

Educational Visits Policy



Document Control

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Document Reference:	Educational Visits Policy	
Version	02	
Status	Final	
Publication Date	3/2/23	
Related Policies	ATLP Safeguarding and Child Protection ATLP Staff Code of Conduct Guidance to Safer Working Practice in Schools ATLP First Aid in Schools ATLP Administering Medicines in Schools ATLP School Transport Policy School Minibus Policy ATLP Finance Policy ATLP Charging and Remissions	
Review Date	Annually	
Approved/Ratified By	Trust Board	Date: 30/01/23

Contents:

Statement of intent

1. Legal framework
2. Definitions
3. Key roles and responsibilities
4. Training of staff
5. Planning school trips
6. Risk assessment process
7. Vetting providers
8. Equal opportunities
9. Safe use of minibuses and seatbelts
10. Parental consent
11. Staffing ratios
12. The Duke of Edinburgh's Award
13. Insurance and licensing
14. Accidents and incidents and First Aid
15. Missing person procedure
16. Students with SEND
17. Finance
18. Foreign trips
19. Evaluating trips and visits
20. Monitoring and review

Appendices

Appendix 1 – Radar Diagram

Appendix 2 – Suggested procedure for arranging a visit.

Statement of intent

The Arthur Terry Learning Partnership (ATLP) understands that extracurricular activities can be a very effective way of enhancing learning. Outdoor learning, offsite visits and learning outside the classroom can all have a positive impact on young people's learning and development. ATLP aims to ensure that students are all offered opportunities to learn outside the classroom and to further develop their knowledge, skills, and experiences to enhance their learning.

ATLP takes the health and wellbeing of staff and students very seriously. This policy has been designed in line with DfE HSE guidance as well as the National Guidance from the Outdoor Education Advisors Panel (OEAP) and details the Trust's responsibilities for students and staff members while out on educational visits and school trips.

ATLP follows the guidance and procedures as set out by the DfE (2014) for **Health and Safety Advice on Legal Duties and Powers** which supplanted previous advice of Health and Safety: Responsibilities and Powers (2001) and *Health and Safety of Pupils on Educational Visits (HASPEV 1998)*.

All staff should follow guidelines as outlined in the professional standards for teachers and code of conduct for support staff and ATLP Staff Code of Conduct Policy . Special reference should be made to the latest editions of The Guide to Safer Working Practice for Staff in Schools, as well as any current safeguarding guidance 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children' as well as The ATLP Safeguarding Policy, the school's own Safeguarding policy and Educational Visits Policy .

Following this guidance ensures consideration for the health and safety of all those involved and to maintain the educational quality of visits and sound financial planning. Each school will produce a personalised version of this ATLP guidance.

1. Legal framework

1.1 This policy has been created with regard to relevant legislation including, but not limited to:

- Health and Safety at Work etc. Act 1974
- <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits>

The HASPEV guidance is now over 20 years old and although it is still a good base, the general guidance has been taken over by The Outdoor Education Advisors Panel (OEAP). This guidance can be obtained from the Outdoor Education Advisors Panel National Guidance at: <https://oeapng.info/>

1.2 This policy has also been created with due regard to the following guidance:

- DfE (2018) 'Charging for school activities.'
- DfE (2018) 'Health and safety on educational visits'
- HSE (2011) 'School trips and outdoor learning activities'
- DfE (2013) 'Driving school minibuses.'
- Keeping Children Safe in Education 2022
- A Guide to Safer Working Practice 2022

1.3 This policy should be used in conjunction with the most up to date copy of the following school policies:

- Complaints Procedures Policy
- Behavioural Policy
- Critical Incident Policy
- Health and Safety Policy
- Charging and Remissions Policy
- Equality and Diversity Policy
- School Transport
- School Minibus policy
- SEND
- Safeguarding and Child Protection
 - Staff Code of Conduct

- Medicines in School

2. Definitions

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

2.2. **'School trip'** means any sports fixture, educational visit, foreign exchange trip, away-day or residential holiday organised by the school which takes students and staff members off-site. The term LOfC is used within this document to cover such activities

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

2. 4. **Adventurous** activities include, but are not limited to, the following:

- Trekking/horse riding/
- Caving/river gorge walking/ scrambling
- Skiing/snowboarding including indoor and dry slopes.
- Water sports including coasteering/coast scrambling/ canoeing/ sailing/rafting/ paddle boarding/kayaking/snorkelling/water skiing/
- Climbing/abseiling including man made walls indoor.
- Any overseas visit
- A residential or overnight stay, home or abroad
- Field work in coastal, river or upland venues
- Multi activities including those delivered by an outside provider.
- Hill walking and mountaineering
- Open country activities, beyond 30 mins of nearest refuge and above 550m
- Camping/ Kite surfing/Trampoline parks
- Any form of motor sport/ shooting archery including laser tag, paint ball and air soft/ mountain biking.
- Duke of Edinburgh Award Expeditions
- Further details can be found in the Outdoor Education Advisors Panel (OEAP) guidance and in **Appendix One**, which includes reference to the **OEAP Radar Diagram**, useful in determining whether an activity should be classed as adventurous or not.

2.5 It is important to note that ‘adventurous activities’ require a different response both in terms of being scrutinised by the Outdoor Education Advisor (OEA), specific risk assessments and the length of notice given prior to permission being granted.

3. Key roles and responsibilities

3.1 The **Trust Board** is responsible for:

- Ensuring this policy is compliant with national legislation.
- The overall implementation of this policy.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Ensuring educational trips and visits positively impact students’ lives, teaching them new life skills and providing new experiences.
- Promoting good safeguarding practices to ensure the safety of students and staff when taking part in extracurricular trips and activities
- As the employer ATLP will ensure that its employees are provided with information and guidance relating to LOtC. This has been done by formally adopting OEAP national guidance which forms the basis of this policy.
- The delegated authorisation of all LOtC activities deemed to be adventurous, residential or overseas to the Director of Education.
- Ensuring that this policy is effective, and that adequate support is in place to keep staff and children safe via an annual audit report provided by the Director of Education
- Ensuring all Educational Visit Coordinators undertake training organised by the OEA every three years.
- Ensuring all Trip Leaders undertake Trip Leaders training organised by the OEA.
- ATLP will also ensure that all staff involved in LOtC will have access professional advice and support and training where required.
- ATLP will also ensure that suitable systems and processes are in place to ensure that those trained are kept up to date.
- ATLP should ensure that their training requirements are made clear to all of their schools. These are clearly stated in this document. Further advice and guidance is available from the OEA.

3.2. ATLP are aware that these activities can present a higher risk to children. To reduce this risk to a level that is acceptable the Trust has appointed the services of a competent and experienced Outdoor Education Advisor (OEA) approved by the Outdoor Education Advisors Panel (OEAP).

3.3 The OEA Advisor will have an overview, via Evolve, of all LOtC including and advise on appropriate risk assessment and safety measures to help staff assess and manage risk and support headteachers in their assessments of LOtC activities.

3.4 ATLP understands that, as an employer it carries full legal responsibility. In the event of any proven civil negligence, this can result in the payment of heavy damages. The effectiveness of the OEA is at the heart of an employer's ability to carry out their responsibilities.

3.5 Headteachers will approve all activities that are **not** deemed adventurous, residential, or overseas. The approval of these visits remains with the headteacher. The EVC may contribute to this process, but overall responsibility will remain with the headteacher.

3.6 The headteacher will approve, in the first instance, all visits that are deemed adventurous, residential or overseas. The OEA will review these via Evolve and add guidance on all visits forms that have any elements of these. It is then the responsibility of the school to follow the guidance and advice given. The headteacher will consult with the Strategic Lead regarding this decision to approve. The **final authorisation for** these LOtC activities will then sit with the Director of Education.

3.7 The Director of Education will then give the final approval for such visits The Strategic Lead will inform the appropriate Director of Education of the trips and visits that have been approved. The Trust Board will receive a report annually to confirm that all statutory requirements have been met in terms of staff training. The report will also give details of the trips and visits undertaken.

3.6 To facilitate this process all schools will record all trips and visits on Evolve. Headteachers, and EVCs will have access to this electronic recording system as well as the external OEA.

3.7 The **Director of Education** is responsible for

- The final approval of all LOtC activities that are deemed adventurous, residential or overseas and ensuring that regulations and procedures outlined in this policy are in place.
- Preparation of the annual audit report.

3.8 The **Strategic Lead** is responsible for

- Consulting with the headteacher regarding all LOtC activities and being in full agreement that permission can/cannot be given for the activity to take place. In the event of a dispute the OEA and DoE should be consulted.
- Consulting with The Director of Education in regard to LOtC activities that are deemed adventurous, residential or overseas after the OEA has scrutinised these activities and the school has actioned them, to enable the Director of Education to give full authorisation or otherwise.
- Supporting the Directors of Education to prepare an annual report to Trust Board on the effectiveness of this policy as outlined above

3.9. The **headteacher** is responsible for:

- Giving the final approval for all LOtC activities in agreement with the Strategic Lead that are deemed **not** adventurous, residential or overseas This should be done on Evolve. This cannot be delegated to the EVC.
- Consulting with the Strategic Lead to ensure that they are fully briefed in relation to all LOtC activities that are deemed adventurous, residential or overseas to ensure they are in full agreement with the approval or otherwise given for each activity.
- Appointing an EVC. In the absence of an EVC the headteacher should undertake their duties.
- The day-to-day implementation and management of this policy.
- This may be delegated to EVC.
- Ensuring the EVC is competent to oversee the coordination of off-site education and has undertaken the training as recommended by the OEAP. This training must be refreshed every three years.
- Ensuring, along with the EVC, that the relevant paperwork, using Evolve, including risk assessments, for extracurricular trips and activities are completed in line with the time frames stated in this policy
- Ensuring, along with the EVC, that suitable safety measures are in place prior to each trip or activity.
- Overseeing the work of the EVC, ensuring a whole-school approach is adopted when planning and coordinating extracurricular trips and activities.

- Ensuring, along with the EVC there are contingency plans in place in the event of a member of staff being absent on the day of the trip or activity.
- Ensuring that there is a plan in place that is shared and reviewed to manage a critical incident or emergency.

3.8. The **Educational Visit Coordinator (EVC)** has overall responsibility for:

- Liaising with the Head teacher on all matters noted above.
- Overseeing all issues and controls regarding extracurricular activities and trips.
- Liaising between all appropriate parties, including the local Outdoor Education Adviser (OEA), headteacher, HR, SENCO and finance during the planning and organising of extracurricular activities and trips.
- Working with the appointed OEA to help staff assess and manage risks.
- Ensuring the systems and procedures for dealing with educational visits adhere to the requirements of this policy.
- Ensuring risk assessments are conducted prior to school trips and educational visits to ensure students and staff safety.
- Ensuring an itinerary is created prior to an educational visit or school trip and ensuring it is distributed to parents and staff to ensure the event is well organised and safe.
- Liaising with the designated member of staff who will act as leader of the trip.
- Ensuring that all trip leaders are able to access the Trip Leader training
- Ensuring that Trip Leaders brief their staff in accordance with this policy
- Ensuring that any problems are reported to the schools headteacher.

3.9 The **designated trip leader** in charge of the trip is 'in loco parentis' and has a duty of care to all students on the trip. They are also responsible for:

- Liaising with the EVC to ensure the schedule is free on the school calendar prior to planning an educational visit.
- Identifying the educational /enrichment purpose of the extra-curricular trip or activity and presenting its benefits to the headteacher/EVC.
- Completing all essential documentation using Evolve for the trip, including a risk assessment, with the headteacher and EVC as well as any financial documentation.

- Ensuring parents are informed of the proposed extracurricular trip or activity well in advance of the trip. However, we understand that as some opportunities arise at short notice, this may not always be possible.
- Ensuring parental permission has been obtained prior to the trip. This may be through blanket consent.
- Understanding and operating safeguarding measures throughout the planning, organisation and delivery of the extracurricular trip or activity.
- Delegating responsibilities to other staff members on the school trip.
- Ensuring they have undertaken Trip Leader training
- Ensuring all adults on the trip are aware of their responsibilities and that the necessary checks have been conducted on volunteers in line with the Safeguarding Policy.
- Ensuring all adults on the trip are aware of the plans, including the Critical Incident Plan.
- Appointing a deputy leader who would be able to take control of the trip if the leader were unwell or unable to continue as leader.
- Consulting with SEND and HR in respect of any additional needs of either students or staff that might require additional resources or planning during the trip.

3.10 Staff are responsible for:

- Adhering to this policy and applying its principles when participating in extracurricular trips and activities.
- Ensuring the safety of the students is maximised throughout any educational visit or activity.
- Liaising with the designated visit leader to understand personal responsibilities and ensuring the smooth running of the school trip or activity.
- Ensuring that they are fully aware of any students requiring additional support.
- Ensuring that they are fully aware of the trip arrangements and requirements to ensure they are prepared in terms of equipment and knowledge of the planned itinerary.
- Ensuring that any space visited, e.g., a park and playing field, or coach is kept clean and free from litter during the trip.

3.11 Students are responsible for:

- Following instructions from staff while on school trips and adhering to the Code of Conduct for the trip and the school's Behavioural Policy.
- Ensuring that they have the necessary equipment or clothing as detailed by the trip leader to remain safe throughout the experience.
- Keeping pride in their presentation, understanding that they are representing the school whilst on an education trip.
- Ensuring that, during visits to outdoor spaces, they keep the area tidy and free from litter. This also applies to any vehicles used.
- Behaving in a manner which matches the ethos of the school, and for following the behaviour rules set out in the school's Behavioural Policy.

4. Training of Staff

4.1 Staff leading a school trip will receive training. Trip Leader training will be available via the OEA

4.2 Trip leaders should then ensure that all staff supporting the trip are fully briefed on their personal responsibilities during the trip.

4.3 Staff have access to professional advice and support of the OEA.

5. Planning School Trips

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

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

5.2 Staff wishing to plan and undertake a visit must follow the procedure which can be found in Appendix Two.

5.3 These uses Evolve as a recording system.

5.4 Timescales for seeking approval are included in Appendix Two. Generally speaking, the process for international trips should be approximately 12 months in advance, residentials at least six months, any other adventurous activity three months, and others at least 6 weeks in advance. It is appreciated that there will always be situations in which opportunities become available at short notice. These will be considered but safety will not be compromised.

5.5 All visits require planning preparation and levels of approval. This varies according to aspects of complexity and distance. These are explained in Appendix One, which enables staff to identify the level of risk associated with a visit. Staff should consult the EVC for support.

5.6 A thorough risk assessment will be conducted by the visit leader and reviewed by the EVC and OEA during the planning of the trip, to ensure students and staff safety.

5.7 The risk assessment, which is a separate document, should be uploaded to Evolve.

5.8 A risk assessment template is available on Evolve.

5.9 Adventurous activities will always be identified at the planning stage and never added during the trip.

5.10 When planning water sports activities, or activities close to or involving water, the need for instructors and lifeguards will be considered, particularly when using facilities which may not have a trained lifeguard present. This should include the use of a hotel swimming pool which requires a separate risk assessment.

5.11 The school will do everything in its power to ensure that all students are given an opportunity to participate in school trips, for example, organising two trips of a smaller group size or finding a venue which can cater for all students.

5.12 Where there is a maximum capacity for students for a trip, places will be allocated on a pre-determined basis. This may be by ballot, first come first served basis or by application. This will be clearly communicated to parents.

5.13 Consideration must be given to the use of outside providers.

5.14 It is good practice to take full advantage of the nationally accredited provider assurance schemes that are now available. These include.

- Learning Outside the Classroom (LOtC) Quality badge
- Adventure Activities Licensing Service (AALS)
- Adventure Mark
- National governing body (NGB) *centre approval schemes*
- *Association of Heads of Outdoor Education Centres (AHOEC) Gold Standard*

5.15 The use of non-accredited providers is possible for some adventurous activities as some of these activities do not fall within the above accreditation schemes. If the activities being provided fall within the scope of the AALS licensing, then the provider must have a license.

5.16 If they do not fall within the scheme, then an EVC1 form on Evolve must be completed by the provider.

5.17 If using a provider for residential accommodation including camp sites, an EVC2 form on Evolve must be completed.

6. Risk Assessment Process

6.1 The ATLPs risk assessment process is designed to manage risks when planning trips, while ensuring that learning opportunities are maximised.

6.2 The individual carrying out the risk assessment process will have the skills, status and competence needed for the role, understand the risks involved, and be familiar with the activity. The process is as follows:

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

6.3 It may be appropriate to use a trip specific risk assessment depending on the potential risks of the trip. This assessment will be completed via Evolve using the proforma contained within this system.

7. Preliminary Visits and Vetting Providers

7.1 When considering external providers for activities, the EVC will check whether they hold the '**Learning Outside the Classroom Quality Badge**' (LOtC) to indicate they meet nationally recognised standards.

7.2 If a provider does not hold the LOtC badge, the EVC will check the following to ensure they are a suitable organisation to work with:

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

7.3 If it is deemed appropriate to engage with an external provider, a written agreement will be created outlining what each party is responsible for.

7.4 If an organisation does not meet the school's standards, they will not be considered.

7.5 As part of this process the EVC should consider the providers' risk assessments. Generally speaking, if it is a public venue a risk assessment is not required or if the provider is a LOTC registered, this will have been checked out as part of the accreditation process.

7.6 In terms of accommodation providers, the checklist on the OEAP website can be used if a provider does not have accreditation.

7.7 All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third-party provision meet the groups requirements. This is a vital dimension of risk assessment.

7.8 Wherever it is reasonably possible it is good practice to carry out a preliminary visit. If this is not possible then information should be gathered from other sources - websites/ brochures/ other users should be considered.

8. Equal opportunities

8.1 The school promotes values of equality and does not discriminate against any individual or group of students when organising a trip.

8.2 The extracurricular trips and activities offered to students will provide new experiences and develop life skills.

8.3 Extra-curricular trips and activities are organised, managed and conducted in accordance with the ATLP Equal Opportunities Policy; as such it is vital that students with SEND are not disadvantaged in any way.

8.4 Any individual, staff or otherwise, shown to be taking preference over one student or a group of students will be subject to formal disciplinary action.

8.5 Where possible, students will be given the opportunity to contribute to the planning and organisation of extracurricular trips and activities.

8.6 For school trips that require additional payment, the fee will be reasonable, and help will be provided where possible for students who cannot afford the initial fee.

8.7 Further guidance can be found in the ATLP Charging and Remissions Policy.

9. Safe use of minibuses and seatbelts

Please make reference to The ATLP Transport Policy and the School Minibus policy

10. Parental Consent

10.1 Parental consent is not generally required for every off-site activity that takes place during school hours. An annual /blanket consent form may be used. However, it is good practice that parents are made aware that these are happening, if possible, to ensure emergency contact numbers are up to date and there have been no changes to the child's circumstances which school needs to be aware of.

10.2 Written consent is required for:

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

10.3 If preferable and appropriate, parents may complete an **annual** consent form at the start of any academic year which gives consent for their child to be involved in any and all activities, both on and off-site.

10.4 Separate consent will be sought for trips which require payment.

10.5 Parents will be informed of activities by letter or email and will have the opportunity to withdraw their child from taking part.

11. Staffing ratios/ Effective Supervision

11.1 School must ensure that the staffing of visits enables leaders to supervise young people effectively. Decisions about the staffing and supervision should be considered:

- The nature and duration of the visit and the planned activities (including the type of activity, skill levels involved time of year and prevailing weather conditions).
- Age and development of the group, including ability (special learning needs, behavioural needs, medical and vulnerability characteristics).
- Gender and gender issues.
- The location and environment in which the activity is to take place.

- The nature of the group, including the number of young people and their age, level of development, gender, ability, and needs (behavioural, medical, emotional, and educational).
- Staff experience and competence.
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.
- The impact of an emergency and the additional demands which staff may need to cope with.

11.2 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/participant ratios for a particular age group or activity.

11.3 When calculating ratios for groups, the EVC must ensure that there are sufficient competent staff to effectively supervise the group during all aspects of the visit.

11.4 Staff from external providers should not be included in the supervision ratios. When using external providers, they hold responsibility for delivering the activity and ensuring the safe delivery of that activity. However, if school staff are concerned the activity must cease until they are reassured that it is safe.

11.5 School staff are required to supervise in a pastoral capacity during these periods for periods such as downtime, transport, and any other period when students are not directly instructed by the provider, the direct supervision of students become the responsibility of school staff. Effective and clear plans must be put in place.

11.6 It is essential that staff maintain effective supervision at all times.

11.7 When supervising children, the consumption of alcohol is not allowed. Further information can be found in OEAP guidance.

11.8 As a general rule and to help staff with their planning, ATLP in line with OEAP, recommend ratios of 1 to 10 for Key Stage Two and 1 to 15 for Key Stage Three. Smaller ratios for Key Stage One children. However, these are not definitive and depend upon the factors discussed above.

12. Duke of Edinburgh's Award

12.1 The Duke of Edinburgh's Award (DoE) is available through many schools.

12.2 All schools wishing to deliver the DoE must be a Directly Licensed Centre with the DoE and responsibility lies with them in accordance with their license with the DoE.

12.3 If school staff lead DoE expeditions, their personal qualifications should be outlined in the appropriate form on Evolve.

13. Insurance and Licensing

13.1 When planning activities of an adventurous nature in the UK, or overseas, the EVC will check that the provider of the activity holds a current licence.

13.2 ATLP will remain responsible for appropriate overall insurance cover for educational visits. Trip leaders should liaise with the EVC who, if necessary, will liaise with the insurance company about supplementary insurance cost for high-risk activities or locations as per instructions in the school procedures.

13.3 Where a crime is committed against a member of the party, it will be reported to local Police as soon as possible.

13.4 Medical expenses will be recorded and stored by the EVC.

13.5 Wherever possible Fire Certificates should be checked and upon arrival at a residential setting, a fire alarm practice should be initiated. If this is not possible, students must be made aware of the process. Staff should ensure fire exits are kept clear and students are fully aware of the evacuation procedures.

13.6 Particular care should be taken when ferries are involved in terms of evacuation procedures. Staff are encouraged to keep students together and to raise awareness of any particular risks.

14. Accidents and Incidents: Emergency Procedures/ First Aid

14.1 The Risk Assessment for each activity and visit will identify the measures put in place to mitigate the risk. This should include any planned, unstructured or unsupervised time and include details of where and how the children can report to and access staff in the case of an incident.

14.2 Wherever possible, all trip members should carry photo ID that includes an 'In Case of Emergency' (ICE) number. For visits extending beyond the school day, this includes designated home contact (EVC/DSL or other designated person), from school that may be needed as a link between the party, parents/carers and the school in the event of an emergency. In case of failure to communicate with the designated person then the critical incident plan will be referred to.

14.3 There is no legal requirement that all visits have a fully trained first aider on the visit, but this is considered good practice. First Aid training should be appropriate for the environment and the group. Appropriate First Aid kits should be always carried.

14.4 Key Stage One groups should have a paediatric First Aider with the group. Staff who are leading adventurous and additional risk activities must have had relevant first aid training.

14.5 When planning a trip, leaders should take into account the needs of students with specific medical conditions such as nut allergies, asthma or epilepsy. Wherever possible a member of staff trained in managing these conditions should accompany the trip. However, the lack of availability of a specifically trained person should not prevent a child from attending a trip.

14.6 When using a provider, checks should be made on first aid provision. For visits abroad or to isolated places, visit leaders must ensure they are aware of the location of additional first aid assistance and how to summon it.

14.7 All accidents must be reported using the Accidents Book at school.

14.8 Group Call (or equivalent) will be the designated method of communication to parents. However, trip leaders are encouraged to consider a backup such as a telephone tree.

14.9 Trip Leaders will have access to Group Call (or equivalent) or, trip leaders to be in regular contact with EVC(s) or designated person to send Group Call (or equivalent) messages on behalf of the trip. EVC to be included on the Group Call (or equivalent) list for all educational visits.

14.10 In the event of a significant delay or incident resulting in harm to any attending participant or staff member then the EVC(s) will be informed so they can decide:

- If the incident is of a less serious nature, then the next of kin or parents of those affected will be informed about what has happened and the action taken so far. It may be appropriate for the EVC to direct the trip leaders to undertake this task by using Group Call, (or equivalent).
- If the incident is serious, then the appropriate members of the leadership group will consider instigating the critical incident plan.

14.11 In the event of a fatal incident, the Health and Safety Executive will work with the police to investigate. Most serious accidents on school trips involve underlying management failures and HSE always looks for the underlying causes.

14.12 Any injury or death to a member of staff or child outside Great Britain may be subject to the law of the land on which injury or death occurred

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

14.14 In the case of accidents and injuries while on a school trip abroad:

- Organisers will cooperate fully with local emergency services and understand that any injury or death of a member of staff or student outside of Great Britain may be subject to the law of the land where the accident occurred.
- Where appropriate the ATLP Critical Incident Plan will be used, and the procedures contained therein followed. Trip leaders should be made aware of this plan and guidance given where needed.

- The first point of contact within the UK will be the headteacher or designated deputy who will implement the procedures as laid out in the Critical Incident Plan.
- Students will be asked not to contact friends or parents and advised against using social media.
- The British Embassy/Consulate will be informed where appropriate.
- The insurer will be notified.

14.15 Schools will keep written records of any incidents, accidents and near misses, these will be reported to the Operations and Estates Team in accordance with the Accident, Injury and Near Miss Policy as well as to the Strategic Lead and Director of Education so they can form part of the report to Trust Board.

14.16 Media enquiries will be referred to the ALTP Head of PR and Communications.

14.17 Employees will use guidance as set out in the Critical Incident Policy, in particular the 'after a critical incident' section, to ensure the safety of students and staff should anything happen, e.g., a terrorist attack.

14.18 Staff will be briefed on how to react and respond should an emergency situation occur, e.g., a terrorist attack or natural disaster.

14.19 Relevant risk assessments will be undertaken before the trip, including plans to visit places of interest such as museums and sites of special interest.

14.20 Students and staff will be informed of an evacuation plan before entering trip venues; this will include an agreed rendezvous point, to ensure everyone knows what to do in an emergency.

14.21. To ensure students are easily identifiable, it is good practice for school uniforms to be worn. Failing this, students will be given a badge with the school logo on which must be worn at all times or wear other school branded clothing e.g., trip hoody.

15. Missing Person Procedure

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

15.2 Before embarking on the trip, extensive risk assessments are undertaken in accordance with section six of this policy

15.3 The visit leader and EVC will communicate with the venues of the school trips to ensure the correct group sizes are planned for each setting.

15.4 When a student with SEND is participating in an offsite activity, the visit leader and EVC will ensure that, where appropriate, an adult is always with them and that the visit is adequately modified to suit the student's needs in accordance with section 16 of this policy.

15.5 Everyone on the trip will be provided with contact details for members of staff, in the event they are unable to locate their group.

15.6 All staff members and students (secondary), where appropriate and if the situation demands, will be required to carry mobile phones with them at all times. If a student doesn't own a mobile phone, they will be paired up with a student who has a mobile phone.

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

15.8 It is good practice for students and staff to wear school branded clothing, in accordance with the point 14.21 in order to make them easily identifiable. A buddy system may also be considered.

15.9 Regular headcounts of all students and staff will take place throughout the day to ensure all people are present at all times.

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

- The trip leader will ensure the safety of the remaining students and staff by taking a register to identify who is missing.
- The trip leader will immediately identify at least **one** adult to start looking for the person and another adult to contact them via phone. These people will look for the person until, where necessary, the Police arrive.
- Where possible, the venue will be notified of the missing person to help ensure the person is found quickly.
- If the person cannot be contacted or located within **15 minutes**, the local Police or relevant authorities will be contacted.
- If the Police are called, the trip leader will contact the **headteacher**, or other available person, back at the school and inform them of what has happened.

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

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

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

- Review the group sizes and staffing ratios to ensure no one becomes separated from their group.
- Review whether more registers should be conducted throughout the day.
- Assess which venues they attend to ensure they are suitable for the group.
- Make recommendations to the HT which will form part of the lessons learned section of the report to Trust Board to ensure similar incidents can be avoided in the future.

16. Students with SEND

16.1 Where possible, activities and visits will be adapted to enable students with SEND to take part.

16.2 Where this is not possible, an alternative activity of equal educational value will be arranged for all students.

16.3 Students with SEND will be accompanied by a responsible adult during the extracurricular trip or visit.

17. Finance

17.1 The financial procedures outlined in the ATLP Charging and Remissions Policy will always be followed when arranging trips.

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

- Part of the national curriculum.

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

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

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

17.5 In the event that the trip is cancelled due to unforeseeable circumstances, it is at the CEO'S discretion as to whether a refund is given to parents.

17.6 In the event that a student cancels their place on a trip, it is at the **headteacher's** discretion as to whether a refund is given to parents. However, details of cancellation arrangements should be clearly detailed in the initial correspondence to parents outlining the arrangements for the trip. Trip leaders must take account any specific requirements relating to travel linked to the pandemic including advice from the DfE the Home Office, Foreign Office and the school insurance company.

17.7 However, the school will take a common-sense approach to refunds and cancellations, ensuring that all students are treated equally.

17.8 Any charge made in respect of students will not exceed the actual cost of providing the trip divided equally by the number of students participating.

17.19 Any excess expenditure will be subsidised by the school fund.

17.20 Staff must be aware of the current travel restrictions due to the Covid-19 pandemic. Current guidance as issued by the DfE in relation to school trips must be followed and advice sought in regard to deposits, cancellations and any monies collected and paid to external companies.

17.21 Staff should also seek advice from the ATLP Insurance Company before any money is paid out during the current situation as regulations are constantly changing.

18. International trips

18.1 It is acknowledged that international trips require a substantial amount of planning and preparation. The process of seeking approval for such ventures should start approximately 12 months before the trip is planned.

A suggested procedure is given in Appendix Two.

18.2 When planning school trips abroad, the school will consider the Foreign and Commonwealth Office's guidance 'Safer adventure travel and volunteering overseas' (2015) and, where an activity poses significant risks, the school will also consult the 'British Standard' for 'adventurous activities outside the UK'

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

18.4 Staff and students will be taught about the culture and values of the country they are visiting, to ensure they understand and respect the values of the citizens.

18.5 Before the trip, staff are made aware of the current threat levels available from the Home Office and consider how they will respond in terms of suspicious behaviour abroad. Students should be made aware of the Run Hide Tell strategy in case of a terrorist attack.

18.6 Before the trip, students will be taught how to remain vigilant in the country they are visiting, particularly about advances from strangers.

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

18.8 Staff are encouraged to arrange a buddy system with students. Students are encouraged to look after and check on their buddy during the visit.

18.9 Staff will check the town/city's local news regularly, to ensure their planned activities are safe to go ahead.

18.10 Wherever possible a minimum of **two** members of staff attending the trip will have at least an intermediate understanding of the destination country's language.

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

18.12 When using external providers abroad, the school will check whether the provider holds an equivalent of the 'Learning Outside the Classroom Quality Badge'. If no such equivalent can be ascertained, the school will make checks in the same manner as paragraph 7.2 prior to agreeing to use the provider.

19. Evaluating trips and visits

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

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

20. Monitoring and review

20.1 The effectiveness of this policy will be monitored by the headteacher and Strategic Lead

20.2 The **Trust Board** will review this policy **annually** and will receive an annual report from Directors of Education regarding its effectiveness.