'Management Board and Governor Check List: <https://oeapng.info/governors/>.

## **Trip/Visit Leader**

The Trip/Visit Leader is the designated person responsible for the planning of a trips/visits and has overall responsibility for the safety and conduct of the students and staff for the duration of the trips/visits. Staff who lead a trip/visit must have the relevant experience and skills required for the off-site trip/visit they wish to run.

They must:

- Be approved by the Headteacher/EVC to carry out the lead role, including for any specific activities you will lead
- Be able to use the chosen environment or venue(s) to provide a wide range of learning or development outcomes
- Have undertaken Trip/Visit Leader Training delivered internally by the EVC at the start of the academic year for new staff who wish to lead trips/visits and as required during the year
- Have undertaken recent training including preventative measures, the signs and symptoms of anaphylactic shock, and then the treatment thereof, including how to administer an EpiPen. Training is available internally from First Aid or from The National College on [Food Allergy Awareness and Anaphylaxis](#). The Trip/Visit Leader will raise awareness of Natasha's Law by reading this [guidance](#)
- Liaise with the Educational Visits Co-ordinator (EVC) or SLT Line Manager to ensure that the visit has clear aims and is planned to appropriately balance benefits and risks, and that all staff accompanying the visit meet establishment requirements
- Ensure that there is effective supervision
- If using external providers for Category C activities, ensure that these providers have the required National Governing Body (NGB) Accreditations and if applicable the required AALA licence as defined under the regulations. Category C type activities that fall outside of the scope of AALA must only be led by providers holding an NGB qualification, or approved by a qualified technical advisor
- Take a lead on risk management. It is good practice to involve all the Trip/Visit Leadership team to ensure wide understanding and to give clarity about what they need to do
- Define the roles and responsibilities of other leaders, first aiders and participants to ensure effective supervision throughout the trip/visit
- To appoint a Deputy Trip/Visit Leader and equip them with the same knowledge of process and planning that you as Trip/Visit Leader have
- To prepare and assess 'Plan B's' if a planned activity needs to be changed
- Ensure robust emergency procedures are in place
- Refer to [further guidance](#) from the OEAP national guidance specifically 3.4k Group/Visit Leader and 3.3e Group/Visit Leader checklist

## **Deputy Trip/Visit Leader**

They must:

- Be sufficiently competent and confident that if the Trip/Visit Leader is incapacitated you can take over and ensure the safety of the group
- Know and understand school's Policies/Procedures, in so far as they affect the responsibilities you have been assigned
- Be meaningfully involved in the planning and preparation for the activity/visit, including contributing to the organisation of risk management

- Ensure that you understand the role and responsibilities that you have been assigned and how you work alongside other staff and the Activity/Group Leader
- Ensure you are aware of 'Plan B' activities, and emergency procedures
- Be clear about any arrangements to hand-over and hand-back responsibility for supervision between members of staff and to/from any third-party
- Refer to [further guidance](#) from the OEAP National guidance specifically 3.4I assistant leader.

## 7. Accompanying Staff and Volunteers

The Trip/Visit Leader must fully brief accompanying staff and volunteers about their role, task(s) allocated to them, risk assessments, and the planning of the trip/visit.

It is the responsibility of all accompanying staff/volunteers to have read the Evolve Form and Risk Assessments and to know that they carry shared responsibility for the safe running of the trip/visit. It is also the responsibility of staff with additional needs (e.g. health or mobility needs, pregnancy, etc.) to have informed the Trip/Visit Leader and have completed a Risk Assessment. Further guidance can be found [here](#).

## 8. Delegated Services

Delegated Services are experts in the field, external to our School, and will check and advise the School on all Category C trips/visits.

**Be aware that if there is unreasonably late notification to Delegated Services there is no guarantee that the trip/visit will be approved on behalf of the School and therefore will be unable to go ahead**, hence the strict deadlines which apply/have been applied to the submission of trips/visits on Evolve. All Category C ventures must be notified to the EVC and Delegated Services via Evolve, at least **six school weeks before** the trip/visit is due to take place. This will mean that timelines for initial approval, planning, completion of Evolve etc. will need to be longer.

Delegated Services will also be the point of contact for the EVC for any queries involving the safe planning of school trips/visits.

## 9. Students

The Trip/Visit Leader will fully brief all students attending the trip/visit. Students have a responsibility to follow the school's Code of Conduct for trips/visits and any additional information provided to them by staff.

## 10. Guidance

Under the Health and Safety at Work Act 1974 and Management of Health and Safety at Work Regulations 1999, Headteachers must ensure the health, safety, and welfare of all those undertaking and participating in any outdoor and adventurous activities or off-site school visits.

For the effective management of all educational visits and out of school activities, the school will follow this guidance and set procedures, and applicable guidance of the OEAP.

The school will identify persons and their responsibilities and ensure staff attending/leading trips/visits and/or activities are properly qualified and experienced.

The management of all trips/visits must be undertaken on Evolve. Using Evolve will ensure that all trips/visits are planned and authorised in accordance with this Educational Trips/Visits Policy and guidance.

## 11. Trip/Visit Categories (types of trips/visits and approval)

School Trips/Visits (not sporting fixtures) are categorised into 3 levels: category A, B and C.

**Category A** – all these activities are normally low-risk and take place in an environment that usually presents no greater risks than those normally present in everyday life.

For example:

- Local, parks, churches, libraries, museums, exhibitions, theatres, nature trails and fieldwork generally
- Attending musical/arts events, festivals – on same day events
- Field study visits in environments presenting no technical hazards
- Visits to local swimming pools where correct ratios of lifeguards are on duty supported by an appropriate number of school staff
- Local farm visits
- Zoological gardens, nature reserves and national trust type properties
- Access to off-site playing fields, sports facilities, local walks, surveys, census gathering exercises.

*Approval for:*

These **do not need** notifying to the Delegated Services, but the Educational Visits Co-Ordinator (EVC) and Headteacher must review, submit and authorise these trips/visits.

**Category B** – activities and ventures which incorporate some extra risk to the participants. To control and minimise risk, activities must be well planned, and National Outdoor Education Guidance followed such as the leader requiring additional skills and/or experience, for example:

- Orienteering in local parks or woodlands
- Walking, jogging, cycling (on or off-road), in non-remote countryside
- Horse riding/pony trekking in non-remote areas
- Beach and coastal walking
- Field study work in non-remote upland or coastal areas
- Team building/problem solving exercises, low level (up to a height of 1.25 m) rope courses and 'assault' course circuits
- Visits to major cities in UK
- Visits to theme parks
- Sponsored walks and large-scale events where many people participate or watch

*Approval for:*

These **do not need** notifying to Delegated Services, but the Educational Visits Co-Ordinator (EVC) and Headteacher must review, submit and authorise these trips/visits.

**Category C** – all off-site visits including residential visits, trips overseas, excursions, outdoor and adventurous activities which incorporate high risk activities or take place in potentially hazardous environments. They comprise of activities that require specially trained, experienced, and qualified staff to lead. Many of these activities fall within the four generic areas of the Adventure Activities Licensing Authority (AALA), these groupings are climbing, caving, trekking, and water-based activities. Most adventure activities fit in this category, including fieldwork where it takes place in a remote or potentially hazardous environment. In such circumstances specific skills, experience and safeguards are required in order to contain risk at an acceptable level.

However, some do not fall strictly under AALA but should still be recorded as adventurous activities so that they can be checked. For example:

- Climbing plus abseiling, ice climbing, gorge walking, ghyll scrambling and sea level traversing.
- Caving plus mine exploration, cave diving.
- Trekking plus mountaineering, fell running, pony trekking, off-piste skiing, and water-based activities: canoeing, kayaking, sailing, windsurfing rafting, paddle surfing, dragon boating.

A full list of activities covered by licensing can be found on the AALA web site [www.hse.gov.uk/aala/](http://www.hse.gov.uk/aala/).

Additional category C activities include:

- Remote or 'wild country' camping (Ten Tors, Duke of Edinburgh's Award expeditions).
- Overseas visits and exchanges and overseas expeditions.
- Motor sports, quad biking, motorbike scrambling.
- Air-born activities (excluding commercial flights) i.e. Gliding, hang/para gliding, parachuting.
- Hybrid activities combining elements of rock and water i.e. Gorge/ghyll scrambling, canyoning, sea traversing, 'coasteering'.
- Archery.
- Combat activities i.e. Self-defence, judo, fencing, boxing, wrestling, martial arts.
- Shooting and paint balling.
- Fishing: inland waters, coastal, and sea venues.

All of the above must be adequately risk assessed before they are authorised by the EVC, Delegated Services, Headteacher and Chair of Governors.

Any unsafe practise, hazards or unacceptable risks identified during the process must be reduced to an acceptable level before the activity can proceed. The above can only be led by licenced providers or by staff with relevant qualification and adhering to NGB guidance.

**N.B** Please note a trip/visit can have many separate activities taking place; these will need separate consideration in the risk assessment.

*Approval for:*

All Category C ventures must be notified to the EVC and Delegated Services via Evolve, at least **six school weeks before** the trip/visit is due to take place. This will mean your timelines for initial approval, planning, completion of Evolve, etc., will need to be longer.

This will enable Delegated Services to properly quality review, and to identify whether the leader of these activities requires additional skills and/or experience. This promotes safety, safe planning and safe practice, and ensures the correct competence.

When assessing the most appropriate category in which to place an activity, consideration must be given to the following:

- The type of activity taking place
- Whether it comes under the requirements of AALA
- The age and abilities of students involved
- The environment and location of the activity
- The prevailing weather conditions
- The experience and qualifications of Trip/Visit Leader and adult supervisors

Upon satisfactory completion of Evolve, with all associated Risk Assessments and Itinerary, the EVC will submit the form to Delegated Services to review and authorise the trip/visit, before final sign off by the Headteacher and then the Chair of Governors. Any trips/visits notified to the Delegated Services **outside of the 6 school weeks notification requirement cannot be guaranteed to receive approval and therefore will not be able to go ahead.**

Trip/Visit Leaders should not be expected to start from square one without advice and assistance when/ if asked to organise a school visit. No teacher should become involved in organising a school visit unless they have been provided with training, guidance, and advice and have met with the EVC to go through the planned trip/visit. They should have also accompanied several trips/visits, and at least one in the capacity of Deputy Trip/Visit Leader. Part of the EVC role is to assess the competence of staff leading trips/visits. The EVC must signpost the staff member to the national guidance, run through the process of risk assessing and using Evolve.

Staff should not undertake the writing of risk assessments unless they have the necessary skills and experience to do so. The Trip/Visit Leader training provides training on risk assessments specific to school trips/visits, delivered internally by the EVC at the start of the academic year for new staff who wish to lead trips/visits and as required during the year.

Early Career Teachers (ECT) and support staff should not be expected to lead a school trip/visit until they have accompanied several trips/visits, and at least one in the capacity of Deputy Trip/Visit Leader, and the Headteacher and the EVC have provided adequate training, information, instruction and assessed them as competent.

Common law expects people acting 'in loco parentis' to take the same care as would a reasonable and careful parent. This duty is continuous during any visit or off-site activity and cannot be delegated. The principle of being 'in loco parentis' applies to all students under the age of 18. Parental consent is therefore required for people under that age.

## 12. Trips and Visits that are NOT undertaken by our School

No trips/visits will be undertaken that involve the following activities:

- Trips/visits to trampoline parks

## 13. Risk Management

Risk management involves answering two basic questions:

- What could go wrong?
- What are we going to do about it?

Risk management, in the context of outdoor learning and off-site visits, is a two-stage process:

- The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved.
- The implementation of a plan to best realise these benefits, using professional judgement to ensure that the level of risk does not exceed that which can be justified by the benefits.

Most human activity involves balancing benefits and risks. We cannot have all the benefits but none of the risks. We can eliminate all risk only by stopping the activity, but we then lose all the benefits.

All Risk Assessments must form part of the planning process of the trip/visit and be uploaded to Evolve.

All staff completing Risk Assessments must have undertaken Risk Assessments training and/or as part of EVC/Trip/Visit Leader training.

Risk Assessments (generic and visit specific) must be undertaken beforehand. (see templates in the Risk Assessments section in Resources on Evolve).

**Generic/model** assessments e.g., assessments which are likely to apply to the activity with minor tweaks, wherever and whenever the activity takes place.

**Visit specific** e.g., will differ from place to place and from group to group.

**Dynamic Risk Assessments** must be undertaken throughout the duration of the trip/visit taking place. Situations change, weather changes, meaning you continually assess the changing risk and may need to revert to your 'Plan B'. This must be looked at via dynamic assessments of the trip/visit. The group and the level of risk must be monitored and assessed throughout and, if circumstances dictate, activities should be curtailed or amended (e.g., change to 'Plan B').

The 'Plan B' should have been prepared and assessed in advance at the planning stage and will ensure that the Trip/Visit Leader does not feel pressurised into going ahead with the original activity because another activity has not been identified.

In practice, it is often these on-going decisions of the Trip/Visit Leader(s) that determine whether the group remains safe and whether the activity is successful. Hence a competent Trip/Visit Leader and visit team is essential.

Risk Assessments should be taken on the trip/visit and referenced and stored correctly.

For further guidance, please see <https://oeapng.info/visit-leader/>.

#### **14. Competency of Staff**

The Health and Safety Executive's definition of competence is described as: **The combination of training, skills, experience and knowledge that a person has and their ability to apply them to perform a task safely.**

Other factors, such as attitude and physical ability, can also affect someone's competence.

A school must ensure that the competency of staff is acceptable for the off-site trips/visits and activities that they are undertaking. Evolve allows staff to upload their qualifications and experience on to the system and this in turn allows the school to confirm that the qualification/competency is acceptable for the trip/visit.

If leading or procuring activities, staff need to consider:

- AALA licence (Adventure Activities Licensing regulations)
- LOTC Badge (Learning outside the classroom award)
- National Governing Body (NGB) Awards/Qualifications
- National Vocational Qualification (NVQs)
- Staff individual qualifications
- OCR- Offsite Management Certificates
- Local or in-house validating
- Site specific experience and/or local knowledge
- Experience confirmed by observation in the field by a qualified person

The EVC and Headteacher must give consideration as to the Trip/Visit Leader, their suitability and competence to lead the trip/visit when outline approval is given.

#### **15. Down Time**

Trip/Visit Leaders will ensure that students continue to be properly supervised during 'down time' – before, between and after activities, including lunch periods and the evenings during residential visits and other activities.

#### **16. Remote Supervision**

If the aim of trip/visit is to encourage independence and investigative skills in students, some of the time on visits may be supervised from a distance. The Trip/Visit Leader will establish during the planning stage whether students are competent in remote supervision situations and will ensure parents/carers have agreed to this part of the visit. The Trip/Visit Leader must ensure:

- Students are aware of ground rules and are adequately equipped to be on their own or in a small group
- Students have telephone numbers or other suitable means of contacting the Trip/Visit Leader if lost, either by mobile or identified local telephones
- Students have maps, plans and other suitable information for them to act effectively and know how to summon help

- In enclosed areas, such as theme parks, students will know where and when to meet supervising adults at key locations and set times

## **17. Remote Supervision during Adventurous Activities**

The training given to students will be sound and thorough. The instructor will have appropriate qualifications and experience to provide clear guidance for each activity. The Trip/Visit Leader will be satisfied that students have acquired the necessary skills and have the necessary experience, confidence, physical ability, and judgement to be left without direct supervision. This also applies to all Duke of Edinburgh's Award Expeditions.

If an outside provider is used to provide the expedition element of the DofE, a member of school staff will accompany the trip/visit and be present for the duration of the expedition.

## **18. Consent**

### **Parental Consent**

- Where parental consent is required for outings and activities, The Headteacher should ensure staff seek the consent from the resident parent/carer [i.e. the parent/carer who lives with a child] unless the decision is likely to have a long-term and significant impact on the child, or the non-resident parent/carer has requested to be asked for consent in all such cases.
- In cases where the school considers it necessary or has been asked to seek consent from both parents/carers, it is best for the school to assume that parental consent has not been given unless both parents/carers have given consent. This approach ensures that the school has treated the views of each parent/carer equally. It will also help to safeguard the position of the school in terms of exposure to any potential civil liability where, for example, the child is injured while on an educational visit.
- It is important that the school knows if your child suffers from any medical condition, however mild, or is taking medication, so that care can be arranged as appropriate. We should also know if your child is currently under any medical treatment or taking prescribed medication or drugs. We will require a form to be completed which explains fully the timings and doses of all medications and for the form and medication to be handed to the Trip/Visit Leader before departure.

### **Individual Consent Not Required**

- Schools are not required to obtain individual consent from parents/carers for students to participate in off-site activities that take place during school hours, and which are a normal part of a child's education. Such as local studies and local visits to a museum or library, etc. (Education Act 2002 section 29). SMRT recognises that it is best practice is to gain a blanket consent at the start of the academic year for this type of visit.
- While parents/carers do not have the option to withdraw their child from the school curriculum, it remains good practice to inform parents/carers that a visit or activity is to take place (see 'informing parents/carers' below). Asking for consent when it is not needed can lead to some parents/carers assuming they can withhold consent and so withdraw their child from a curriculum visit when this is not the case.
- Individual consent is needed for visits taking place outside school hours and for activities taking place both during and outside school hours where it is perceived to involve a higher level of risk, such as a visit involving a long journey or adventure activity.

## **Visit Specific Consent**

There are situations where consent for a specific visit must be required, including adventure activities and some visits involving third party provision (for example an outdoor education centre) where the provider requires their own consent forms to be signed. In this case information about the visit can be provided to parents/carers and their informed consent given on that basis.

## **19. Informing Parents/Carers**

Schools are required to deliver a broad and balanced curriculum to their students, and it is widely understood that it is not possible to do this effectively without making full use of the local environment and community, within which the school is set. Regular and frequent curriculum visits and activities, off the school site, should therefore be the norm and it would be unreasonable for the School to request consent of each excursion.

For these visits, which do not require individual parental consent, it is good practice to inform parents/carers when they enrol their child, and annually through blanket consent, policy document or web site, about the way SMRT uses the local environment and the fact that their child will not always be on the school site but could be learning somewhere in the wider community.

Where consent is required, the key is to provide parents/carers with sufficient information to make an informed decision about the participation of their child. Such information may be given in a variety of ways, as the information needed by parents/carers will depend on the nature and complexity of the visit. For example, regular sports fixtures or cultural visits may involve information being given for the season or for the term ahead with parents/carers being informed of any changes to this as they occur, perhaps by note, phone, email, text etc. For more complex visits specific information letters will be needed and for the most complex or adventurous visits a combination of written information and briefing/information meetings may be most appropriate.

We will use a blanket consent form at the start of the year wherever reasonable for local/day visits and inform parents/carers of residential and high-risk activities and obtain specific consent. Our form makes clear it is their responsibility to update us on any medical issues or changes to personal details.

## **20. Inclusion**

Activities should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics. There is a duty to make reasonable adjustments. When a visit or activity is being planned, all reasonably practicable measures must be taken to include all students. Every reasonable effort should be made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

The principles of inclusion should be promoted and addressed in policy and practice, ensuring:

- An entitlement to participate
- Accessibility through adaptation or modification, including the provision of auxiliary aids and services

- Integration through participation with peers

A complete list of students who require medications, or who have food allergies or who have SEND or safeguarding or behaviour concerns should be drawn up, and arrangements put in place to support and manage these needs. Often this will be with support and information provided by the SENCO/DSL. Where required full individual risk assessments should be drawn up and submitted along with all other documentation on Evolve.

It is a requirement once the students participating are known, that the Designated Safeguarding Lead (DSL) is approached to view the list of students, and if there are any issues that the Trip/Visit Leader should be made aware of if it is possible that something could unravel on the trip/visit. Contextual Risk Assessments must also be considered/ discussed with DSL.

For more information, please see the national guidance:

- [https://oeapng.info/search\\_gcse/?q=Inclusion](https://oeapng.info/search_gcse/?q=Inclusion)
- <https://oeapng.info/downloads/download-info/4-4d-medication/>
- [https://oeapng.info/search\\_gcse/?q=Staff%20ratios](https://oeapng.info/search_gcse/?q=Staff%20ratios)

## 21. Ratios and Supervision

All schools must ensure that the staffing of visits enables leaders to supervise students effectively.

Decisions about the staffing and supervision should consider:

- The nature and duration of the visit and the planned activities
- The location and environment in which the activity is to take place
- The nature of the group, including the number of students and their age, level of development, gender, ability and needs (behavioural, medical, emotional, and educational)
- Staff competence and experience
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time

Staffing ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff to student ratios for a particular age group or activity. Some older guidance documents do set out ratios, but these should be regarded as **Starting points** for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward, and the group has no special requirements. For example, the DfE publication HASPEV (1998) suggested the following 'starting point':

- KS3 and KS4                    1:15
- KS5                                1:20
- Residential/overseas    1:10

In some cases, there may be only one leader on a visit, or on a particular activity during a visit. If this is the case, students (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support.

Staffing, especially for visits to remote locations or overseas, should consider how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example to accompany a sick child to hospital.

There is no absolute requirement for children to be accompanied by staff of the same gender, even on residential trips/visits, but if this is not to be the case then there should be a sound plan to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support.

For further advice, please see the [National Guidance](#).

## 22. Overnight/Residential Trips/Visits (where students will be sharing accommodation)

### Protocol for Sleeping Arrangements on School Trips/Visits

Our School is dedicated to ensuring a supportive and inclusive environment for all students on school trips/visits. If a child has specific needs or preferences regarding room allocations, parents/carers should feel able to discuss them with us in confidence. We are committed to making sure everyone feels comfortable and respected. Our default position is for rooming to be based on a same-sex basis.

### Inclusion

All students, regardless of background or abilities, should be able to take part in every aspect of school life, including trips/visits.

If a student with a disability or an Education Health Care Plan (EHCP), or any other specific needs (e.g. medical conditions including allergies) is participating in the trip/visit, they will have the same support that is available to them during the school day.

We will adjust the trip/visit programme where necessary, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate.

Additional risk assessments may be carried out to ensure the safety of all staff and students.

### Guidance

Our objective is to ensure all students and parents/carers, including gender-questioning, non-binary, and non-same sex students, feel safe, respected, and comfortable during school trips.

The School is committed to following the current [Department for Education guidance consultation document](#) which states the following under section 6.43:

#### *6.43 Boarding and residential accommodation*

*In allocating sleeping arrangements such as dormitories, tents or shared rooms for school trips, each child's sex is relevant. Schools and colleges must meet their safeguarding obligations set out in Keeping Children Safe in Education (KCSIE).*

*No child should be allowed to share a room with a child of the opposite sex. If a child questioning their gender does not wish to share a room with another child of the same sex,*

*where possible, and only after the school has considered relevant factors outlined above, alternative arrangements should be sought. These alternative arrangements should not compromise the safety, comfort, privacy or dignity of the child, or of other pupils, for instance finding a suitable separate room for the pupil.*

*Schools and colleges should also have regard to the National Minimum Standards for boarding schools, the National Minimum Standards for residential special schools and the Further Education residential accommodation: national minimum standards, as appropriate.*

### **We will follow the following guidelines:**

1. Pre-Trip Consultation
  - Individual Discussions: Have private conversations with students and their parents/carers to understand their preferences and comfort levels regarding rooming.
  - Confidentiality: Maintain confidentiality throughout the process and only share information with staff members who need to know.
2. Room Allocation Options
  - Student Preferences: Allow students and parent/carers to indicate their preferences for roommates, taking these preferences into consideration seriously.
  - Safety and Comfort: Prioritise the safety and comfort of all students when finalising room assignments.
  - Flexible Rooming (Sixth Form students only): consideration will be given to offer a range of rooming options, such as single-sex, mixed-sex, and non-binary rooms where possible. This will be undertaken on a case-by-case basis and will form part of the pre-trip consultation.
3. Staff Training and Awareness
  - Inclusivity Training: Provide staff with training on gender identity, inclusivity, and sensitivity to ensure they can effectively support all students.
  - Clear Protocols: Ensure staff are aware of the protocols and the importance of respecting students' privacy and confidentiality.
4. Support During the Trip
  - Designated Support Staff: Assign a staff member as a point of contact for students to discuss any concerns related to their rooming arrangements during the trip.
  - Regular Check-ins: Conduct regular check-ins with students to ensure they are comfortable and address any issues promptly.
5. Post-Trip Evaluation
  - Gather Feedback: After the trip, collect feedback from students and staff about the rooming arrangements to assess the protocol's effectiveness.
  - Continuous Improvement: Use the feedback to refine and improve the protocol for future trips.

## **23. Emergency Procedures and Incident Reporting**

Trip/Visit Leaders must:

- Take emergency information with them including contact numbers (stored securely and destroyed once back at school)
- Agree contact numbers before the trip/visit takes place
- Ensure these form part of the Risk Assessment process

- Specific thought should be given to contingency arrangements around infectious diseases and illnesses
- Prepare a 'Plan B' that is available should circumstances change
- The information taken will depend on the location of the trip/visit. For example, for an overseas trip/visit, the details of the nearest British Embassy/Consulate should be taken\* and all school mobile phones must have the emergency numbers pre-programmed (i.e., Emergency out of hours delegated person, Headteacher, Health & Safety, Reception, nearest hospital to area visited etc.)

\*These can be found on the Foreign and Commonwealth Office website – [www.fco.gov.uk](http://www.fco.gov.uk). The site also offers advice on visiting the country.

Each residential trip/visit should have at least one emergency contact person from our School, and a second in reserve; and two emergency contacts for all category C trips/visits. They must not be on the trip/visit. This person should have a working knowledge of the trip/visit and be able to access the trip/visit information at all times. The trip/visit information should all be contained within Evolve.

Should a critical incident occur, the emergency plan prepared in advance by the Trip/Visit Leader will be activated.

Information to be taken on the trip/visit can be found in Evolve under the resources section and the OEAP website.

**Important** - when taking hard copies of information that hold personal information, this needs to be protected to adhere to data protection requirements (GDPR). If unsure around GDPR please seek advice from the EVC or School Business Manager.

### **Accident/Incident and Near Miss/First Aid**

The Trip/Visit Leader will risk assess the level of first aid required for a particular trip/visit. This decision could be influenced by factors such as the environment and proximity to emergency services or professional care. However, as a minimum, for all trips/visits there will be a responsible adult with a good working knowledge of first aid appropriate to the environment.

A First Aid Kit appropriate to the trip/visit should be carried.

The level of first aid is based upon an assessment of the risks. For example, the location of the trip/visit, the activities undertaken, the needs of the group, the numbers of students and staff going, and the remoteness of the trip/visit will come into consideration.

Where remote supervision is used (for example during a Duke of Edinburgh's Award expedition), the Trip/Visit Leader will ensure that the group has:

- The ability to contact qualified first aid support, and
- An appropriate level of competence and first aid materials to look after themselves until help arrives

For Overseas Visits, the Trip/Visit Leader will ensure that a member of the visit staff team has an appropriate level of language skills to summon help in an emergency and can

communicate effectively in the appropriate language/languages (if travelling through several different countries).

Ensure that the Trip/Visit Leader has access copies of the Form EV6e Accident and Near Miss Reporting with them on the trip/visit to enable them to update the EVC upon return.

If a student needs to visit hospital, an adult should accompany and stay with them, and school and parents/carers informed.

Examples of First aid requirements:

**Example 1:** a walk to the local library on a footpath adjacent to a public road with ambulance access. We must have first aid provision on site (not necessarily accompanying the group); so, must the library. The Trip/Visit Leader must have some basic knowledge of first aid and is carrying a mobile phone in an area of good reception. A qualified first aider would be a bonus but is not essential.

**Example 2:** a walk along a rural footpath, with no vehicular access for about 2 miles, to a picnic site. Any significant injury here would involve such a time delay in accessing an ambulance as to make it necessary for there to be someone with appropriate first aid training and expertise as a member of the group, carrying a mobile first aid kit.

As stated above, the provision of first aid should always be risk assessed.

### **Emergency Procedures and Lockdown**

The Trip/Visit Leader will have emergency planning procedures in place in the event of a critical incident. Every Trip/Visit Leader, Deputy Trip/Visit Leader and all other members of the staff visit team and will be familiar with emergency planning procedures.

Relevant emergency contact telephone numbers must be carried by leaders during an educational trip/visit but should only be used in the case of a genuine emergency. Under no circumstances will these telephone numbers be given to students or to their parents/carers.

Postcodes for all venues will be carried by leaders and the what3words app will be available on all school mobile phones carried by the visit staff team.

Where coach travel is to be used, the Trip/Visit Leader will brief coach drivers in advance about emergency/evacuation procedures for the trip/visit, e.g. arranging a second pick up point.

The Trip/Visit Leader will ensure staff are spread throughout the vehicle for each coach journey in the event of the need to facilitate a coach evacuation.

The Trip/Visit Leader will brief all staff and students on the use of mobile phones on the trip/visit and especially in the case of an emergency.

The Trip/Visit Leader will include a robust lock down procedure for the Trip/Visit Leader. Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and

students on the trip/visit. Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all students and staff. Students will be suitably briefed on the lockdown process where appropriate. The procedures will include:

- Identifying the likelihood of a security related incident occurring.
- Assessing the level of impact.
- Developing plans and procedures to manage and respond to any threats.
- Referring to [Government advice in School and College Security Guidance \(November 2019\)](#).

### **Ticks**

The Trip/Visit Leader will assess the potential risk of ticks and include as part of the Risk Assessment if required and follow [up to date guidance](#).

### **Allergic Reactions and Anaphylaxis**

The School will ensure that we are aware of any members of the group (staff and/or students) who are susceptible to an allergic reaction and ensure that we are provided with any details of what can cause them to have a reaction and what should be done to prevent it. We will refer to our School Risk Assessments, document details in the trip/visit Risk Assessment, and adjust them if necessary to suit the trip/visit.

The Trip/Visit Leader will have undertaken recent training (available from The National College) on Food Allergy Awareness and Anaphylaxis, including preventative measures, the signs and symptoms and then the treatment, including how to administer an EpiPen. The Trip/Visit Leader will raise awareness of [Natasha's Law](#) by reading the relevant guidance .

The Trip/Visit Leader will make sure that all members of the staff trip/visit team read the guidance on [the recognition and management of an allergic reaction or anaphylaxis, as well as on the use of adrenaline auto-injectors](#).

### **Sepsis**

The Trip/Visit Leader will refer all visit staff to the OEAP guidance on [Sepsis](#).

## **24. Assessing Providers/Venues:**

When selecting a provider there are two accreditations that we need to be aware of:

### **AALA**



If using a provider to undertake any of the activities that come under the scope of the Adventure Activities Licensing Regulations; these came into force in 1995 following the Lyme Bay tragedy. They need to have an in-date licence to provide these activities. Put simply these are caving, climbing, trekking, and water sports activities. The licence provides an assurance of safety: it does not provide assurance of educational or activity quality.

## LOtC



The Learning Outside the Classroom badge is a safety and quality standard. It is a national accreditation and award scheme which recognises good quality educational provision for young people throughout the UK. Unlike AALA this is not a legal requirement but an assurance. If using a venue that does not have LOTC, so no independent quality check/validation, they must be sent a Provider Statement Form to complete. To check if a venue has the LOTC badge visit: <http://lotcqualitybadge.org.uk/>.

On Evolve, under resources, there is a section called KADDI. This is a list of venues in the UK and is a quick search for venues/providers in the local area and if they have attained the LOTC badge. There are also useful reviews from other schools regarding the venue and provider.

It is good practice and strongly recommended for a preliminary visit to be carried out where the location is not familiar to the Trip/Visit Leader or member of staff.

Even if the Trip/Visit Leader has led this trip/visit at the same venue for several years things can change, questions should be asked at the time of booking the venue, for example, have there been any staff changes or developments to the site or the grounds. If there have, then a preliminary visit is recommended. This knowledge will form part of the risk assessment and pre-planning. It will help the Trip/Visit Leader to concentrate on the needs of the group rather than the unexpected demands of the environment. If it is not possible to visit the site beforehand, the person giving approval will need to be satisfied that alternative arrangements are sufficient for an assessment to be made. Such alternatives might include obtaining advice from those with experience gained from previous trips/visits, reports of previous trips/visits or the use of experienced and reliable local guides where appropriate.

Reconnaissance by the Trip/Visit Leader on arrival at the venue whilst the group remain in their accommodation, would assist; this is a dynamic Risk Assessment.

## 25. Volunteers

Voluntary helpers may be used to assist with the organisation and supervision during visits. They need to have Enhanced DBS clearance, and their role must be clearly defined. This Policy must be read in conjunction with the Volunteers Policy if planning to use volunteers to support a trip/visit. They must have the risk assessments shared with them and be fully briefed on the arrangements for the trip/visit. They must act towards the students as a careful parent/carer would in similar circumstances.

Volunteers will be requested to read and sign the Volunteers' Code of Conduct prior to the trip/visit. This Code of Conduct sets out the expected behaviour for volunteers attending school trips/visits. Volunteers sign the form to show that they understand and agree to the code while acting on behalf of our School.

## 26. Behaviour

All parents/carers and students will have explained to them the expected behaviour for the duration of the trip/visit. For overseas trips/visits, parents and carers are usually invited into school for a meeting to go through guidance and expectations. For all trips/visits, staff will always make behaviour expectations clear to students in advance and this will be shared with parents/carers as necessary.

Whilst School is committed to making sure activities are available and accessible to all, irrespective of special educational or medical needs or protected characteristics, we reserve the right to not allow a student to participate in an extracurricular trip/visit, or activity. This will only be in rare circumstances and will likely be because of serious breaches of the Code of Conduct on a previous trip/visit, or because of behaviour in School. The student and parents/carers will be aware of this sanction following the incident of poor behaviour.

## 27. Insurance

School will make ensure adequate insurance is in place for all trips/visits, including, but not limited to, cancellation insurance for contracts with external providers, travel insurance, accident and medical cover, and loss of luggage and other personal items.

## 28. Charging

We follow our [Charging and Remissions Policy](#) at all times. Parents/carers will not be asked to pay for any educational trips/visit that takes place during school hours. They will also not be asked to pay for any educational trip/visit that takes place outside of school hours if it is part of the National Curriculum, a syllabus for a prescribed public examination, or religious education.

The School will ask for a voluntary contribution towards the costs of educational trips/visits, but this will be entirely optional (except for residential trips/visits) and will not affect students' ability to fully take part in the trip/visit.

## 29. European Health Insurance Card (EHIC now UKGHIC)

The UKGHIC allows access to state provided healthcare in all of Europe and a number of agreed countries. It is advised that where possible students/their parents/carers should obtain the card. For further information, please see the [NHS website](#).

## 30. Hiring of Coaches, Minibus, and/or Taxis

If hiring a coach and driver, or a minibus, we should only select from the approved list that appears as a drop down when you fill in the Evolve form. Companies that appear on the list have been checked (annually) to see that they have a current operator licence. Refer to [OEAP guidance hiring of coaches](#).

If using a Taxi, again, there are taxis within the drop-down list, that are licensed by the Local Authority and are used for home to school transport. This is not an exhaustive list. The School should check that the taxi that arrives is displaying a Local Authority licensed sign. We should then further check that the driver is wearing an identity badge/lanyard and that there is a photo ID plate in the vehicle, and all three should match.

### **31. Links with other Policies**

This Policy is linked to these policies which can be found on our website:

- Health and Safety Policy
- Charging and Remissions Policy
- Behaviour and Good Relationships Policy
- Safeguarding Policy
- Supporting Students with Medical Conditions
- Special Educational Needs (SEN) Information Report/Policy
- Equality Policy
- Accessibility Plan

External documentation is linked throughout this Policy.