



Rye College Policy

Policy Title:	Off-site Activities and Educational Visits Procedural Requirements
LT Responsibility:	Educational Visits Coordinator
Review Body:	Head Teacher
Date:	September 2023
Review:	September 2024

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Introduction

Rye College (the Academy) believes educational visits are an integral part of the entitlement of every learner to a broad and balanced curriculum. Appropriately planned visits are known to enhance learning and improve achievement – and therefore form a key part of what makes Rye College a supportive and effective learning environment. Each visit will set out a clear purpose and learning objectives, which will be reviewed at the end of each visit to see if they have been achieved

The safety of learners and colleagues during off-site activities and educational visits is paramount. The Academy follows the requirements and guidance from the **ESCC Off-site Activities and Educational Visits Policy** (Updated 2021) and refers to National Guidance produced by the Off-site Education Advisors Panel (OEAP). In the event of a conflict between the local authority policy, Academy policy and national guidance then Academy policy will be followed and clarification sought from leadership.

Roles and Responsibilities

The Health and Safety at Work Act 1974 places overall responsibility for health and safety with the employer. At Rye College the 'employer' is the Aquinas Church of England Education Trust.

Employers, have duties to ensure, so far as is reasonably practicable:

- The health, safety and welfare of all employees and volunteers;
- The health and safety for all young people for whom the Director of Children's Services is responsible under the Children Act 2004.

The Academy has clearly defined roles and responsibilities.

The Aquinas Advisory Council member with oversight of Off-site Activities and Educational Visits is:

Mr. A. Ferguson The Educational Visits Coordinator (EVC) for Rye College is:

- Mr. M. Channer

The EVC meets the requirements identified in the ESCC policy, is formally trained and receives update training every three years.

Role	Responsibilities
AAC Member (Mr. A. Ferguson)	<ul style="list-style-type: none">• Knowledge of who the employer is.• Ensure there is a policy in place for off-site activities and educational visits.• Ensure there is a trained EVC in place for the establishment.• Ensure there are training opportunities provided.• Ensure the Academy has a visit approval procedure in place and follows ESCC policy for approving visits.• Ensure there is a monitoring system in place.• Ensure visits support the principles of inclusion.• Can have a read only access on EXEANT to have an overview of all the off-site visits taking place.
Head Teacher (Mr. D. Downes)	<ul style="list-style-type: none">• Ensure off-site activities comply with ESCC policy and National Guidance produced by the OEAP.

	<ul style="list-style-type: none"> • Ensure visits receive appropriate approval before they take place. • Ascertain whether all colleagues involved in off-site visits are competent in their role. • Ensure there is a designated EVC that meets employer requirements and has undertaken training. • Ensure suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers. • Ensure the EVC, trip leaders, assisting colleagues and voluntary helpers are appropriately trained and competent to carry out such tasks as they are allocated. • Ensure visits support the principles of inclusion.
Educational Visits Co-ordinator (Mr. M. Channer)	<ul style="list-style-type: none"> • Have experience of leading visits, qualifications or leadership experience. • Be an experienced trips leader. • Have received EVC training. • Have direct access to leadership team. • Have appropriate organisational status to guide working practice and support colleagues to ensure visits are planned and prepared appropriately following ESCC Off-site Activities and Educational Visits Policy. • Ensures colleagues have access to training to support their role in Off-site Activities and Educational Visits. • Approve visits that comply with establishments and ESCC policy. • Check all visits have an emergency contact and the emergency contact is an appropriate person. • Ensure colleagues evaluate visits that have taken place and appropriately report accidents and near misses.
Trip Leader	<ul style="list-style-type: none"> • Must have experience of leading off-site visits. • Must be inducted by the Academy and have knowledge of the Academy and ESCC policy and procedures for off-site visits and crisis management. • Be approved as competent by the Academy. • Liaise with the EVC. • Plan and prepare for the visit, including the risk assessment, ensure it is in line with ESCC policy and Academy policy. • Define the roles and responsibilities for other colleagues on the visit. • Evaluate the visit, report and record any accidents and near misses.
Assistant Trip Leader	<ul style="list-style-type: none"> • Be specifically competent and knowledgeable about Academy and employer policies and procedures, in so far as they affect the responsibilities that have been assigned. • Have been sufficiently involved in the planning and preparation for the visit, including contributing to the organisation of risk management. • Understand the role and responsibilities that have been assigned and how these integrate with other staff and especially that of the trip leader. • Contribute to the visit evaluation, and reporting and recording of accidents and near misses.

Establishment Specific Procedural Requirements

Most school trips are provisionally agreed at the end of the previous academic year. If a proposed trip has not already been scheduled, colleagues **must ensure the Head of Department supports the Trip and that CLT confirms it may go ahead. A Trip Proposal Form (see Appendix 1) must be completed in all cases.**

All trips outside of the local 'School Learning Area' (SLA) must be recorded in EXEANT.

For more information on the local 'School Learning Area' (SLA) – **see Appendix 2.**



Stage 1: Trip Approval

Overseas and residential trips – CLT approval is required a minimum of 6 months prior to the trip start date to consider staggered payment schedules, visa and health requirements.

Day trips – CLT approval is required a minimum of one month before the trip.

The Trip Leader should discuss the initial idea and gain approval and in doing so, address the following questions:

- What is the purpose of the trip? Does it improve or reinforce the understanding of a particular subject area? Is the educational benefit clearly defined?
- Is the trip essential? Could learners access the experience in another way e.g. video, websites etc.?
- Is the trip work related and linked to future employment opportunities?
- Can the trip be organised to take place in the subject lesson time?
- Has costing around affordability been taken into consideration? E.g. numbers of colleagues, cover requirements, travel arrangements, entrance fees, accommodation, insurance and any other additional, potential costs that may be incurred.
- Can the trip be taken outside of the school day?
- Does the trip impact on examination classes?
- Have requirements for cover been discussed with the cover manager?
- Are arrangements compliant with safeguarding?
- A trips proposal form must be submitted to the EVC with named staff approved by their line manager to be given approval by College CLT for the process to move forward.

Staffing must be based on risk assessment and an assessment of appropriate ratios.

For overseas, hazardous and residential trips, the Trip Leader should discuss the trip proposal with the EVC. Stage 1 of the Trip Proposal form should be completed and submitted to the EVC. The EVC will submit the draft request to CLT for consideration. The approval of CLT will be required for the application to proceed any further. If approval is denied, full reasons will be provided.

Subject to clearance at the stage above, the EVC will notify the Trip Leader that trip organisation can progress.

Subject to clearance at the stage above, Finance must be informed that an approved trip will be taking place and a cost centre will be created.

Stage 2: Organisation and Communication

Trip Leader(s) should not start this until they have received confirmation that the trip has been approved and signed off by CLT. The Trip Leader should comply with the procedures set out on the Trips Proposal form.

The Trip Leader should obtain EXEANT log in details from the EVC. For non-hazardous, domestic, non-residential trips, the Trip Leader will upload the initial application onto EXEANT.

When planning an overseas visit, before booking with a provider or tour operator, consideration must be given to the geopolitical risks associated with the destination(s). In some circumstances it will be necessary for the visit leader and EVC to complete a threat assessment. Information from the



Foreign & Commonwealth Office (FCO) will be sought when completing the assessment as will information from the proposed tour operator and an in-country source where possible. Be aware that the travel list relating to coronavirus could change prior to or during your visit, you must comply with international travel legislation and should have contingency plans in place to account for these changes. You must consult with your insurers and tour operator to discuss covid cover in your policy including medical treatment, repatriation, cancellation or costs involved with quarantining.

The threat assessment should identify the significant geopolitical risks, including civil disturbance and also highlight and address any issues focusing upon inclusivity issues such as attitudes and laws towards LGBTQ+ students and staff. This needs to be completed before booking with a provider.

Where a threat assessment is required, the results should be discussed with the OEA and EVC. In some circumstance a meeting will be required to discuss the proposed plans for the visit including the requirements and expectations of the provider. This meeting will take place at least 6 months in advance.

Wherever possible, the Trip Leader should make a pre-visit to UK locations to familiarise themselves with the venue and any requirements which may need to be factored into planning. The pre-visit should be undertaken outside of school hours.

The Trip Leader should liaise with the SENDCO, lead first-aider and EVC, to identify any learners with SEND or medical needs.

The Trip Leader should prepare a letter to parents and families with full details of the trip. The letter should be submitted to the Head Teacher for approval before sending.

Should the trip be residential or deemed to be hazardous, a parental consent form must also be sent out to supplement the annual consent form.

A risk assessment must be completed and signed by the Trip Leader and submitted to the EVC via EXEANT.

For the Risk Assessment Template – **see Appendix 7.**

The EVC will review the EXEANT application and may request further information to be provided before it is approved. The EVC is responsible for scrutinising all risk assessments, and, where necessary, will forward the risk assessment to the Head Teacher for consideration and final approval.

The Trip Leader is required to brief all colleagues participating in the trip on their roles and responsibilities and reassure themselves that colleagues are competent to supervise learners.

The Trip Leader should nominate a deputy. The deputy will be authorised to assume lead responsibility for the trip in the event the Trip Leader is unavailable, incapacitated or absent.

The Trip Leader should be aware of emergency procedures and what action to take. This should be covered in the risk assessment.

Insurance cover is essential for all trips. The EVC should ensure the Academy's insurance policy covers the planned trip.



Stage 3

Four weeks prior to the trip:

- All residential and adventurous activities should be complete and uploaded onto EXEANT for external approval.

Two weeks prior to the trip:

- The Trip Leader must inform all colleagues by email of specific dates and details of which learners are going on the trip;
- Finance must have received all payments for the trip.

Stage 4

The Trip Leader should ensure that cover work is passed to colleagues prior to the trip and cover arrangements confirmed. The canteen should be informed of the date of the trip so that free school packed-lunches can be provided, if required.

Stage 5

The Trip Leader should ensure they have copies of relevant information and equipment such as:

- Learner details;
- Medical needs;
- Emergency procedures;
- Mobile phone;
- Details of external providers e.g. coach company.

Stage 6

On the day of the trip, the Head Teacher must be informed of the trip's departure. All colleagues accompanying the trip should be confirmed. Emergency contacts should be prompted – ensuring all necessary colleagues are in the Academy. A register of trip learners should be lodged with the office.

Stage 7: Following the trip

The Trip Leader should approach the Academies Business Manager to produce a profit and loss account and pass the information to the Head Teacher. The Trip Leader will complete an evaluation on the EXEANT system within two weeks of return including any information relevant to planning and approval of future trips. **No trips will be approved for colleagues who have not completed outstanding evaluations.**

Parental Consent

Consent is not required for activities within the local 'School Learning Area' that are part of the curriculum during normal school time. The Academy obtains blanket consent at the start of each year for certain other routine activities, e.g. after-school fixtures etc. Families consent through the Learner Details Form.

Specific, (i.e. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to families (letters, meetings, etc), so that consent is given on a 'fully informed' basis.



Prohibited Off-Site Visits

Under no circumstances should colleagues invite or permit a learner to visit their own home or that of a family member, colleague or friend. Furthermore, colleagues must not invite or permit any ex-learners under the age of 18 to visit their own home or that of a family member, colleague or friend.

Induction, Training, Succession Planning

Teachers and associate colleagues will receive training on the Off-site Activities and Educational Visits Policy prior to undertaking any visit.

Teachers and associate colleagues involved in the organisation of any off-site activity and/or the supervision of learners whilst undertaking any off-site activity will receive regular and ongoing training as part of their continued professional development.

All colleagues involved in managing a trip should familiarise themselves and have due regard to information, advice and guidance offered through EXEANT.

The Academy provides information, instruction and training for off-site visits. The EVC must ensure all colleagues involved in off-site visits are sufficiently briefed and trained to be competent and confident in the roles to which they are assigned. Careful consideration will be given to ensure the demands of the role do not exceed the person's ability to carry out the work.

The following procedures are followed:

- The Trip Leader and team members must be approved by the EVC and Head Teacher before the visit can go ahead.
- The EVC will discuss the visit with the Trip Leader and brief them on the **Off-site Activities and Educational Visits Policy** and local authority guidelines. Any areas of concern will be identified and further training and support will be given as required. The EVC will liaise with the local authority team, if necessary, for further guidance and arrange any areas of training, including first-aid.
- The Trip Leader will brief their team on their responsibilities and secure further support as necessary.
- The EVC will support the trip leader with all areas of risk assessment.
- The Academy operates a system of induction whereby colleagues are encouraged to take on the role of helper or assistant leader before taking on the responsibilities of trip leader.
- During the visit, peer-monitoring will take place in an informal and supportive manner.
- Analysis of the evaluation via EXEANT after the visit will identify any weaknesses and any further need for training and support.

Colleague Competence

We recognise that colleagues' competence is the single most important factor in the safe management of visits, and so we support them in developing competence in the following ways:

- An apprenticeship system, where colleagues new to visits assist and work alongside experienced trip leaders before taking on a leadership role.
- Supervision by senior leaders on some educational visit.
- Support for colleagues to attend training courses relevant to their role, where necessary.



In deciding whether a colleague is competent to be a trip leader, the Head Teacher will consider the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements and take charge in the event of an emergency.
- Knowledge of the learners, the venue and the activities to be undertaken.

The staffing of repeat trips will be kept under view to ensure the presence of 'fresh-eyes' each time.

Risk Management and Assessment

Risk assessments must be submitted as part of the approval process. These must be specific and relevant to the learners, colleagues, environment and activity. The risk assessment should be completed by the Trip Leader with support from other colleagues attending the visit. Foreseeable hazards should be listed with reasonable control measures put in place and a risk rating generated.

After a visit, the risk assessment should be reviewed if there were any issues, incidents or near misses. If a risk assessment is covering the same group, with the same colleagues carrying out the same activity it can remain in place for **3 months** and then reviewed e.g. every Thursday Year 5 will attend swimming lessons. All trips will be evaluated after the event to see if there are any areas for improvement.

Our risk assessment process is designed to manage real risks when planning trips, while ensuring learning opportunities are experienced to the full. The process is as follows:

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

Trip Leaders should complete the risk assessment template to think about the significant hazards at each stage of a visit. It is important that these are relevant for the time of year the visit is taking place and for the group that is attending. Hazards can be broken down into four areas:

- Environmental;
- Activities;
- Transport;
- Group

Each has a separate section on the Risk Assessment Template - **see Appendix 7.**

Environment

Each environment will pose different hazards and these will change according to the time of year.



Activities

Hazards associated with activities will vary according to what is being done. If the activity is being led by a provider they should provide a risk assessment for the activity – the Trip Leader needs to ensure this is relevant to the group going and ensure all colleagues have access to it and hazards are communicated throughout the visit to the group.

Transport

The most hazardous part of any off-site visit is travelling to and from the destination e.g. when using public transport being aware of cancellations or delays in order to develop a 'Plan B'.

When using public or private transport, adults and learners should be mindful of the following:

- Signal – let the driver know you want on the bus.
- Stand back from the kerb when the bus approaches.
- Wait for the bus to stop.
- Let passengers off first.
- Never distract the driver.
- Don't push or shove.
- Store bags safely.
- Stand behind the driver when getting off the bus.
- Never walk in front or behind a bus as the driver has restricted view and might not see you.
- Give seats up for priority passengers.
- Remove any litter from the vehicle.
- Respect others – keep noise levels to a minimum.
- Represent the Academy positively – always say 'please' and 'thank you'.

For more information on use of cars to transport learners – **see ESCC Guidance**.

The Group

It is important to consider the needs of the learners, as this will affect control measures in place and also the risk rating. A group of learners that have no additional needs or behaviour problems will follow instructions. However, if there is a more challenging group it is likely they will fail to follow instructions and this will increase the likelihood and risk associated to the hazards.

Do not forget the colleagues attending the visit - they will also have their own medical needs or allergies that the Trip Leader will need to be aware of and include in the risk assessment.

Control Measures

For every hazard there should be at least one control measure to reduce the likelihood or severity. It is important the Trip Leader identify things they will do as well as things they will not do.

Staffing Ratios

The following factors apply in determining staff ratios:

- Gender and age of learners;
- Number of learners with SEND, medical or other requirements;
- The type of activity and hazards associated with it;



- The length and type of journey;
- The experience and competence of staff both generally and to oversee specific activities;
- Requirements of the venues to be visited.

Recommended minimum ratios are as follows:

- One to 15 (1:15) for day trips;
- One to 10 (1:10) for trips involving an overnight stay;
- One to 8 (1:8) for trips deemed to be hazardous;
- One to 10 (1:10) for trips abroad.

In the case of residential trips involving learners of only one gender, one colleague must be of the same gender as the learners. For mixed groups, one colleague of each gender must be included.

Assessing Venues and Providers

Any venue or provider offering admittance to the Academy for the purpose of an off-site visit must have been suitably assessed prior to agreement of the visit. The provider should have the LOTC quality badge. Should a venue or provider not hold a LOTC quality badge, a provider statement must be issued and completed and agreed as sufficient by the EVC and Head Teacher.

The Academy does not permit the signing of waivers with any provider or venue.

It is advised a pre-visit (if not already undertaken by ESCC) takes place to assist the compilation of risk assessment and enable communication and understanding of requirements with the venue. This should be undertaken, where possible, by the EVC and Trip Leader.

All venues and providers **MUST** be able to provide a public liability insurance document for a minimum of £10,000,000. Any provider unwilling to provide proof of this cover **must not** be used.

On request, providers should provide risk assessments. Information in advance relating to the venue, facilities, accessibility should be sought, provided to the EVC and held on EXEANT.

Selecting a Provider

Choosing one provider from another may seem a difficult task for an academy or trip leader with no specialist knowledge. However, the following are ways of providing some assurance of suitability.

- Does the Academy have an existing, satisfactory relationship with a provider? Do not underestimate intuition – if the Academy has used a provider before and always felt safe, listened to and well cared for then this is a good reason to use them again.
- Is the provider inclusive? Can the provider manage any special needs the group may have?
- What is the public facing reputation of the provider? Are they able to offer any testimonies or endorsements? Are there any schools in the local area that have used them previously?
- Does the Academy have an approved provider or exemption list?
- Select a provider on value not price. Price should only become a factor when deciding between very similar or identical offers.
- Each trip leader's experience with a provider should be recorded in EXEANT through the evaluation.



Using Volunteer helpers

Volunteers may be used to assist with visits (excluding residential). DBS checking will not be required if the visit is not deemed to be a regulated activity. However, induction to expectations, standard setting, behaviour, safeguarding and health and safety will be required.

The Academy will select volunteers and assess as competent (following a meeting and discussion).

Identification checks of volunteers must be undertaken by the EVC along with Human Resources.

Volunteers may make up supervision ratios. However, this should be carefully considered and adjusted accordingly, considering experience, competence and the setting. Volunteers must not be left unattended with learners at any time. Volunteers must provide the EVC with details of next of kin and emergency contact details.

Inclusion

'Equal Opportunities' is not about treating everybody the same. It is about meeting people's individual needs and appreciating their individual strengths and gifts. Everyone is different and all should be equally valued. The Academy works in partnership with families, learners and providers to remove barriers to participation so visits are real equal opportunities and inclusive experiences. It should be presumed that all young people have the entitlement to participate in all visits.

This policy must be read in conjunction with the Trust's Equality Policy.

When organising a visit, the Academy will ensure that activities are available and accessible to all, irrespective of special educational or medical needs or protected characteristics (gender, race, disability, religion, sexual orientation, gender reassignment). Every reasonable measure is taken to find a venue and activities which enable all learners to participate, allow accessibility through adaptation or modification and integration through participation with peers. Care is taken to avoid indirect discrimination e.g. arranging a residential visit during a religious holiday. Where it is genuinely impossible to make alternative arrangements, a visit may be approved in order not to deprive the rest of the group of worthwhile opportunities. The Academy offers financial support to parents in receipt of certain benefits to enable participation.

For more information about financial support – see **Charging and Remissions Policy**.

Where a trip is oversubscribed, selection must be on a "names out of a hat" basis. Names of learners who fail to gain a place will be recorded by the EVC so that they can be given priority on future trips. This will take priority over the "names out of the hat" process.

It may be necessary to exclude a learner on the grounds their behaviour presents an unacceptable risk to the health and safety of themselves or the rest of the group. This decision will not be taken lightly. Every effort will be made to enable participation through putting in place suitable strategies e.g. accompanying parent. Expectations of colleagues leading the visit must be reasonable and within their competence.

Medication

The conditions of employment of teachers do not include administering medicines. However, the Trip Leader will assign one person on the visit team to be responsible for the management of



medicines. This person should receive any necessary training (e.g. use of EpiPen). The nominee should be familiar with the **Administration of Medicines Policy** and any instructions from parents or doctors as well as being briefed by families on dealing with medical conditions which require management e.g. diabetes.

Consent forms for low risk visits and regular activities ask parents to provide details of any medical conditions their child has, medication they take and to allow emergency treatment if necessary. Where permission is not given details will be recorded and passed to the EVC.

The Trip Leader will liaise with families to ensure there are sufficient supplies of any necessary medicines on the visit – which are correctly labelled, stored, and administered and any precautions or side effects of the medication noted. **A record of their use must be kept.**

Medicines taken abroad should be properly labelled and where relevant accompanied by a copy of the prescription. Where medication includes delivery by a syringe, a doctor's note should be obtained to show at border security. In some countries it is possible to obtain medicines over the counter which would require a prescription in the UK. These should not normally be used unless prescribed by a qualified medical practitioner.

Where colleagues or learners have a pre-existing medical condition, the insurance policy should be checked to ensure they are covered by the policy.

This policy must be read in conjunction with the Administration of Medicines Policy.

This policy must be read in conjunction with the First Aid Policy.

Behaviour

There is a code of conduct for all young people and parents to sign in advance of residential trips.

For more information – **see Appendix 3.**

Parents and learners must attend a briefing in advance of all residential trips, where expectations of discipline, sanctions, conduct and consequences are explained.

The Academy will only allow the use of mobile phones and electronic devices on trips during unstructured time at the discretion of the Trip Leader.

The Academy expects learners to behave in line with the **Behaviour Management Policy** whilst being supervised out of school. Any learner not adhering to the behaviour policy or code of conduct will be subject to sanctions as set out in the behaviour policy.

Learners whose behaviour is a cause for concern during a residential trip will require a parent or carer to collect the learner and return them home. No refund of costs will be made to the family.

Learners whose behaviour or attendance in school is of concern can be excluded from any educational visit. Parents will be informed of this decision in advance of the trip taking place. Any payment made to the Academy (minus deposit) will be returned to the payee.



Any learner who has already taken unauthorised leave from school or has below acceptable attendance in school may find that they are not be able to take part in any residential trip. This will be reviewed on a case by case basis.

Learners who are excluded from school on the day of a planned trip will be unable to participate and parents and carers will be unable to have their payment refunded.

Learners who choose to not attend a trip after all monies have been paid (other than for legitimate agreed reasons) will not have monies refunded unless a legitimate insurance claim can be made.

Insurance

The Academy has comprehensive insurance cover which comprises Employer's Liability Insurance, Public Liability Insurance, Personal Accident Insurance and comprehensive Travel Insurance. Trip leaders are not obliged to take out insurance offered by a tour operator as part of the package. Parents have the option to take out additional insurance if they wish.

Finance

The following apply to all trips:

- All trips must be self-financing.
- Finance must be informed about a trip at the point of initial approval and will set up a cost centre to hold monies related to the trip.
- All monies must be received by finance **two weeks** prior to the date of the trip.
- All claims from student premium, bursary or any other funds must be approved by the responsible colleague before a place can be allocated to the learner.
- Any approved expenditure related to the trip must be requested using the purchase order system. The purchase order must be submitted **two weeks** prior to the date of the trip, or two weeks before payment is due to the provider – whichever is sooner.

In the event of a cheque being refused and returned unpaid, alternative payment must be made in cash. An administration charge of £4.00 pounds will also be payable. Bounced cheques will result in the learner being removed from the trip until payment is made in cash immediately and no later than 7 days before departure.

Refunds will be discretionary and dependent on whether the Academy incurs a financial loss as a consequence of a learner withdrawing from a trip. Refunds will need to be requested by the Trip Leader and authorised by the relevant authoriser.

In the event that a name change may be required for a trip booking, the cost of such will be borne by the family.

In the event of any additional, unforeseen, cost(s) being incurred by a staff member while on a trip, an approved expense claim form must be submitted to finance **within two weeks of return**.

Additional insurance may need to be arranged depending on the nature of the trip e.g. if deposits are paid, learners are taking belongings or the trip is abroad. Families should be informed of the insurance arrangements.



Emergency procedures and incident reporting

A critical incident is defined as:

- An incident in which any member of the group on an off-site activity or educational visit suffers a life-threatening injury or fatality, is at serious risk, or has gone missing for a significant and unacceptable amount of time.
- An incident in which the normal coping mechanisms are not sufficient.

ESCC has an 'Off-site Response Team' to provide support to a group in crisis:

- Normal office hours 01273 481316 / 01273 336528;
- Outside office hours 01273 819179.

These numbers should be carried by the Trip leaders/EVC/Head Teacher at all times during an off-site activity or educational visit, but are only to be used in a genuine emergency. Do not give these numbers to young people or their parents or guardians.

For more information – see **Appendix 4**.

Emergency Contact

For every visit an emergency contact needs to be identified. This person should be contactable all hours for the duration of the visit. They should have all relevant information of the visit, including contact numbers, medical information, an itinerary and full understanding of the critical incident support system and the Academy's emergency procedure. They should be an individual who can work well under pressure and in stressful situations. They should be considered 'on-duty' for the entirety of the trip. **The emergency contact must be a senior leader.**

Emergency Plan

The Academy has commissioned the services of the local authority to provide 24/7 emergency response cover and support in the event of a critical incident. A critical incident is defined as an incident which goes beyond the coping mechanism of the Academy. The decision to alert the local authority will be made by the Head Teacher. The Academy has its own Emergency Plan.

Colleagues on the visit will be able to cope with most incidents on an off-site visit. However, where there are serious incidents such as life-threatening injuries, fatalities or missing persons, emergency procedures must be activated. All colleagues should carry the telephone number of the nominated Emergency Contact.

Both the Trip Leader (or nominated colleague) and the emergency contact should complete the emergency assessment form on first contact. The roles and responsibilities of leaders in an emergency are set out in the Academy's Crisis Management Plan. If the Head Teacher or nominated senior leader in their absence, considers the Academy requires help in coping with the emergency, they should contact the Trust. They will jointly determine whether there is a need to contact the local authority 'Off-site Response Team'.

For more information on the emergency assessment form – see **Appendix 5**.



At the planning stage the Trip Leader will discuss emergency procedures with all colleagues on the visit. Roles for dealing with an emergency should, where possible, be allocated before departure by the Trip Leader e.g. first aid, communications, supervision of group, recording of details.

Emergency Procedures

The Trip Leader will take control, following the guidelines below:

- Remain calm; Assess the situation.
- Delegate roles.
- Safeguard children, adults and any other uninjured members of the group.
- Ensure all members of the party are accounted for, safe, supervised and briefed. (They should be instructed not to use mobile phones).
- Call the emergency services stating the name of the group, location, nature of emergency and number of injured persons, action so far.
- Carry out first-aid if necessary.
- Call the first emergency contact at the Academy. Provide a telephone number you can be called back on, and give details of the nature of emergency, time of incident, casualties and status, current location.
- Ensure that a colleague accompanies any casualties to hospital and takes medical information and, if abroad, parental consent forms for emergency treatment. In case of serious injury to an individual student it may be appropriate for the Trip Leader to accompany the learner and hand leadership of the trip to the deputy.
- Deal with urgent physical needs of group – shelter, warmth, water.
- Deal with emotional needs of group.
- Keep a written log.
- Refer all enquiries (press, parents) to the Academy.
- Inform the Foreign Office Consular Assistance Team, if abroad.

For more information on the written log – **see Appendix 5.**

When a child is participating in an offsite trip abroad, we strongly recommend that at least one family member, preferably an immediate relative, has a valid passport.

Establishment Templates

For the aide memoire for planning an off-site trip and educational visit – **see Appendix 6.**

See EXEANT.

Generic Risk Assessments

See EXEANT.

September 2019 BBL

September 2020 BBL

September 2021 BBL

September 2022 DDo



EQUALITIES

We recognise that our learners bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will consider the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the Trust's Equality Policy considering learners with protected characteristics and making reasonable adjustments for learners with a disability within the meaning of the Equality Act 2010. Both the school and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

DATA PROTECTION

Rye College [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.



Appendix 1 – Trip Proposal Form

Trip Proposal Form

This form must be completed by the Trip Leader(s). It is expected that most school trips are provisionally agreed at the end of the previous academic year. Trip Leaders should observe the relevant timescales in submitting trip proposals:

- Overseas/residential trips: Approval by CLT a **minimum of 6 months prior to departure date** in order to accommodate staggered payment schedules, visa and health requirements.
- Day trips: Approval by CLT a minimum of 2 months before scheduled trip date.

Additional guidance is available in Trips How To Guide.

Trip Information

Check required staffing ratio with EVC (MCh). Boxes below to be completed and form emailed to EVC.

Trip Title:	
Rationale for Trip – with reference to curriculum:	
Proposed date(s) of trip:	
Trip start time:	
Trip return time:	
Number of students and year group(s) attending the trip	
Name of Trip leader:	
Names of additional staff supporting trip:	
Named First Aider:	
Total Number of Hours of Cover required:	
Line management agreement to named staff attending trip: Y/N	
HoD aware and agrees with trip: Y/N	

Trip approval

Steps below must be completed otherwise trip cannot progress.

Step	Action
1	Cover Manager to check proposed trip date and associated staffing. Date and staffing available: Y/N



	Trip entered in cover diary: Y/N Cover Manager approval: Y/N Date:
2	Cover Manager to forward form to Head Teacher 's PA to include proposal on the agenda of the next available CLT meeting for initial approval. CLT initial approval: Y/N Date: Trip added to College calendar: Y/N Trip Leader informed of CLT decision by Head Teacher 's PA.

Trip logistics

Trip Leader to complete.

Step	Action
1	Set up trip folder.
2	Obtain quotes for coaches/check mileage/staffing for minibus etc.
3	Complete costings spreadsheet (if appropriate) and email to Academies Business Manager to approve. <ul style="list-style-type: none"> Consider number of student invites when constraints on numbers. Oversubscribed trips (expression of interest and deposit deadline given to establish numbers), first come first served, closed group of invites, open to all, no restriction). Consider charges to refund payments, where applicable.
4	Prepare communications to families and send to Head Teacher for approval, including any payment instalment deadlines to meet operator payment schedule.
5	Following Head Teacher approval, forward communication to Communications Officer to be emailed to families.
6	Maintain a spreadsheet, collecting responses from forms, running payment reports
7	Enter information on ESCC Exeant system https://eastsussex.exeant.co.uk/
8	Raise deposit payment request, sign off paperwork and deposit invoice and send to Finance for payment
9	Monitor trip responses, including payments/consents/medical information/behaviour contracts. Send reminders to families as appropriate (Communications Officer via Arbor)
10	Arrange families information meeting (if required) in consultation with EVC. Send meeting invite; collate responses; prepare presentational materials.

In the run up to the trip

Trip Leader to coordinate.



Step	Action
1	Create risk assessment.
2	Update Exeant with copies of letters, risk assessment, names of staff and students.
3	If trip includes a visit to a workplace or interaction with an employer, circulate information on trip date, names of students attending, with brief description of host organisation and trip purpose.
4	<p>Overseas trips – THREE MONTHS BEFORE:</p> <ul style="list-style-type: none"> Collate medical information/passport copy etc., from parent completed forms. Check photo consent in Arbor. <p>Residential trips – ONE MONTH BEFORE:</p> <ul style="list-style-type: none"> Collate medical information etc., from parent completed forms. Check photo consent in Arbor. <p>Day trips – THREE WEEKS BEFORE:</p> <ul style="list-style-type: none"> Collate medical information etc., from parent completed forms. Check photo consent in Arbor. <p>For each of the above send collated spreadsheet to Medical Officer at least TWO WEEKS BEFORE to highlight HCP and add any additional/missing medical information.</p>
5	Update spreadsheet with additional/missing medical information advise Medical Officer.
6	Share student list – TWO WEEKS BEFORE.
7	Notify canteen of numbers of students out on trip for reduced catering - ONE WEEK BEFORE.
8	Publicise trip on Friday Communicator – ONE WEEK BEFORE. Student meeting to go through risk assessment – ONE WEEK BEFORE.
9	Collate trip leaders pack (student list/medical details/emergency contacts etc.) – ONE WEEK BEFORE.
10	Provide relevant colleagues with master spreadsheet of students attending trip – ONE WEEK BEFORE.

Trip Follow-up

Trip leader:

- Produce write-up with photos for newsletter. Forward to Communications Officer.
- Review trip – add any comments to risk assessment, capture key/learning “When we run this trip again we should...”

Finance:

- Make any payments required.
- Check costings against budget and report back to Trip Leader and CLT.



Appendix 2 – School Learning Area (SLA)

General

Educational activities within the ‘School Learning Area’ that are part of the normal curriculum and take place during the normal school day follow the ‘Operating Procedure’ below.

These educational activities:

- Do not require parental consent;
- Do not normally need additional risk assessments (other than following the operating procedure below);
- Need to be recorded on EXEANT if they are regular activities, e.g. Weekly Forest School;
- Do not need to be recorded on EXEANT if they are ad-hoc activities.

Boundaries

The boundaries of the ‘School Learning Area’ are shown on the map. This area includes, but is not limited to, the following frequently used venues: e.g.

- Community Gardens;
- The High Street;
- The Old Town Centre.





Operating Procedure for School Learning Area

The following are potentially significant issues/hazards within our School Learning Area:

- Road traffic.
- Other people / members of the public / animals.
- Losing a learner.
- Uneven surfaces and slips, trips and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Head Teacher or EVC must give verbal approval before a group leaves.
- Only colleagues judged competent to supervise groups in this environment are approved.
- The concept and operating procedure of the 'School Learning Area' is explained to all new parents when their child joins the Academy and a synopsis is on the school website.
- There will normally be a minimum of two adults.
- Colleagues are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Learners have been trained and have practiced standard techniques for road crossings in a group e.g. learners may practice in the playground – with a little practice this can become drilled and slick, as everyone knows what is going to happen.
- Where appropriate, learners are fully briefed on what to do if they become separated from the group. This will depend on the area of the visit – return to school, wait where they are, go to x and ask for help, etc.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Learners' clothing and footwear is checked for appropriateness prior to leaving school.
- Colleagues are aware of any relevant learner medical information and ensure that any required medication is available. A report of medical needs is available from the MIS and should be considered at the planning stage as well as being taken on the trip itself.
- **Colleagues will deposit in the office a list of all learners and colleagues, a proposed route, and an estimated time of return – the Head Teacher reserves the right to request some visits in the School Learning area to be recorded on EXEANT.**
- **A school mobile (or agreed mobile) is taken with each group and the office have a note of the number.**

Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles). The Academy educates learners about the avoidance of risk so as best to equip children with the skills to make informed choices about where to go and where not to go in their local area.



Appendix 3 - Learner Code of Conduct for Off-site Visits

For the visit to be both beneficial and enjoyable for all, you will be expected to comply with the following code of conduct and be expected to:

- Behave responsibly at all times and show consideration for others.
- Comply with instructions at all times.
- Take responsibility for your own possessions.
- Keep all facilities clean, tidy and undamaged.
- Abide by any host facility rules and regulations.
- Be aware of all emergency procedures.
- In the event of an emergency, follow emergency procedure instructions.
- Understand the rules concerning the purchase, possession and consumption of alcohol.
- Understand the rules concerning the purchase, possession and use of tobacco and e-cigarettes.
- Understand that the possession and use of non-prescribed drugs and/or illegal substances is strictly forbidden.
- Inform staff of any relevant medical conditions or injuries.
- Inform a member of staff of any hazards and report any damaged or unsafe equipment.
- Wear appropriate clothing including protective gear.
- Return all borrowed equipment in the same condition in which you received it.
- Safeguard personal belongings and borrowed equipment.

On the coach/minibus

- Remain in your seat, unless given permission to do otherwise.
- Wear your seat belt whilst being transported in a minibus or coach.
- Luggage should not block the aisle and be kept on the luggage rack or under the seat.
- Litter should be put in the bags provided.
- Do not distract the driver – no shouting out, no flash photography etc.
- If you begin to feel travel sick, inform a member of staff.
- When disembarking, be aware of traffic movement and direction.

Motorway service stops

- Follow instructions from staff regarding where you are allowed go and how long you may spend in the service station.
- Remain inside the service area for the duration of the stop and ensure that you are back on the coach at the given time.

On the ferry, at the airport and on the railway station

- Ensure you understand the importance of remaining in your group at these busy locations.
- Ensure that you understand that timings are vital.
- Ensure that you understand security arrangements and limitations.



- Follow instructions from transport operator staff.
- Follow all instructions regarding being on boat decks.
- Visit shops in groups - never alone.
- Ensure that you stay back from the edge of railway platform.
- Remember where the group is based and how to locate staff.

Staying in the hotel

- Ensure that you read all notices and understand all instructions regarding fire and safety procedures.
- Ensure that you understand the location of duty staff.
- Ensure that you understand any instructions regarding permission to leave the hotel.
- Ensure that you understand any instructions which limit your access to parts of the hotel, e.g. bar, casino, swimming pool.
- Ensure that you understand the dangers of balconies and any instructions regarding access.
- Ensure that you understand all instructions regarding access to other people's bedrooms.
- Ensure that you arrive on time for meals and meetings.
- Ensure that you understand any restrictions regarding the use of mobile telephones, taking pictures, internet access and viewing videos and DVDs.
- Whilst taking photos/videos during a visit can be permitted by the Trip Leader these must not be shared on social media platforms without the permission of all students/staff in the images.

Excursions

- Remain in your designated group.
- Know which member of staff is your nominated leader.
- When unaccompanied by staff, ensure that you understand any instructions and limitations.
- Ensure that you always carry your group leader's and/or trip leader's contact details in case of emergency.
- Stay together with your group during sightseeing and other times when you are not directly supervised. Members of a group are responsible for each other at all times. NB. **No learner should ever be alone.**

Failure to comply with this Code of Conduct may result in the implementation of sanctions.

If there is any other significant violation of the school rules, the group leaders reserve the right to consider sending the learner home, at the parents' expense.

Signed (Learner):

Print:

Signed (Parent):

Print:



Appendix 4 – Emergency Contact Crib Card

In the first instance call your base.

Academy Emergency Contacts

Name 1:

Telephone:

Name 2:

Telephone:

Academy Office Telephone:

The Academy will call ESCC for support only if the above numbers fail.

The ESCC Incident/Emergency telephone number:

- (office hours) 01273 481316;
- (out of hours) 01273 819179.



Appendix 5 - Emergencies during Educational Visits

The Emergency Contact then Head Teacher (or pre-agreed nominee) should be immediately informed of any critical incident.

Initial Action by Emergency Contact

- Maintain a written record of your actions using the check list and attached log sheet.
- Be aware that all involved in the incident, those at the Academy and you, may be suffering from shock or may panic.
- Offer reassurance and support.
- Find out what has happened.
- Obtain as clear a picture as you can - who informed you of the incident?
- Remind the group trip to follow the checklists in this policy.
- Record the details of the off-site activity/visit during which incident occurred.

Location of visit			
Name of Trip Leader (Who is at the incident?)			
Telephone number(s)			
Number of people on the visit	Learners		
	Teachers		
	Other adults		
Date and time of incident			
Location of incident			
What has happened?			
People affected	Name	Injury	Where they are / will be taken
Emergency Services involved and advice they have given			
Arrangements for learners not directly involved in the incident			
Other information and contact details			



Telephone Number(s)	
---------------------	--

Log Keeping

How to write the log:

- Note all relevant facts in chronological order.
- Stick to the FACTS - do not include any assumptions (if you are noting down assumptions to show your reasoning for deciding, make this clear).
- If you make a mistake, cross it out with a single line so that what is underneath is still visible, and initial it.
- Do not leave blank spaces - or if you do, rule them out with a line.
- Do not overwrite – if you make a mistake, cross it out, initial it and start again.
- Do not leave large blank spaces between words or between entries.
- Do not use correction fluid.
- Unused space after the end of a series of entries should be ruled through, then signed in full, dated and timed.
- Avoid approximations and abbreviations.



Rye College, Part of Aquinas
"Creating Bright Futures for All"



Appendix 6 - Educational Visits Checklist

Aide Memoire

The questions below form part of the risk management process for educational visits. Any visit should only go ahead if the answer to all relevant questions is 'YES'. This checklist can be used as a tool or aide-memoire to assist the EVC/Trip Leader in the planning process, although alternative approaches to considering the relevant issues are equally as valid.

In advance of the visit		YES	N/A
1.	Have the intended outcomes of the visit been clearly identified?	<input type="checkbox"/>	
2.	Is the visit appropriate to the age, ability and aptitude of the group?	<input type="checkbox"/>	
3.	Has there been suitable progression/preparation for participants prior to the visit?	<input type="checkbox"/>	
4.	Does the visit comply with any guidelines specific to your Establishment?	<input type="checkbox"/>	
5.	Does the visit comply with any specific LA guidelines? (see relevant sections)	<input type="checkbox"/>	
6.	If a member of colleagues is going to <u>lead</u> an adventurous activity, have they been assessed as competent?	<input type="checkbox"/>	<input type="checkbox"/>
7.	If using an external provider or tour operator, does the provider hold a LOTC Quality Badge (see www.lotcqualitybadge.org.uk) or have they satisfactorily completed and returned a 'Provider Form'?	<input type="checkbox"/>	<input type="checkbox"/>
8.	Are transport arrangements suitable and satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>
9.	If residential, have appropriate measures been taken to ensure the suitability of accommodation?	<input type="checkbox"/>	<input type="checkbox"/>
10.	If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants?	<input type="checkbox"/>	<input type="checkbox"/>
11.	Has a pre-visit taken place? (Normal procedure for most visits within the UK). If not, have appropriate additional checks been made?	<input type="checkbox"/>	
12.	Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations).	<input type="checkbox"/>	
13.	Have any adult helpers (non-LA employees) been approved by the Head of Establishment as to their suitability?	<input type="checkbox"/>	<input type="checkbox"/>
14.	Is the level of staffing sufficient for there to be an appropriate level of supervision at all times?	<input type="checkbox"/>	
15.	Does the Trip leader possess the necessary competence to lead the visit, and is he/she comfortable with their role?	<input type="checkbox"/>	
16.	Are all support colleagues aware of and comfortable with their roles?	<input type="checkbox"/>	
17.	Are all helpers aware of and comfortable with their roles?	<input type="checkbox"/>	
18.	If appropriate, has planning in EXEANT being shared with all colleagues?	<input type="checkbox"/>	
19.	Is insurance cover adequate?	<input type="checkbox"/>	
20.	Does at least one member of colleagues know the participants that are being taken away, including any behavioural traits?	<input type="checkbox"/>	
21.	Have participants been advised in advance about expectations for their behaviour? If appropriate, are participants aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with participants and colleagues?	<input type="checkbox"/>	
22.	Are participants aware of the nature and purpose of the visit?	<input type="checkbox"/>	
23.	Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained?	<input type="checkbox"/>	
24.	Have all relevant details been issued? (E.g. itinerary, kit lists, etc?)	<input type="checkbox"/>	<input type="checkbox"/>
25.	Are colleagues aware of any medical needs and/or other relevant details of participants?	<input type="checkbox"/>	
26.	Has parental consent been gained for colleagues to administer specific drugs/injections, and if necessary have named colleagues received appropriate training?	<input type="checkbox"/>	<input type="checkbox"/>
27.	Are colleagues aware of any relevant medical conditions of other colleagues/helpers within the group?	<input type="checkbox"/>	<input type="checkbox"/>
28.	Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment?	<input type="checkbox"/>	
29.	Is a first aid kit (appropriate to the visit) available?	<input type="checkbox"/>	



30.	Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc? e.g. 'Plan B', and have these plans been risk assessed and parental consent been obtained?	<input type="checkbox"/>	
31.	For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Trip leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts?	<input type="checkbox"/>	<input type="checkbox"/>
32.	Are full details of the visit at the LA establishment, or recorded on EXEANT, and if appropriate with the establishment's Emergency Contact(s)?	<input type="checkbox"/>	
33.	Are colleagues aware of the appropriate action to be taken in the event of accident, incident or emergency?	<input type="checkbox"/>	
34.	Is a weather forecast and/or other local information necessary, and are colleagues able to access this information and act upon it appropriately if necessary?	<input type="checkbox"/>	<input type="checkbox"/>
35.	If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising colleagues in advance of the visit?	<input type="checkbox"/>	<input type="checkbox"/>
36.	A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting?	<input type="checkbox"/>	<input type="checkbox"/>
37.	Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment?	<input type="checkbox"/>	<input type="checkbox"/>
38.	Does any specialist equipment conform to the standards recommended by responsible agencies?	<input type="checkbox"/>	<input type="checkbox"/>
39.	Have all financial matters been dealt with appropriately?	<input type="checkbox"/>	
40.	Has the visit been approved by the Head of Establishment and EVC, and in line with policy (where appropriate)?	<input type="checkbox"/>	
During the visit			
41.	Do all colleagues have a list of participants and groups <u>plus</u> emergency contact details and an Emergency Card (Trip leader) if out of the establishment's normal hours?	<input type="checkbox"/>	
42.	Does the establishment office have a list of the names of all participants, including adults? If out of hours, does the home contact have these details and an Emergency Card (Home Contact)?	<input type="checkbox"/>	
43.	Do colleagues have sufficient funds to allow for any contingencies?	<input type="checkbox"/>	<input type="checkbox"/>
44.	Do colleagues have any relevant literature, work sheets, clipboards, etc?	<input type="checkbox"/>	<input type="checkbox"/>
45.	Do colleagues have other items, e.g. first-aid kit, sick bags, litter sack, etc., if needed?	<input type="checkbox"/>	
46.	Are participant numbers being checked at appropriate times?	<input type="checkbox"/>	
47.	Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully?	<input type="checkbox"/>	<input type="checkbox"/>
48.	Are participants aware of the procedure in areas where there is traffic? (e.g. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings?)	<input type="checkbox"/>	<input type="checkbox"/>
49.	Has a clear recall system been arranged if the group is working away from you? Do participants understand this and will they be able to respond effectively?	<input type="checkbox"/>	<input type="checkbox"/>
50.	If a rendezvous for the group has been arranged after a period of time, does each participant and member of colleagues know exactly where and when to meet?	<input type="checkbox"/>	<input type="checkbox"/>
51.	Do participants know what action they should take if they become separated from the group?	<input type="checkbox"/>	
52.	Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)?	<input type="checkbox"/>	
At the end of the visit			
53.	Are appropriate arrangements in force for the dismissal of participants?	<input type="checkbox"/>	
54.	Has the Trip leader reported back to the Educational Visits Coordinator?	<input type="checkbox"/>	<input type="checkbox"/>
55.	Has the group been debriefed and any relevant follow-up work completed?	<input type="checkbox"/>	<input type="checkbox"/>
56.	Have all loose ends been tied up, e.g. paperwork, finance, thank you letters, etc?	<input type="checkbox"/>	
57.	Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits?	<input type="checkbox"/>	
58.	Have all colleagues and helpers involved in the visit been thanked for their input?	<input type="checkbox"/>	



Appendix 7: Risk Assessment Template

Visit title:		Likelihood (L)	X	Severity (S)
Trip Leader:		Almost Impossible	1	Insignificant (minor injury, no time off)
Group:		Unlikely	2	Minor (injury and up to 7 days off)
Places being visited:		Possible	3	Moderate (injury causing more than 7 days off)
Activity:		Likely	4	Major (death or serious injury)
Visit Date:		Almost Certain	5	Catastrophic (multiple deaths)
Benefit of Activity:		Low = 1-8	Medium = 9-14	High = 15-25

What are the significant, foreseeable, hazards? (The dangers that can cause harm)		Current control measures (What is already in place/done)	Risk Rating		
			L	S	R
Sites/Environments being visited					
1					
2					
3					
Activities (including 'downtime')					
1					
2					
3					
Transport					
1					
2					
3					
Group					
1					



2					
3					

Persons at risk:	
Emergency Contact and Procedure:	

NOTE THE FOLLOWING:
Ongoing risk assessment – the most essential element: 1) Apply the control measures 2) Monitor how effective they are 3) Change, adapt, revise as required

Signature and Review	
Name of Trip leader:	Date:



Appendix 8: Travel Risk Assessment

Assessment conducted by:	Job title:	Covered by this assessment:
Date of assessment:	Review interval:	Date of next review:

Risk rating		Likelihood of occurrence		
		Probable	Possible	Remote
Likely impact	Major Causes major physical injury, harm or ill health.	High (H)	H	Medium (M)
	Severe Causes physical injury or illness requiring first aid.	H	M	Low (L)
	Minor Causes physical or emotional discomfort.	M	L	L



Area for concern	Risk rating prior to action H/M/L	Recommended controls	In place? Yes/No	By whom?	Deadline	Risk rating following action H/M/L
Awareness of policies and procedures	<u>M</u>	<ul style="list-style-type: none"> All staff and relevant stakeholders are aware of all relevant policies and procedures including, but not limited to, the following: <ul style="list-style-type: none"> Offsite Activities and Educational Visits Policy Behaviour Management Policy Safeguarding and Child Protection Policy Supporting Students with Medical Needs Policy Administering Medication Policy Health and Safety Policy Records Management Policy Data Protection Policy A member of staff is appointed as the Trip Leader, who is responsible for organising and being in charge throughout the trip. The Head Teacher ensures that all relevant policies undergo any necessary reviews. The Head Teacher conducts <u>annual</u> reviews of this risk assessment to ensure it remains up-to-date. The Head Teacher ensures that the school's <u>Supporting Students with Medical Needs Policy</u> is reviewed before any trips, and the Trip Leader ensures it is applicable for the 	<u>Y</u>	<u>Head Teacher</u>	<u>XX.XX.XX</u>	<u>M</u>



		<p>chosen mode of transportation, e.g., taking medication on an aeroplane.</p> <ul style="list-style-type: none"> The school ensures a <u>Critical Incident During a School Trip Risk Assessment</u> is conducted prior to any school trip. 				
Travel planning		<ul style="list-style-type: none"> Staff ensure there is an available next of kin list for students and other supervising adults. The Head Teacher approves the travel plans prior to the trip. An itinerary is created by the Trip Leader and distributed to all relevant staff members, students, and parents before travelling. The Trip Leader ensures that approval has been sought from the relevant authorities, e.g. the LA, where necessary. The Trip Leader ensures that the school has appropriate travel insurance, and informs parents and students to organise additional, suitable travel insurance. The Trip Leader also ensures that members of staff know to organise their own travel insurance. Where necessary, students and staff obtain health insurance and visas. The Trip Leader informs all group members about the potential risks involved during travel and obtains written consent from parents before allowing students to attend. 				



		<ul style="list-style-type: none"> • The Trip Leader ensures that the costs of travel have been accurately calculated. Where necessary, parents are provided with a letter detailing the costs. • The Trip Leader ensures that only reliable services are used during the planning process, preferably one the school has experience working with. • The Trip Leader ensures that at least two members of staff attending are first aid trained. • Student medical information and how medication must be administered must be obtained by the Trip Leader a minimum of one week before the trip commences. • A list of the staff and students travelling is kept in the <u>school office</u>. • The Trip Leader ensures all necessary travel documents, e.g., passports, are in date and have the minimum amount of time left before expiry that is required to travel. • The Trip Leader makes photocopies of all attending students' travel documents, and these are kept in line with the <u>Records Management Policy</u> and <u>Data Protection Policy</u>. • The Trip Leader sets a time by which must arrive at the school, which is communicated to all relevant staff and parents. • Attending students and staff are given a 'trip pack' containing all travel details. 				
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		<ul style="list-style-type: none"> • Where necessary, the weight of all luggage is checked before departing the school. • The Trip Leader consults with the SENCO during travel planning to ensure that appropriate consideration is given to students with SEND. • The Trip Leader ensures that appropriate consideration is given to students with specific medical conditions during travel planning. 				
Travelling to the mode of transport		<ul style="list-style-type: none"> • Students are advised to wear sensible and comfortable shoes and clothing for the duration of the journey. • The Trip Leader ensures that all relevant risk assessments have been completed regarding how the group intends to travel to the main mode of transport, e.g. minibuses or overnight stays before flights. • The Trip Leader ensures that all students and staff have their travel documents with them before departing the school, and that photocopies have been made and stored safely. • The Trip Leader ensures that students' luggage is checked for any unauthorised items, e.g., liquids. • Students are responsible for looking after their own luggage, if appropriate. • Supervising adults conduct regular checks to ensure students' luggage remains accounted for. • Students are permitted to bring food and drink with them on the journey. 				



		<ul style="list-style-type: none"> • Students and their parents are made aware of the time of departure from the school ahead of time. • Students and their parents are informed that if the student misses the arranged transportation to the main mode of transport, e.g. the airport, they must make their own arrangements to meet the group at the main mode of transport if they still wish to attend the trip. 				
Preventing injury to passengers		<ul style="list-style-type: none"> • Students do not run or jump at any time while on the chosen mode of transport, and are instructed to remain seated at all times when the mode of transport is in motion. • Where stairs are provided, all group members will use the handrails when going up or down the stairs. • The Trip Leader ensures that students are aware of the increased hazards of the chosen mode of transportation. • Students will follow the school's Behaviour Management Policy at all times. • Group members are instructed to use seatbelts at all times during the journey. • Modes of transport without seatbelts are avoided if possible. • Aisles and emergency exits are kept clear from obstructions. • Appropriate arrangements are in place to accommodate wheelchair users. 				



Travel sickness		<ul style="list-style-type: none"> The Trip Leader communicates with students and staff members before departure to identify individuals who may suffer from travel sickness. Known sufferers are identified and seated near the front of the vehicle or close to the toilet. Sick bags are taken on the journey and provided to any group member who requests one. The Trip Leader ensures that a sufficient amount of water is taken on the trip and provided to group members who request it. 				
Toilet use		<ul style="list-style-type: none"> Students ensure they inform the Trip Leader when they go to the toilet while on the chosen mode of transport. Where modes of transport will not provide toilets, e.g., a minibus, students are informed of this ahead of time and are encouraged to go to the toilet before boarding. 				
Safeguarding		<ul style="list-style-type: none"> The school's <u>Safeguarding and Child Protection Policy</u> is adhered to at all times. Students are made aware of what to do if they are approached by a stranger or separated from the group. Any safeguarding concerns or incidents that occur during travel or on the school trip are recorded as soon as they occur, and reported to the DSL immediately upon return to the school. 				
Lost group members		<ul style="list-style-type: none"> Where appropriate, large groups are divided into smaller groups with adequate supervision that maintains the staff:student ratios. 				



		<ul style="list-style-type: none"> Name checks are conducted at each rendezvous or stop point. The Trip Leader ensures that boarding and leaving the transportation is carefully supervised by a staff member. The Trip Leader will conduct a head count before and after boarding the transportation. Students are made aware of where they should go and who they should speak to in the event that they become separated from the group. Where appropriate, roll calls of students will be called at set intervals throughout the journey. Students are provided with the contact details of the supervising adults attending the trip, e.g., mobile phone numbers. Supervising adults will be provided with contact details of attending students, e.g., mobile phone numbers. A buddy system is utilised to ensure that students are never left alone. 				
General public		<ul style="list-style-type: none"> All students are made aware of the school's behaviour expectations. All students are instructed to be polite to members of the public. All students are reminded that they are representing the school and so should behave accordingly in line with the <u>Behaviour Management Policy</u>. 				



		<ul style="list-style-type: none"> Where possible, seats are booked in advance and group seating is secured. 				
Student behaviour		<ul style="list-style-type: none"> Students adhere to the school's <u>Behaviour Management Policy</u> at all times. The Trip Leader sets clear behaviour expectations for all students. When deciding which students will be permitted to attend the trip, behaviour logs are reviewed so that any behaviour issues can be identified. Students who misbehave during the trip will be closely monitored by staff and disciplined in line with the school's <u>Behaviour Management Policy</u>. 				
Emergencies		<ul style="list-style-type: none"> All emergency contacts are up-to-date. The Trip Leader is aware of all known medical conditions, SEND and behavioural conditions. Student medical information and how medication must be administered must be obtained by the Trip Leader a minimum of one week before the trip commences. In the case of accidents and injuries, the school's <u>Health and Safety Policy</u> and accident reporting process will be followed. If an emergency occurs, staff and students will follow the procedures specific to the chosen mode of transportation, e.g. in-flight safety instructions. 				



		<ul style="list-style-type: none"> The school's Off-site Emergency Plan will be followed where necessary. 				
Travel by coach						
Driving		<ul style="list-style-type: none"> Written assurance is obtained from the coach company stating that the driver has: <ul style="list-style-type: none"> ○ Been checked and vetted appropriately. ○ A full, current Passenger Carrying Vehicle (PCV) license. ○ Not received past convictions for driving offences. ○ No pending prosecutions for driving offences. ○ Adhered to strict working hours. ○ Been prohibited from using mobile phones whilst the coach is in motion. If any inappropriate driving is displayed by the driver, or the Trip Leader has reason to believe the driver is unfit to drive, the Trip Leader voices concerns to the driver. If the Trip Leader feels that the group is at risk, they ensure that the coach is stopped and contact the coach company to voice concerns and/or ask for a new driver. 				
Defective vehicles		<ul style="list-style-type: none"> Only reputable companies are used, preferably a company that the school has used before and developed a good working relationship with. Written assurance is obtained from the coach company that they have the following in place: <ul style="list-style-type: none"> ○ A current Public Service Vehicle (PSV) Operator's license ○ Appropriate insurance and tax 				



		<ul style="list-style-type: none"> ○ Regular assessments by the Vehicle and Operator Services Agency (VOSA) ○ Confederation of Passenger Transport membership, or a similar national organisation that monitors standards ○ A suitable replacement vehicle available in the event of a breakdown ○ Current MOT certificates ○ Full service history ○ Working seatbelts for all seats ○ Fire extinguishers and first aid kits ○ Emergency exits that are checked daily 				
Stop-off points		<ul style="list-style-type: none"> ● Group members are informed in advance of the purpose and timing of any stops. ● All students are made aware of how and where to contact staff members. ● The Trip Leader conducts head counts before and after each stop. 				
Luggage		<ul style="list-style-type: none"> ● Small bags are stored safely and securely either in the overhead compartments or underneath seats. ● Large bags are held in the coach's luggage compartment. ● All bags are checked by a supervising adult prior to departure. ● Supervising adults prompt students to check they have all their possessions and luggage before disembarking the vehicle. 				



Travel by aeroplane						
Problems with the flight		<ul style="list-style-type: none"> • A trip-specific procedure is created for if a flight is missed, cancelled, delayed or redirected, and this is circulated to all relevant staff members and attending students' parents. • A procedure is created for if a group member is denied access to leave, or enter, the country, and this is circulated to all relevant staff members and attending students' parents. • Where possible, the school uses priority baggage so that risks of there being no room for luggage are mitigated. • The school only uses travel agents with ATOL protection. 				
Navigating the airport		<ul style="list-style-type: none"> • All staff attending the trip ensure that students understand what is expected of them when they go through airport security. • Staff lead by example at all times. • Once students are through security, they are permitted to purchase food and drinks if appropriate and time allows. • The Trip Leader implements a register system, e.g., allocating each student a number that they shout out in turn, to ensure students' safety. • Students are instructed to be aware of their surroundings so that they do not obstruct anyone or put themselves or others in harm's way. • Appropriate staffing ratios are observed in the airport at all times. 				



		<ul style="list-style-type: none"> Students are permitted to go into duty free, if appropriate. 				
Personal safety		<ul style="list-style-type: none"> Students are informed that they must board the aeroplane and find their seats sensibly. Students are permitted to purchase food and drink during the flight. Students are instructed that they must watch, pay attention and adhere to the in-flight safety instructions given by the flight attendants. Students are informed that they should keep hydrated and eat, especially throughout longer flights. Students are instructed to wear their seatbelts at all times. Students are given contact details for all relevant staff members, e.g., the Trip Leader. 				
Illness on flight		<ul style="list-style-type: none"> The school's <u>Supporting Students with Medical Conditions Policy</u> is adhered to throughout the flight. Parents inform the Trip Leader of any known problems, e.g. fear of flying, and students are supported accordingly. The Trip Leader consults students, their parents, and doctors where appropriate, on what provisions the school can implement to support students with any medical issues. Sickness bags are provided for every group member. Nervous flyers are seated near supervising adults. No student is permitted to sit alone or separately from the group during the flight. 				



		<ul style="list-style-type: none"> The school's Administering Medication Policy is adhered to throughout the flight. Where appropriate, staff members inform the flight attendants of any medical issues, and ask for assistance if necessary. 				
The flight		<ul style="list-style-type: none"> Students are instructed to listen to and follow all instructions from the flight attendants in all circumstances, e.g., the unlikely event of a crash or attack. Students are advised to keep to themselves, remain well fed and hydrated throughout the duration of the flight. If there is a medical emergency on the flight, students are instructed to remain seated, calm and quiet, and to follow any instructions from the flight attendants. Students are instructed to remain seated with their seatbelts on if turbulence occurs during the flight. Staff and students take care handling any hot food or drinks. The Trip Leader takes first aid equipment in their hand language, in line with the airline's regulations. The Trip Leader informs the airline of any severe allergies that group members have. Students are advised to bring something to entertain themselves during the flight, e.g., books. Staff members check that students have collected all of their possessions and luggage before disembarking the plane. 				



Baggage claim		<ul style="list-style-type: none"> Students are instructed to behave appropriately around the baggage conveyor belt, and are disciplined in line with the school's <u>Behaviour Management Policy</u> for any incidents of misbehaviour. Staff members retrieve luggage from the baggage conveyor belt where appropriate. The school follows the airline's lost luggage policy where necessary. Supervising adults will check that all luggage is clearly labelled. A procedure is created for if the airline has caused any damage to luggage, e.g. appropriate insurance. 				
Long-haul flights		<ul style="list-style-type: none"> Students are informed of the risk of deep vein thrombosis (DVT) and are advised to purchase compression stockings if these are not provided by the airline. Students are provided with a variety of exercises that they can do to minimise the risks of DVT. Students are advised to go for walks to stretch their legs, to minimise the risks of DVT. Students are advised to keep well hydrated and fed. Students are advised to bring something to entertain themselves during the flight, e.g. books. 				



Disembarking the flight		<ul style="list-style-type: none"> Students are instructed to wait until the aeroplane has stopped moving and the seatbelt sign is switched off before removing their seatbelt. Students are instructed to remain seated until other passengers have departed. Where appropriate, staff members assist students in collecting any luggage from the overhead compartments. Students are instructed to disembark from the aeroplane quietly and carefully. Students are instructed to wait at the bottom of the steps until the entire group has disembarked, remaining out of the way of other passengers. A register is taken to ensure that all students and staff members are present. Staff remind students of the behaviour expectations. Students travel from the aeroplane to the airport in line with the airline's safety precautions, e.g. by using pathways and shuttle buses. Shuttle buses are only boarded if there is sufficient room. Staff:student ratios are adhered to at all times. 				
Travel by ferry						
Navigating car parks and roads at the ferry terminal		<ul style="list-style-type: none"> The group remains seated in the vehicle until the Trip Leader advises otherwise. 				



		<ul style="list-style-type: none"> • A supervising adult stands at the door of the vehicle to ensure that there is no oncoming traffic as the students disembark. • Students are escorted to the ferry by a member of staff, and walk along designated pedestrian lanes. 				
Travelling on a vehicle ferry		<ul style="list-style-type: none"> • The Trip Leader closely supervises the disembarkation of students from the vehicle onto the deck. • Students exit the vehicle before the ferry departs, or remain on the vehicle throughout the duration of the journey where permitted. • The Trip Leader decides whether students can separate to allow some to remain in the vehicle throughout the journey while others do not, ensuring that staff:student ratios are adhered to at all times. • Students are not permitted back on the vehicle during the journey until time for disembarkation. • The Trip Leader conducts a register or head count on the vehicle before leaving the ferry. 				
Boarding the ferry		<ul style="list-style-type: none"> • Where the group comprises of more than seven students, the Trip Leader will advise ferry staff and, where possible, arrange for priority boarding. • Handrails are used where provided during boarding. • Group members walk in single file while boarding. • Students are told to board the ferry quietly, calmly, and to never run or push past others. 				



Safety onboard		<ul style="list-style-type: none"> • The Trip Leader notifies the ferry's information desk of the group's presence. • Students are shown where the information desk is located and advised to wait there if they need any assistance or become separated from the group. • Students are instructed to remain calm and quiet throughout the journey, and to pay attention to the ferry's safety procedures. 				
Accidents during the journey		<ul style="list-style-type: none"> • Students are only permitted to go onto open decks where appropriate and supervised by an adult. • Students are instructed to never sit, stand or lean on handrails. • Students are instructed to stand away from ropes and bollards. • The Trip Leader brings first aid equipment onto the ferry. • Students are informed that they must adhere to the instructions of the ferry crew and captain at all times. 				
Falling overboard		<ul style="list-style-type: none"> • Students are not permitted to go onto the open deck area if the sea is rough or weather is particularly bad. • Ferry crew and the Trip Leader will brief students on the prohibited areas of the ferry. • Where students are permitted onto the open deck, a supervising adult remains with them at all times. • Any student misbehaving on the open deck, or behaving in a way that poses risks to themselves or others, will be immediately escorted below deck by a supervising adult and 				



		<p>disciplined in line with the school's <u>Behaviour Management Policy</u>.</p> <ul style="list-style-type: none"> • In the event that a group member falls overboard, the ferry crew are immediately alerted and the ferry's emergency procedures are followed. • Students are informed that, in the even a group member falls overboard, they are in no circumstances permitted to attempt to rescue the individual, e.g., by jumping in after them. 				
Night-time crossings		<ul style="list-style-type: none"> • The Trip Leader establishes a specific meeting point on the ferry and ensures that at least one supervising adult is posted there throughout the day. • At least <u>one</u> staff member is available at night-time. • The Trip Leader ensures that group members pay attention to overnight safety instructions from the ferry crew. • Where possible, cabins and/or reclining seats will be booked in advance in a single block on the same deck. • Students are not permitted to leave their cabins after <u>9pm</u> until <u>8am</u> the following morning. • Supervising adults will patrol corridors outside of cabins throughout the night to ensure students remain in their bunks. • Students are instructed to remain quiet and cause minimal noise throughout the night. 				



Disembarking the ferry		<ul style="list-style-type: none"> The Trip Leader conducts a register before the ferry arrives at the terminal, and again once the group has finished disembarking. Where the group comprises of more than seven students, the Trip Leader will advise ferry staff and, where possible, arrange for priority disembarkation. Handrails are used where provided during disembarkation. Group members walk in single file while disembarking. Students are told to disembark the ferry quietly, calmly, and to never run or push past others. 				
Travel by train						
Train platforms		<ul style="list-style-type: none"> All supervising adults ensure that students remain in an orderly group and stand well back from the edge of the platform until boarding the train. The Trip Leader conducts a register or head count before and after boarding the train. A procedure is created in the event that the train is overcrowded or there are issues with seating arrangements. 				
Train in motion		<ul style="list-style-type: none"> Students are instructed to remain in their seats throughout the duration of the journey, with the exception of going to the toilet or asking a supervising adult for assistance. Students are instructed to remain calm and quiet while on the train. 				



		<ul style="list-style-type: none"> Where appropriate, students are allowed to bring food and drink onto the train, or to purchase food and drink from the train's services. Group members handle hot food and drink with care while the train is moving, and clean up any spillages immediately. Students are instructed not to lean out of open windows or touch any exterior doors or controls. Any students misbehaving are disciplined in line with the school's <u>Behaviour Management Policy</u>. 				
Luggage		<ul style="list-style-type: none"> Supervising adults assist students in lifting luggage on and off the train, and onto luggage racks. The Trip Leader checks that all luggage has been securely stored on the train and that, where possible, heavy items are placed on low racks at the end of the carriage. Supervising adults ensure that any luggage students keep with them at their seats does not cause an obstruction to the carriage aisle. 				
Emergencies		<ul style="list-style-type: none"> Students are instructed to pay attention to and adhere to the train's safety procedures. Supervising adults will ask for assistance from train staff members if needed. The Trip Leader carries first aid equipment onboard the train. Students are instructed to remain in their seats where appropriate, until given further instructions by the Trip Leader or train staff. 				



Appendix 9: Student Data Sheet

Number	Name	Permission for trip	Emergency treatment permission	Medical condition	Dietary requirements	FSM	Transport home	Emergency Contact 1	Emergency Contact 1
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