



**SIR WILLIAM BORLASE'S  
GRAMMAR SCHOOL**

# **Educational Visits Policy and Procedures**

**Senior Leader Review Lead: Assistant Headteacher -  
Educational Visits Coordinator**

**Last Reviewed: February 2026**

**Review date: May 2027**



*Inspire  
Empower  
Shape The Future*

## Introduction, Vision Statement and Rationale

Sir William Borlase's Grammar School aims to offer a broad and balanced range of exciting and stimulating educational visits. The opportunities have a positive impact on raising standards, being a valuable and important part of the learning process for people of all ages.

They serve to:

- Bring breadth to the learning experience
- Stimulate enquiry
- Encourage tolerance and quality in relationships between all involved
- Extend, enlighten and enrich the curriculum and the student's learning experience

Residential courses should further self-discipline, organisation, empathy and recognition of our interdependence. Sir William Borlase's Grammar School is committed to providing all students as far as possible with at least one residential experience during their time at the school.

Sir William Borlase's Grammar School has a longstanding reputation for the extra-curricular and residential opportunities offered and all students are encouraged to take advantage of these enriching experiences. All members of the school community (students, staff, parents and governors) have a right to be informed of the many and varied opportunities available and should anticipate a broad, balanced and exciting offer.

Students will not be barred on financial grounds from any courses/visits considered a necessary part of the curriculum. When additional funding is necessary, the school will endeavour to source appropriate funds.

Visits should be consistent with the aims of the school and be fully researched, approved, clearly targeted and reviewed.

Visits can lead to pressure (on parents' purses) and stress (on staff and students). All visits should follow an agreed pattern, to be part of the overall academic planning cycle.

The scope of this policy covers a very wide range of potential activities, whether a short trip to a local museum or travelling long distances for a specific activity at a specially selected location. The same principles will also be applied to those types of visits that are purely for enjoyment and enhancement of life experiences, such as swimming and sporting activities. The benefit for students visiting venues and gaining first-hand experience and/or partaking in activities is absolutely invaluable in their educational and personal development.

We also recognise that the selection of appropriate venues that can enhance the experience and enjoyment without compromising the health and safety of those who are involved, are crucial to the success of the visit. Equally crucial in the success of educational visits is the need to involve parents and to gain from their support and enthusiasm.



The purpose of this policy is to therefore ensure that all educational visits, irrespective of their nature and duration, are well planned and co-ordinated and take into account the health and safety issues that may foreseeably arise during any visit. Only competent persons and organisations will therefore be selected for the purpose of planning and organising any visits and all and any venues visited will be carefully assessed beforehand.

## Legal and Guidance Context

This policy has been developed in line with current legislation, statutory requirements, and national guidance relating to the planning and management of educational visits for children and young people within an academy setting.

Educational visits are an important part of the academy curriculum and contribute significantly to students' personal, social, cultural, and educational development. All visits will be planned and conducted in accordance with the academy's duty of care and its legal responsibilities to safeguard and promote the welfare of students.

## Legislation

This policy reflects the requirements of the following legislation, as amended from time to time:

- Health and Safety at Work Act 1974: Schools must ensure the health and safety of pupils and staff during educational visits.
- Management of Health and Safety at Work Regulations 1999: Schools must carry out suitable and sufficient risk assessments for activities, including educational visits.
- Education Act 2002: Schools have a duty to safeguard and promote the welfare of pupils.
- Children Act 1989 and Children Act 2004: which establish duties relating to the welfare and safeguarding of children.
- Equality Act 2010: Schools must make all reasonable adjustments to ensure that educational visits are accessible to all pupils, including those with disabilities or special educational needs, where reasonably practicable.
- Safeguarding Vulnerable Groups Act 2006: in relation to the safe recruitment and supervision of adults involved in educational visits.

## Statutory and National Guidance

This policy has been informed by the following guidance:

- Department for Education (DfE): *Health and Safety on Educational Visits*, which sets out expectations for planning, supervision, and risk management.
- DfE: *Keeping Children Safe in Education*, which outlines safeguarding requirements, including those relating to off-site activities and educational visits.
- DfE: *Charging for School Activities*, which provides guidance on charging and voluntary contributions for educational visits.



- DfE: *Supporting Pupils at School with Medical Conditions*, which informs arrangements for pupils with medical needs during visits.
- Guidance and best practice from the Outdoor Education Advisers' Panel (OEAP), where applicable.

### **Trust and Academy Responsibilities**

The Trust and LGB are responsible for ensuring that appropriate policies and procedures are in place for the effective management of educational visits and that these are implemented consistently across the school.

The EVC is responsible for ensuring that educational visits are authorised appropriately, led by competent staff, and supported by effective risk management and safeguarding arrangements.

All staff and volunteers involved in educational visits must follow this policy, the school's safeguarding and health and safety procedures, and any additional guidance or instructions issued in relation to specific visits.

### **Roles and Responsibilities**

#### **Educational Visits Coordinator**

1. The primary functions of the Educational Visits Coordinator (EVC) are to coordinate and oversee all matters and controls regarding educational visits and to liaise between all appropriate parties during the planning and organisation. The EVC ensures that educational visits follow National, Local Authority (LA) and School policies ensuring that all aspects of national guidelines are complied with and that the Trip Leader and accompanying adults are suitably competent to run the visit.
2. This includes the need to ensure that the requirements of this policy are carried out and that any problems or difficulties in meeting these requirements are reported.
3. In particular, the EVC has responsibility for ensuring that any systems and procedures laid down for dealing with educational visits and the selection of suitable persons and organisations involved, follow the principal requirements of this policy and are fully in place prior to the commencement of any educational visit.
4. This includes the maintenance of an up-to-date register of approved trip leaders and the training that they have undertaken.
5. In addition, the EVC is responsible for ensuring that feedback is obtained from all educational visits and utilised, where practicable, to both enhance and improve any future arrangements and selection processes.
6. The EVC is also responsible for the updating of this policy, ensuring it is visible and available to staff on the Staff Information Centre.
7. The above person can delegate specific tasks to other staff members and is responsible for ensuring that such delegation is appropriate and clearly understood.



8. The EVC works closely with a nominated member of the administrative team to deliver the processes set out in this policy.

### **Trip Leader**

1. Where so instructed and delegated by the responsible person named in this policy, to plan the proposed visit taking into account the health and safety risks that may arise before, during and after the visit.
2. To liaise in a timely and efficient manner with the members of the administrative team, including finance, who support trip organisation to ensure that the administrative work associated with the trip can be completed effectively.
3. To appoint, where considered appropriate, any competent deputy or deputies in support of any visit.
4. To complete a visit proposal via the Evolve online system
5. Ensure relevant information is obtained on any proposed visit, Inc. programme, ongoing profile of student needs, and the venue to enable an appropriate risk assessment to be carried out. (Staff cannot be responsible and not liable for a known historical medical condition if information is withheld from the trip leader prior to the visit.)
6. To ensure that the needs of all those included on the visit are assessed and provided for.
7. To ensure that the risk assessment(s) also determine the appropriate level of supervision, first aiders and any other specifically trained and/or experienced personnel.
8. Ensuring that all equipment and materials required for the visit are adequate and arrangements are made to store them safely and correctly.
9. To ensure parents are provided with all the necessary information about the educational visit, any equipment etc. they need to provide and the standards of conduct expected of their child(ren).
10. Where appropriate, invite parents/carers to any briefing sessions. This should take account of any difficulties that parents may have if they have disabilities, if English is their second language etc.
11. To brief all group members, including students and parents, on the main elements of the visit, the standards expected and the roles and responsibilities of all prior to commencing the visit.
12. To finalise all details and arrangements with the EVC.
13. To explain the school Code of Conduct and any other relevant rules related to that activity.
14. To ensure that staff have capacity to lead at all times. It is imperative that on trips at least one member of the team should be alcohol free at any point. Staff should never consume alcohol to the point of inebriation on a school trip, nor should alcohol be consumed in front of students on the trip.



## **Teaching staff involved with educational visits**

1. Support the Trip Leader in all requirements and follow instructions.
2. Look out for the health and safety of themselves and those around them and for whom they also have appointed responsibility. Be aware of the risks and controls.
3. Assist in general control and discipline requirements.
4. Inform the Trip Leader of any concerns, observed or otherwise.
5. Do not force students to partake in any activities during the visit that they may not wish to do.

## **Ahead of any educational visit, parents/carers must:**

1. Confirm that the emergency contact details the school holds for their child are correct or, if not, provide these details.
2. Give their consent.
3. Confirm that any medical and health details the school holds for their child are correct, and, and if necessary, complete an Individual Healthcare Plan (IHP) and/or Administration of Medicine Form. (Staff cannot be responsible for any history that is not disclosed)
4. Disclose any specific details of concerns for their child that may be appropriate to the nature of the visit and any activities planned. Update staff if medical conditions/needs change.

## **Students**

1. Must dress and behave sensibly and strive to meet the expectations placed upon them.
2. Must follow the instructions given to them by any accompanying adults.
3. Must not take any unnecessary risks or place their fellow students at unnecessary risk.
4. Report to any supervising adult any concerns they may have during the visit and, in particular, if and when they are asked to partake in any activities.

## **Training**

The following training will be undertaken by the organisation:

- All staff will be made fully aware of this policy and the requirements and arrangements laid down within it.
- All staff will be trained in understanding the health and safety requirements of educational visits, particularly in relation to those identified in the relevant risk assessments.
- Key staff, as identified by the responsible person named at the head of this policy document, will be trained in any specific role they are required to take in support of this policy.



## Planning and approval procedures

### Overview

Our planning and approval procedures have been developed:

- To ensure that the purpose of any educational visit is clearly understood and is the focal point for any arrangements made.
- To ensure that all visits have prior approval before going ahead.
- To not exclude any student with protected characteristics as defined by the Equality Act (2010).
- To ensure adequate provisions and arrangements have been included for all students with special needs during educational visits.
- To categorise each educational visit and to plan and organise accordingly. (Note: visit categories are summarised at the end of this policy document.).
- To coordinate all educational visits through our appointed Educational Visits Coordinator (EVC).
- To ensure a suitable Trip Leader is appointed for each type of visit, irrespective of the nature and duration.
- To ensure that any selected Trip Leader has the relevant qualifications (where appropriate), skills, experience and abilities suitable for the responsibilities placed upon them.
- To select only appropriate venues and locations that are well-known and/or have been adequately assessed beforehand.
- To select only competent persons for supervisory roles and to ensure they have been suitably vetted and cleared in line with the school's safeguarding procedures.
- To select only competent and assessed travel and/or tour operators for means of transportation to and from venues and locations.
- To arrange educational visits only where the risks have been assessed and reduced to as low as reasonably practicable beforehand.
- To provide effective levels of supervision at all times appropriate to the numbers and age group(s) of the students.
- To ensure that all parents are fully informed of any plan to organise an educational visit and that formal consent has been obtained beforehand.
- To assist, wherever possible, those parents who may have difficulties in meeting all the costs of any specific visit.
- To be inclusive of all students wherever practicable, to be mindful of those whose personal circumstances represent a threat to the health and safety of themselves and others. It is the right of the school to review an individual's position on the visit if this is the case.
- To ensure compulsory trips/fieldwork (e.g. as a statutory part of the course) have staff cover costs supported by the school.



The following arrangements and activities are in place in order to meet the above requirements:

- A comprehensive risk assessment system and procedure to identify risks to the health and safety of all those who attend an educational visit and to determine the necessary precautions required to adequately control the risks.
- A set of procedures to be followed in the event of an emergency or any unpredicted event that may threaten the health and safety of anyone during the visit (see end of this document).
- A reporting procedure for any accidents or incidents that may occur on the educational visit and for observed conditions that may lead to such incidents. The Serious Incident Action Card in each trip pack contains:
  - Record of first aid treatment
  - School insurance details
  - Incident log - trip leader is advised to record accident/incident on CPOMS and if they can't access CPOMS, then to complete the log in the pack.
- A system for providing feedback on the experiences of all educational visits that enables improvements and enhancements of future visits to be considered.
- First aid provision and trained first aiders appropriate to the assessed needs of any educational visit (all trips must have first aid cover).
- Adequate insurance arrangements appropriate to the nature of the visit covering (where appropriate):
  - Luggage and equipment
  - Accident and medical cover
  - Cancellation
- Provision of relevant, more detailed and updated internal guidelines, checklists and procedures to ensure a safe and successful visit (in this policy).
- Checklist systems to ensure the following are accounted for:
  - Names of all students on the visit and accountability during the visit
  - Emergency contact details of parents
  - A list of provisions and equipment required for the visit, including specific medical and first aid provisions
  - Itineraries and schedules for all proposed travel and activities
  - Appropriate and adequate provision of information (Medical, SEND or behavioural) and instructions to all those who require them
- Appropriate mobile communication methods, systems and equipment
- Additional specific requirements based on the nature and location of the visit
- The assessment and provision of a licensed transport provider and adequately maintained transport vehicles wherever and whenever required
- The assessment of appropriate modes of travel and provisions for alternative arrangements in the event of an emergency



## **Summary of educational visit categories:**

Category A: Regular visits to venues within the locality that are well-known and of low, assessed risk. This includes trips to: Marlow town centre, including venues such as All Saints and the UTC; Pullingshill Woods.

Category B: A visit to a venue that may require significant travel outside the locality and/or may be a rarely visited venue, but is still assessed as low risk.

Category C: Any type of visit in the UK that requires residential accommodation for one or more nights, assessed as low risk. Or visits abroad that require residential accommodation for one or more nights, assessed as low risk. Or high-risk activities in the UK, (residential or not). High risk activities abroad, residential or not.

Examples of high-risk activities:

- All action adventure activities
- Field work

## **Approval of trips**

A decision on whether or not a visit may go ahead will be made on the basis of:

- Cost to school and parents – the school reserves the right to cancel visits in the event of inadequate funding being available
- Educational value
- Inclusivity of students e.g. have group members been checked with the Pastoral Team?
- Timing – avoiding calendar clashes or repeated absence
- Adequate leadership arrangements and suitability of qualifications
- Health and safety considerations as a result of a completed risk assessments
- Whether or not it includes all students (Health and safety related inclusion)
- Financial security
- Evidence of appropriate planning
- Evidence that minimum disruption to the normal curriculum has been considered

There must be a briefing meeting for parents before all residential, overseas visits or visits involving adventure activities. Parents must be informed before the visit if any form of remote supervision is to take place.

## **Procedures**

Before applying for approval for the visit, the following information (where possible) should be sought by the organiser:

- Full cost of the visit, including options where possible, for students and staff e.g. activity/ entrance fees, transport
- Applications of teaching cover, resources needed, cost/payment of part-time staff (particularly if not in school on those days)



- Within the Plan an agreed payment schedule with a long lead in time is essential to spread the cost to students and parents
- Accommodation details where appropriate
- Insurance details where appropriate
- Experience/qualifications of staff/instructors involved
- First Aid provision

NB: An exploratory visit should/could be made, whenever possible, by any teacher who is to lead a group abroad or on a residential visit or who is to instruct or lead the group in an outdoor activity in a location that is not familiar to him/her. If, in the last resort, an exploratory visit is not feasible, the Group Leader will need to consider how to complete an adequate assessment of the risks.

### **Planning a Visit/Trip**

In order to allow for sufficient time for a visit to be organised, the timings outlined in Section 6, which contains a comprehensive trip planning checklist, should be followed.

Approval for the visit will be based on the information given and should therefore be as detailed as possible and include:

1. An Initial Proposal
2. A Budget Form
3. Appropriate Risk Assessments

Careful thought should be given to the following points in particular:

- The leadership, staffing support and relevant qualifications held
- The arrangements for student Inclusion/welfare/pastoral care during the visit
- If applicable, how students will be selected for the visit. It is not acceptable to select on the basis of 'first come, first served.' There should either be an educational rationale for the selection of students (this must be made clear on the Proposal Form and in letters to parents/carers) or a clearly outlined ballot system where there is the expectation that demand will exceed space available on the trip.
- First Aid arrangements/ Health and Safety considerations
- Inclusion, we should always ensure we try our best to accommodate all students. Serious health and safety concerns could prevent some students from travelling, particularly if an individual's participation poses a greater risk to the others involved. Conduct in school could deem a student may pose a greater threat to health and safety if allowed to attend a trip. Group profile must be checked via trip leader and pastoral heads.

### **Communications**

Information should be given to students/parents only AFTER approval has been given. An initial letter to parents should:



- ensure that the specific wording is correct, using the templates provided by the school.
- all trip letters must be approved by the Deputy Headteacher and Assistant Headteacher (EVC)
- state the aim of the visit
- clarify the trip Category, A, B or C, according to the criteria set out above
- give times and details of venue and provider e.g. Travel Company
- provide a provisional itinerary, where appropriate
- state student/staff ratio and qualifications or experience of accompanying staff where appropriate
- give type of accommodation/transport where appropriate
- state types of any special clothing or equipment needed
- contain details of costs - in particular whether the cost is compulsory or whether a voluntary contribution is being sought, following government guidance (the correct letter template should be used)
- it should also indicate that, in cases of financial hardship which makes it difficult for parents to afford the costs, a written application, in confidence for financial assistance, may be made to the Deputy Headteacher
- where appropriate, inform parents of the criteria to be used to select students as proposed above
- For all visits over 24 hours, parents should know that, in instances of severely unacceptable behaviour, the student concerned may be sent home and that the responsibility for accompaniment and any additional costs lies with the parents
- Parents/Carers who withdraw from trips may be liable for full costs

Future correspondence must include:

- a request for parental consent (for all off-site activities)
- a request for medical and contact details/confirmation that the records held by school are correct; staff cannot be responsible for a known historical medical condition if information is withheld from the trip leader prior to the visit
- details of insurance

For overnight and all visits abroad correspondence should include:

- a timely reminder (minimum 3 months before departure) to check the validity of passports for foreign trips, allowing time for an application for a new passport to be made
- confirmation of the insurance requirements of the trip, specifically whether or not the travelling student needs to have the Global/European Health Insurance Card
- details of a briefing meeting for parents where the itinerary and standards of behaviour are explained

Before departure, the two named emergency contacts, who have been appointed to act as the school contact between parents and the visiting group in the event of a query or an



emergency, the EVC and all supervisors must be provided with all the necessary information about the visit, including emergency contact details for everyone in the group.

### **Overnight rooming allocation**

In instances where students are required to stay overnight, the school and trip staff will take into account a range of factors when deciding on rooming arrangements, including the number of students in each room. In any case, the final decision on rooming allocation will be made by the school. Further information on our overnight rooming process can be found in Appendix A below.

### **Risk Management and Consent**

#### **Competency of Trip and Activity Leaders**

Those formally appointing a designated Trip or Activity Leader should take account of the following:

- Trip/Activity Leader should be formally approved for the event-specific activity
- Trip/Activity Leader must be formally assessed as being competent
- Ensure that those leading visits have appropriate understanding of employer guidance.

Staff will be required to attend Trip Leader training/arrange formal induction with the EVC before they can lead a visit.

- The officially approved and designated Trip/Activity Leader should be:
  - Accountable (being accountable implies being an employee, or legally contracted - and thus part of a chain of specified roles and responsibilities.
  - Competent/Confident (a leader who is not confident may not be effective). Competence requires that the leader can demonstrate the ability to operate to current standards of recognised good practice.

Indicators of appropriate competence are:

- LA guidance reinforced by formal training
- School procedures reinforced by the Educational Visits Policy
- The group, the staff, the activity and the venue; recent and relevant experience; in some cases, a formally accredited qualification e.g. first aid, adventure activities leadership/coaching award
- Where a Trip Leader or Assistant Leader plans to provide their own adventurous activities to young people or vulnerable adults, it is recommended that competence is externally and credibly verified. This can be achieved by:
  - holding a current NGB leadership award (or equivalent)
  - or, if working in an outdoor centre, through a “signing off” process by an Employer-approved technical adviser

A Trip/Activity Leader must follow Employer guidance and school policy and procedures



A Trip /Activity Leader must ensure that the activity is properly planned and that the plan includes appropriate risk management procedures based on a risk-benefit analysis

A Trip/Activity Leader must ensure that the roles and responsibilities of other staff (and young people) are properly defined and communicated, ensuring effective supervision.

### **Common Law Duty of Care and Effective Supervision**

When one person takes on responsibility for another, they take on a legal “Duty of Care” to ensure that those being looked after are kept safe from harm. Where a non-specialist or non-professional adult (the person traditionally described in Common Law as “the man on the Clapham omnibus”) takes on responsibility for young people, the legal expectation of the standard of care is described as that of a “reasonably prudent parent”. However, when the adult taking on the duty of care has specialist knowledge and/or is working in a professional or employment context, then the law expects a higher standard of care, usually described as the overarching “Higher Duty of Care”. To exercise the Higher Duty of Care, Common Law expectation is that Trip and Activity Leaders ensure that young people are supervised in accordance with the principles of “Effective Supervision”, requiring them to take account of:

- The nature of the activity (including its duration)
- The location and environment in which the activity is to take place
- The age and gender (including developmental age) of the young people to be supervised
- The ability of the young people (including their behavioural, medical, emotional and educational needs) NB Staff cannot be responsible for a known historical medical condition if information is withheld from the trip leader prior to the visit

### **Staff competence and experience requirements**

This means that every group should be considered in relation to its individual, component parts and effective supervision of any given group has to reflect the group chemistry. It is therefore of critical importance that when planning a repeat or on-going series of activities, the previous plan (no matter how well it worked) is reviewed to ensure it meets current group needs.

### **Healthcare**

At least one appropriate accompanying adult must be trained in First Aid and in the treatment of anaphylactic shock if appropriate. Where a student is prescribed specific emergency response management (for example asthma, diabetes, EpiPen, epilepsy), a named supervising member of staff will perform any required medical treatment as outlined in the students’ Individual Health Care Plan.

Where a student uses an EpiPen, parents should be asked to ensure that they carry two pens on the trip, as the trip first aid pack carried by the teacher will be a backup only. EpiPens will not be handed in but carried by the student. Prior to the trip, the trip leader



should discuss the medical return form with the Health and Wellbeing Lead in order to agree the medical communication requirements with parents.

The trip leader will carry a spare asthma inhaler and EpiPen for emergency use. It is the Trip Leader's responsibility to check that all essential medications have been taken e.g. EpiPens, asthma inhalers etc. It is the student's responsibility to bring the appropriate quantity of labelled medication and present it to one of the adults supervising the visit e.g. travel sickness medication. If any medication is taken it should be recorded on the Administration of Medication Form. If an accompanying adult considers that medical treatment necessary, s/he may contact parents/carers for advice and consent in minor cases. If in doubt the student should be referred to a doctor.

### **Administration of Controlled Substances**

Trip leaders are responsible for keeping all controlled substances in a container and then within another locked/secure area e.g. safe in a hotel room or glove box. All medication administered on the visit should be recorded on the Administration of Medication Form and returned to the Health and Wellbeing Lead.

### **Health and Safety**

On residential visits, students and staff must be familiar with fire and emergency procedures.

During a visit the Trip Leader retains a 'Higher Duty of Care' for the group at all times. In delegating supervisory roles to other adults, it is good practice for the Trip Leader to:

- allocate supervisory responsibility to each adult for named young people
- arrange the party into smaller and more easily managed sub-groups
- ensure that each adult knows which sub group and which young people they are responsible for
- ensure that each young person knows which adult is responsible for them
- ensure that all adults understand that they are responsible to the Trip Leader for the supervision of the young people assigned to them
- ensure that all adults and young people are aware of the expected standards of behaviour
- ensure the visit is as safe as practicable
- curtail the visit or stop the activity if the risk to the health and safety of any participant reaches an unacceptable level
- ensure that participants are aware of the need to be involved in the process of ongoing risk assessment, including the reporting of hazards and potential risks

It is good practice for each Assistant Leader to:

- have a reasonable, prior knowledge of the young people, including any special educational needs, medical needs or disabilities
- carry a list/register of all group members



- directly supervise the young people (except during remote supervision). This is particularly important when they are mingling with the public and may not be easily identifiable
- regularly check that the entire group is present
- have a clear idea of the activity to be undertaken, including its aims, objectives and targeted learning outcomes
- have the means to contact the Trip Leader/other adult supervisors if needing help
- have prior knowledge of the venue from the Trip Leader
- recognise unforeseen hazards and respond accordingly
- monitor the activity, including the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions
- be competent in the techniques of group management
- ensure that young people abide by the agreed standards of behaviour clearly understand the emergency procedures and be able to carry them out; know how to access First Aid

Each young person should:

- know who his/her supervisor is at any given time and know how to contact him or her
- make sure that they have understood instructions
- make sure they are not isolated from the group
- know who their fellow sub group members are
- alert the supervisor if someone is missing or in difficulties
- make sure they are aware of any designated meeting place
- make sure they understand the action they should take if they become lost or separated

During a visit ALL participants will:

- ensure that they co-operate with the Trip Leader and follow the instructions given to them in order to maintain the lowest acceptable risks to the Health and Safety of all participants
- develop their knowledge and understanding related to responsible participation in risk reduction

NB Students will not be granted time off school on the day after the visit in any circumstance.



## Supervision

The following are recommended staff/student ratios for visits:

Destination	Year Group	Minimum Adult:Student ratio
Abroad	7-11	1:11
	12-13	1:15
UK residential	7-9	1:11
	10-13	1:13
UK non-residential requiring transport	7-9	1:15
	10-13	1:20
Local to Marlow: walking	7-9	1:15
	10-13	1:20

Ratios may change according to the proposed activity, nature of group, environment and distance from school during the course of the visit.

Apart from sports fixtures, there must always be a minimum of 2 staff per visit and, where possible, one member of each sex for visits involving boys and girls unless the EVC has agreed to an alternative arrangement.

Students must understand key safety information including expected standards of behaviour, what to do if they become separated or if there is an emergency. Where there is going to be remote supervision, e.g. free time, students must:

- be judged competent in remote supervision
- be in groups of no less than 4 who must remain together
- be given a specific return time and meeting point
- be told how and where a member of staff can be contacted at all times in case of emergency
- 'Report in' regularly for a head count if remote supervision is likely to be for a prolonged period

## Transport, including minibuses and private cars

The Trip Leader is responsible for ensuring that transport is hired from a reputable company; that there is adequate supervision; that seat belts are worn and that staff and students are aware of what to do in an emergency, e.g. evacuation routes, assembly points.

All drivers of school mini-buses, including parent volunteers, must have a LA permit, which expires after 5 years. All drivers must be over 21. Drivers, aged 21-24, may require



additional insurance. All persons in the mini-bus must wear a seatbelt. Drivers must check the bus before departure and they must ensure that their total working day, including driving time, does not exceed 10 hours. Drivers must not drive for more than 1 hour 40 minutes in any period of 2 hours.

Teachers, and others who drive students in their own cars, must have the appropriate licence and insurance cover for carrying students and must therefore contact their insurance companies to make suitable arrangements.

Volunteer drivers, e.g. parents, not employed by the school, must complete Form VDD to be passed to the EVC for approval. For regular volunteers, this must be done annually to check for endorsements. Supervising adults should not be put in a position where they are alone with a student. Any volunteer driver, who might be left with a student at any time, must have also had a DBS check completed. Volunteer Risk Assessments must be completed for all volunteers and must be sent to, and approved by, the HR manager.

Parents' permission must be sought for their children to be carried in other parents' cars. Furthermore, the LA recommends that school transport of students does not use Sixth Form drivers.

The Trip Leader should arrange a central dropping off point for all students rather than individual drops home.

Staff on residential trips should liaise with the Site Team if parking their vehicle in the school car park for the duration of the visit.

### **Consent**

Parental/carers consent will always be obtained prior to participation. Depending on the category of educational visit, this will be normally be undertaken in one of two ways:

- Consent given via ParentPay *or*
- Payment from parents/carers will be taken by the school as confirmation of this consent being given

In both cases, the giving of consent will also be taken by the school as confirmation that the contact and medical details that the school has on record are up-to-date. Additional medical details, emergency contact details and dietary requirements may be collected as required.

As required as part of our communications process (stated above), parents will receive full details of the visit, including activities, travel arrangements, and supervision. Medical information and emergency contact details will be collected and carried securely during the trip. The school will ensure all consent and risk documentation is maintained in accordance with safeguarding and data protection requirements.



## Use of external (third-party) providers

### **Use of external/third-party providers on trips (e.g. instructors, facilities hired, drivers)**

When using an external/third-party provider, the trip leader is responsible for checking Risk Assessments, DBS/insurances (including Public Liability), Fire Procedures, Leadership Qualifications and experience.

Providers that hold LOTC/AAL/Adventure Mark badges are pre-validated by Governing Bodies and therefore do not need checks done

## Inclusion and Safeguarding

### **Safeguarding commitment**

Appropriate safeguarding measures will be followed in line with the school's Safeguarding and Child Protection Policy and, where required, detailed on the Event Specific Plan. This includes the room entry protocol. Any additional safeguarding measures that are required for any given trip will be detailed in the Event Specific Plan.

### **Safeguarding: Exchanges and Home Stays**

Exchanges have been extremely well organised and a valued learning opportunity for many years at Sir William Borlase's Grammar School. Currently there is no requirement for DBS checks to be done on adults outside of the UK.

When Trip Leaders are working on exchange accommodation, details should work actively with the host school to ensure children are placed in an appropriate and safe host family.

### **Searching, screening and confiscation**

The school should consider that students may be searched or screened at borders or other places. Different countries will have policies and procedures that they will follow. Contacting the relevant border control or agency in advance will ensure that any policy or risk assessment completed by the school is accurate for that visit or trip. In the instance of a student being searched, screened or having items confiscated, trip staff will follow the school's Safeguarding and Child Protection Policy and the latest government guidance for searching, screening and confiscation in schools.

### **Inclusion commitment**

Our school is committed to ensuring that all educational visits and trips are fully inclusive, accessible and equitable for every pupil, in line with the principles of the Equality Act 2010 and the Children and Families Act 2014.

We believe that educational visits are an essential part of a broad and balanced curriculum and that every pupil, regardless of background or personal circumstance, should have the opportunity to participate and benefit.



In planning and delivering educational visits, the school will:

- Promote equality of opportunity and eliminate unlawful discrimination.
- Make reasonable adjustments to enable participation for pupils with Special Educational Needs and Disabilities (SEND).
- Consider the needs of pupils with medical conditions, disabilities, mental health needs, or additional learning needs.
- Take account of religious, cultural and dietary requirements.
- Consider financial barriers and seek to minimise disadvantage, including offering financial support where appropriate. As already stated, no student will be barred on financial grounds from any courses/visits considered a necessary part of the curriculum. When additional funding is necessary, the school will endeavour to source appropriate funds.
- Carry out thorough risk assessments that identify and address barriers to participation.
- Engage in early communication with parents/carers to ensure appropriate support and planning.
- Promote a culture of respect, dignity and belonging on all visits.

Decisions about participation will be made on an individual basis, balancing inclusion with health, safety and welfare considerations. Wherever possible, adaptations will be made to enable pupils to participate safely and meaningfully.

### **Pupil Premium**

Pupil Premium funding may be used, at the school's discretion and in line with the DfE: *Charging for School Activities* guidance , to support eligible pupils in accessing curriculum-related trips, visits and enrichment activities. The level of support will be determined on an individual basis, taking into account the nature of the visit and the needs of the pupil.

Parents and carers will be informed of available financial support in a sensitive and confidential manner. The school will monitor participation in educational visits to ensure that pupils eligible for Pupil Premium are represented proportionately and that funding is used effectively to improve access, engagement and outcomes.

### **School Trips, Exchanges and Overnight Stays (for children who are lesbian, gay, bisexual or gender questioning)**

Learning about different cultures and taking part in activities, may lead to overnight stays, both at home and abroad. Issues may arise for students who are lesbian, gay, bisexual or gender questioning but this must not mean that they cannot be included on the trip. Consideration should be given well in advance to any additional needs which may include having a parent/carer (as a member of staff) accompany the trip to ensure that the student is fully included.



The sleeping arrangements will need to be thought about before a trip is undertaken (please also see Appendix A below re: overnight rooming process). Each individual case and trip need to be thought of separately and in-depth discussions should happen well in advance with any and all appropriate bodies. In any case, the final decision will be made by the school.

There are countries that are not as legally and culturally open as the UK. In fact, some have laws that make it illegal to be lesbian, gay, bisexual or gender questioning and therefore if planning an overseas visit, trip leaders should consider and investigate the laws in the country they are visiting. The International Lesbian and Gay Association (LGA) has more information on their website about countries that pose a risk to lesbian, gay, bisexual or gender questioning students.

In relation to passports the passport office has a confidential service for people that are gender questioning (0800 448 8484) and more advice can be found here:

<http://www.ukdps.co.uk/AdviceForTranssexuals.html>

Recommendations:

- A risk assessment for the school or college visit/trip should be conducted to include gender questioning students
- Any risks identified from the assessment should be managed so that any reasonable adjustments can be considered to facilitate the participation of the gender questioning student.

## **Critical Incidents, Emergency Procedures and Incident Reporting**

### **Definition of a Critical Incident**

When a group undertaking an off-site activity and any member of the group has been involved in an incident where a group member has:

- either suffered a life-threatening injury or fatality
- is at serious risk;
- or has gone missing for a significant and unacceptable period. In such a case, the incident should be treated as a “critical incident” and this guidance and procedures should be implemented.

### **Principles and Priorities**

- to meet the needs of the group in crisis
- to meet and support the needs of the establishment, its community, parents/carers, relatives and friends
- to respond to the needs of other agencies
- to respond to media demands



## **Alerting and Activating the Plan**

The plan should be sufficiently flexible to enable alerting the system for incidents occurring during normal school hours and those incidents that take place outside of normal school hours on a 24/7 basis. This will usually be by allocating a landline telephone number that is certain to be staffed during normal office hours (Usually Reception), and an alternative mobile phone number that is staffed on a 24/7 basis outside normal office hours (Emergency Contacts). The numbers should be available to all those that may be required to use them, including:

- designated members of the Senior Leadership Team
- employer's Lead Manager for Critical Incident Management (if required)
- members of the Critical Incident Management Team and Travelling Team
- EVC
- Trip Leader
- Assistant Leaders who may take sole charge of a sub-group

Trip Leaders, and those in sole charge of a sub-group, should be advised to carry these numbers at all times during off-site activities, along with an Emergency Plan crib-card (preferably laminated to ensure that it can be used in difficult environmental conditions). However, in all but the most serious of circumstances, they should only use them after consultation with the establishments nominated Emergency Contact(s). Under normal circumstances, it should be the establishment's Emergency Contact that alerts the employer to initiate the Plan.

For the planned telephone communications to remain effective, it is strongly recommended that under no circumstances should Trip Leaders, EVCs, Establishment Emergency Contacts, Heads or Managers, make these telephone numbers available to parents – who might otherwise over-burden and compromise the system.

## **Emergency Procedures**

The immediate course of action should be to:

1. assess the situation, establishing the nature and extent of the emergency but ensuring that the Trip Leader does not put his/herself at further risk
2. make sure all other members of the party are:
  - a. accounted for and safe
  - b. briefed to ensure that they understand what to do to remain safe
3. follow the emergency procedures appropriate to the activity
4. if there are injuries, take action to establish their extent and administer appropriate First Aid

It is vital to keep an accurate, real-time record of all actions as they occur. Under no circumstances should Trip Leaders make the telephone numbers that activate the Critical Incident Management Plan communication available to parents. Direct contact with a



parent/carer of a group member from the scene of the incident should be avoided. This task should be carried out by senior staff based at school.

When summoning help:

1. Contact the appropriate emergency service(s) providing:
  - a. name of group and Trip Leader
  - b. location
  - c. nature of emergency and number of injured persons
  - d. action so far

Then follow the advice given by the emergency services

2. Contact and advise the establishment Emergency Contact of the incident and action taken
3. Contact and advise any local base being used by the group.

The Trip Leader at the location of the incident (in conjunction with the local base support) should:

- ensure that an appropriate adult attends the receiving hospital, taking the parental consent forms and appropriate medical information for the injured persons
- ensure that the remainder of the party:
  - are adequately supervised throughout
  - are returned as early as possible to base
  - receive appropriate support and reassurance
  - ensure that an adult continues to liaise with the emergency services until the incident is over

### **Essentials**

- Monitor – record all events, times and details – establish witness contact details
- Treat for shock – reassure and keep warm
- Remember the rest of the group – safety, comfort, shock
- Avoid splitting the group – unless it is the only way to get help – leave nobody on their own
- Control use of mobile phones/email/social media by the group
- Ensure that a leader accompanies any casualties to hospital
- Continue to monitor the situation and respond accordingly

### **Recording an incident**

Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused.

Record the following:

- Time, date and nature of the incident
- Accurate incident location



- Names of casualties
- Details of injuries
- Names of others involved but not injured
- Locations of all involved when moved from the site
- Names and contact details of witnesses
- Action taken
- Action still to be taken
- An agreed plan for further action

### **Establishment Emergency Contact Protocols**

The designated establishment Emergency Contacts should initiate the planned cascade of information. They should ensure that they:

1. Make every effort to seek alternative and additional telephone lines
2. Restrict access to telephones, including mobile phones, and to other outside contacts, including the media and press
3. Contact the employer's designated Lead Manager contact point, giving details as above and also the current emergency contact telephone number at the location
4. Ensure that an appropriate adult is accessible by telephone

### **Evaluation**

After a visit the Trip Leader will:

- ensure that the visit is evaluated where requested and a report is made to the EVC on Evolve within 14 days of return. It should focus on what has been achieved and the extent to which the intended educational benefits were achieved. The report will include the result of all investigations into particular incidents as necessary.
- ensure that pertinent information acquired from or about the visit or about the visit or activity is drawn to the attention of the EVC and shared with colleagues for consideration in the planning of future educational visits and activities
- When necessary, ensure an accident/incident form is completed and sent to the EVC

Where appropriate, feedback will be gathered from participating students and staff to assess the educational value of the visit.

The EVC will review the educational trips programme annually, considering the number and range of visits undertaken, any significant incidents or safeguarding concerns, compliance with policy and procedures and staff training. Where necessary, recommendations will be made to strengthen procedures.

### **Links to related policies**

This policy refers to and/or is linked to other school policies, including:

- Safeguarding and Child Protection Policy
- Behaviour Policy



- Photography Policy
- Digital Devices Code of Conduct
- Pupil Premium Strategy Statement

## **Appendix A: Trips & Visits Overnight Rooming Process**

As well as being very enjoyable learning experiences and an opportunity to spend time with friends and peers outside the school environment, residential trips offer significant benefits including:

- Building confidence, independence and resilience through new experiences
- Developing social skills and creating new friendships
- Learning cooperation, patience and respect for others
- Developing teamwork and interaction with peers outside friendship groups to help them cope with change, such as class changes

Rooming on residential trips is an important element in this educational process and it is important that we manage the expectations of parents and students. Whilst we recognise that it is important that the students are in rooms with people they know and like, it is equally important that they appreciate that trips are an opportunity for them to develop the skills outlined above. It is important that students understand that bedrooms are above all the places in which they sleep; most of their time on the trip will be spent outside the bedrooms and itineraries are designed to minimise the amount of time spent in rooms.

To facilitate this, the school will use the following process to allocate rooms for residential trips:

- Around 4 weeks before the trip students will be emailed a google form which will allow them to identify 3 students of the same gender with whom they would be happy to share a room.
- The school will use these names together with our knowledge of student relationships and relevant pastoral, medical and SEND needs to allocate students to rooms. As far as possible we will ensure that students are roomed with at least 1 of the students they have requested. The only reason this will not happen is if we believe that the combination requested will cause behavioural or social issues during the trip.
- The room allocations will be published to students around 1 week before the trip.

Notwithstanding, the school reserves the right to change room allocations at any time before or during the trip if it is necessary for disciplinary or behavioural reasons. We kindly ask that parents and carers support the school in the rooming decisions made, and help manage any issues or concerns their child may have.

