Educational Visits Policy

Weaverham High School

Approved by:	Governing Body	Date 7th October 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

Designated Lead	GM – Assistant Headteacher, EVC (SLT Strategic lead)

Rationale

Weaverham High School believes that educational visits and off-site enrichment activities are integral to the wider personal and academic development of every pupil, allowing them to gain social and cultural capital that prepares them to 'Aspire To Inspire' and 'become the best version of you' – in line with the school's ethos.

We are justifiably proud of the high volume, frequency and extensive range of educational visits provided at Weaverham High. Appropriately planned visits enhance learning, raise attainment and promote pupils' spiritual, moral, social and cultural development.

Our commitment to the value of off-site educational and enrichment activities is what makes Weaverham High School an aspirational, inclusive and special learning environment for our pupils.

The benefits to pupils of taking part in visits and learning outside the classroom include (but are not limited to):

- Improvements in their ability to cope with change.
- Increased critical curiosity, resilience and 'breaking (physical, social and / or psychological) barriers'.
- Opportunities to develop positive physical, mental and social wellbeing via enjoyable, active and creative tasks, developing learning relationships and friendships.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils become active participants - not passive consumers of curriculum related knowledge - and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' learning in context and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Employer's Policy

This Policy reflects Edsential UK's (LA's Quality Assurance agency) broader Policy & Guidance for Educational Visits

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

Our policy:

- Adopts OEAP National Guidance www.oeapng.info (as recommended by Edsential).
- Follows Edsential's Policy and Guidance for Educational Visits.

All staff are required to plan and execute visits in line with school policy (i.e. this document and Edsential's Policy and Guidance for Educational Visits). Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Educational Visits

This Policy uses the OEAP definition for educational visits as being:

- Any occasion when a young person takes part in a structured and employee-led learning activity which is carried out beyond the boundary of the normal operational base, but excepting the following:
  • Where establishments operate on a split site.
  • Work experience placements.
  • Physical Education: only the journey to and from the venue is covered by national guidance. The activity supervision should be that required or recommended by specialist PE guidance, such as that provided by the employer and Association for Physical Education (AfPE).

Definitions

- 'In loco parentis' means that the group leader of any school trip or educational visit has a duty of care over the pupils in place of a parent.
- 'School trip' means any educational visit, foreign exchange trip, away-day or residential holiday organised by the school which takes pupils and staff members off-site.
- 'Residential' means any school trip which includes an overnight stay.
- Activities of an 'adventurous nature' include, but are not limited to, the following:
  • Trekking • Caving • Skiing • Water sports • Climbing

  The principles outlined in this Policy, Edsential's Policy & Guidance (using OEAP NG) must be followed for all activities that meet the above definition.

The Status of OEAP National Guidance

OEAP National Guidance has been formally adopted by Edsential/LA as the management system and guidance to be used by all schools in the management, delivery, and review of all educational visits.

National Guidance starts from three basic principles:

- Well planned and facilitated opportunities to learn in the real world, away from the classroom, and to experience adventure helps to improve the lives of young people.
- Delivering learning outside or off-site does not need to be more difficult than delivering it inside a classroom. Planning and management should, therefore, be practical, proportionate, and non-bureaucratic.
- The key to effective and successful outdoor learning and off-site visits is:

'The right leaders doing the right activities with the right young people in the right places at the right times.'

OEAP NG is comprehensive and extensive; there is no benefit to be derived from repeating its content in this Policy. It is expected that Head Teachers, Educational Visits Coordinators, Visit Leaders and other relevant school staff will familiarise themselves with OEAP NG content and keep themselves appraised of any developments relevant to their area of responsibility.

OEAP NG and Edsential's Policy & Guidance on Educational Visits document provides information on a broad range of topics relating to educational visits, however, this Policy only highlights those key elements that relate to health and safety management.

Clarification of Roles

Role of the Educational Visits Coordinator (EVC)

Weaverham High School EVC (SLT Strategic Overview): Mr G Makin (Assistant Headteacher)

Weaverham High School EVC (Operational Overview): Mr J. Goodall (from September 2022)

The EVC will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters and will check final visit plans before submitting them to the Head. EVC's key functions are to:

- Be a champion for all aspects of educational visits and outdoor learning.
- Challenge colleagues across all curriculum areas to use educational visits and outdoor learning effectively to provide a wide range of outcomes for children and young people and contribute towards school/establishment effectiveness.
- Support/oversee planning so that well considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable, and memorable educational visits/outdoor learning.
- Mentor leaders and aspirant leaders, supporting their ongoing development and training and sample monitor their activity to identify any further training needs.
- Ensure that planning complies with this Policy and OEAP NG requirements and that the arrangements are ready for approval within agreed timescales.
- Support the school's Principal and/or Governors in approval decisions so that all those with responsibility have the competency to fulfil their roles.
- Ensure that every activity is evaluated against its aims for learning and development, that good practice is shared, and any issues are followed up.
- Ensure that Safeguarding arrangements and procedures are followed for each trip.
- Keep the school's Senior Leadership Team and Governors informed about the visits taking place and their contribution to education outcomes.
- EVCs must have completed an OEAP EVC training course and have this refreshed every three years.

Role of the Visit Leader

Visit leaders are 'in loco parentis' and have a duty of care to all pupils on the trip.

They are responsible for the planning of their visits and ***submitting visit details form via Evolve (30 days before the departure date),*** as well as supporting Karen Bryer (Extended Services Coordinator) in completing all trip paperwork and submission to the relevant EVC (via Evolve).

They should obtain outline permission for a visit from the Headteacher and EVC (GM) prior to planning and certainly before making any commitments.

Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

A Visit Leader's key functions are to:

- Consult school policy and practices relating to Educational Visits via Educational Visits Sharepoint Folder
- Be competent to carry out the lead role for the specific activity.
- Be able to use the chosen environment or venue(s) to provide a wide range of learning or development outcomes.
- Liaise with the school's Educational Visits Co-ordinator (EVC) to ensure that visits have clear aims and are planned to appropriately balance benefits and risks.
- Ensure that there is effective supervision.
- Take the lead on risk management.
- Responsible for the planning of their visits, taking a proactive role in trip promotions, ensure timely communications and facilitate general trip administration, as and when necessary.
- S***ubmitting visit details form via Evolve (30 days before the departure date).***
- Define the roles and responsibilities of other leaders (and participants) to ensure effective supervision, appointing a deputy wherever possible.
- Ensure that child protection issues are addressed by consulting the Safeguarding Team. For residential trips, Trip Leaders **MUST** have a safeguarding briefing from a member of the Safeguarding Team relating to any safeguarding issues and strategies to support.
- Provide relevant information to other leaders including the aims and how they can contribute to achieving these, the location, the participants (age, health information, capabilities, special needs, safeguarding and behavioural issues).
- Ensure that informed parental consent has been obtained as necessary – see Karen Bryer.
- Provide relevant information to parents and participants and arrange pre-visit information meetings where appropriate.
- Ensure an accurate register of attendees is left with school office prior to departure.
- Make sure there is access to first aid at an appropriate level. There **MUST** be a First Aider on all school educational visits in line with Edsential's latest guidance (2022). First Aid kits must be taken and returned accordingly. These are available from KB in the school office.
- **Staff accompanying pupils on school trips need to have undertaken Allergy training – in line with school and statutory CPD programmes. Epipens and other allergy related medication should always be available in case of emergency.**
- Ensure that all leaders and any third-party providers have access to emergency contact and emergency procedure details for both students and staff.
- Evaluate all aspects, both during and after the event.
- Report any accidents, incidents or near misses to the relevant teams e.g. Safeguarding Team on CPOMS, Pastoral teams, parents /carers.
- Ensure that they are clear and understand the schools Emergency Procedures.
- Ensure that they are clear and understand the schools Safeguarding protocols.

Role of Headteacher

The Headteacher is responsible for:

- The day-to-day implementation and management of this policy.
- Appointing an Educational Visits Coordinator (EVC), liaising with the governing board as necessary to ensure the correct appointment is made.
- Liaising with the Educational Visits Coordinator, Visit Leader and Extended Services Coordinator in communicating information regarding any planned trips to parents.
- Liaising with the governing board regarding the organisation of extracurricular trips and activities, including settling any disputes.
- Being part of the approval process for extra-curricular trips and activities via initial application and Evolve submission.
- Ensuring the Educational Visits Coordinator is competent to oversee the coordination of off-site education and arranging for training to be undertaken as necessary.
- Completing relevant administration via Evolve including arrangements meet policy criteria (e.g. risk assessments for extracurricular trips and activities).
- Ensuring suitable safety measures are in place prior to each trip or activity.
- Overseeing the work of the Educational Visits Coordinator, ensuring a whole-school approach is adopted when planning and coordinating extracurricular trips and activities.
- Ensuring there are contingency plans in place in the event of a member of staff being absent on the day of the trip or activity.

The final decision on whether or not an educational visit has been adequately planned and arranged, and that sufficient contingency arrangements are in place, rests with the Headteacher, who must be satisfied that this Policy and OEAP NG has been followed.

Role of Board of Governors

The governors' main role is to 'enable and ensure'; otherwise described as being a "critical friend". They will ensure that the school is following this policy and Edsential Policy & Guidance (including OEAP NG).

Governors are responsible for:

- The overall implementation of this policy.
- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the Trust's Complaints Procedures Policy.
- Ensuring educational trips and visits positively impact on pupils' lives, teaching them new life skills and providing new experiences.
- Promoting good safeguarding practices to ensure the safety of pupils when partaking in extra-curricular trips and activities.

Visit Planning and Risk Management

Planning Visit

Educational Visits can be broadly divided into two categories:

Standard (e.g. Local Area Visits) - Routine visits that involve no more than an everyday level of risk and are covered by establishment procedures and policies. Such visits should require minimal planning or preparation beyond what is needed to make best use of the learning opportunity. In a school context, they are simply lessons in a 'different' classroom. Example – academic visit / reward trips.

Enhanced (e.g. Outside of Local Area) - Visits requiring additional planning, and some level of specific risk assessment. A visit moves into this category because one or more aspects cannot be managed adequately by existing procedures and policy. This may be due to distance from the establishment, the nature of the activities, the environment or venue(s), the nature of the particular group, the need for specialist leader competencies, or any combination of these. For some visits this will involve detailed planning over an extended period of time. The additional steps needed to manage these aspects should be identified and recorded. Example – residential trips / high risk activities such as ski trip.

It is important that sufficient time is allocated to the preparation and planning of a visit which will be dependent on whether it is a standard trip or an enhanced trip.

Planning Trip Permission

Before completing a Risk Assessment or confirming any bookings the trip Leader must have gained permission for the trip by the Headteacher.

This can be made by completing the Google Form which can be found by following the link in the weekly staff bulletin.

- Staffing for trips, as well as pupil numbers should be confirmed as part of the google form application process.
- Trip leaders will need to ensure they have factored in the staffing implications of cover particularly for day trips.
- Staffing for residential trips also need to be carefully considered as it is likely that such events happen during half term breaks.
- Trip leaders will need to ensure staff supporting the trip are made aware of this half term commitment.
- Trip leaders will also need to ensure the opportunity to attend residential trips is open to all staff. In the event that the number of staff volunteering to attend exceeds the number required, a further discussion with staff will be had to agree places.
- Where necessary, staff places will be allocated on a fair and transparent basis. When recruitment from school staff is not an option, support from appropriate adults outside the organisation will be considered. These adults will all undergo the appropriate safeguarding and DBS checks in line with school policy – See vetting section below

This will allow all school calendar dates to be reviewed weekly by SLT in order to keep abreast of events and manage any potential issues with date clashes.

Purpose of Trip

Aim - The aim of all Educational Visits is to provide students with high quality learning. Trip Leaders should be clear about the educational aims of the visit.

Appropriate - Trip Leaders must ensure that the activity is appropriate for the students on the trip whether this be age appropriate or ability level or culturally acceptable.

Differentiated - Activities should be adapted to present learning challenges at different levels appropriate to different group members to take on different roles.

Checking Providers

Evidence **must** be supplied that providers/venues have relevant licences, competence and instructors are qualified. Where possible trips leaders should use organisations that possess the Learning Outside the Classroom (LOtC) Quality Badge or The Adventure Activities Licensing Authority (AALA). Please refer to OEAP NG document 4.4h 'Using External Providers' for further clarity.

Risk Assessments

Once permission has been granted by the Headteacher, a Risk Assessment **MUST** be submitted to the relevant EVC via Evolve using the WHS Risk Assessment Form, along with the visit details form.

Planning is ideally best done as a staff team, so that all staff involved can contribute to the discussion of issues and ideas, and where all staff understand the agreed plan.

A competent member of staff must prepare a written Risk Assessment which is suitable and sufficient for each educational visit. However, wherever possible, utilising and editing the host venue's own Risk Assessment(s) (and ensuring customisation) is appropriate. These should be attached to the Evolve form along with Weaverham High Risk Assessment.

When using external providers Trip Leaders must request up to date copies of any provider's risk assessments and written evidence that supervisors and instructors are qualified and competent and that any relevant activity centre has a licence.

Risk management, in the context of outdoor learning and off-site visits, involves a **risk-benefit assessment,** as opposed to the standard risk assessment process used across health and safety. We cannot have all the benefits without the risks. We can eliminate all the risks only by stopping the activity – but we then lose all the benefits. **Risk management is not about eliminating risk – it is about reducing it as low as reasonably practicable and deciding if this is acceptable in order to gain the benefits.** It is a two-stage process:

1. The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved.

2. The implementation of a plan to best realise these benefits, using professional judgement to ensure that the level of risk does not exceed that which can be justified by the benefits.

In carrying this out (and in line with Edsential EVC best practice guidance) the following **'SAGED' variables must be considered in the planning, management, and delivery of visits:**

- **S**taffing: who is needed/available? The plan must work within the limits of available staff numbers, abilities and experience. See previous section under google form link
- **A**ctivities to be undertaken: what do you want the group to do and what is possible?
- **G**roup characteristics: prior experience, abilities, behaviour and maturity, any specific or medical/dietary needs.
- **E**nvironment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base.
- **D**istance: take into account distance from base; how far from the school site is the activity?

Risk Assessments are effectively aiming to ensure that all visits and adventure activities comply with 'SAGED'. Following prompts on the WHS Risk Assessment Form, they should include the following as a minimum:

- Designated person in-charge of First Aid
- Lost Child procedure
- Safeguarding and SEN issues – especially supporting pupils with particular medical conditions
- Ratio/supervision detail of children (especially if remote)
- Transport/travel arrangements
- Code of conduct for students
- Site specific risks/hazards
- Leaders competences/qualifications

Equitable Provision for All

In the interests of fairness and equity of provision, places on limited place residential trips are secured on 'first reply, first served' basis. Parents will be able to reply and/or confirm their child's interest in attending trips/visits via Google form, rather than the previous return of a paper slip. This allows for more equitable provision for all via increased transparency and accuracy of place allocation - especially on trips that are populated on a first come first served basis and that may also be heavily oversubscribed. In a further attempt to maximise the opportunity of gaining a place

We will also aim to schedule parental emails (containing residential trip 'sign-up' information) to send in the evening (8pm). This supports equitable provision for those who do not have/cannot access emails during the day.

The school recognises that not all educational visits can be offered to all pupils, with some educational visits targeted at promoting the academic and personal development of specific pupil cohorts (e.g. year group rewards trips based off pre-determined criteria, subject specific visits such as MFL focused exchange visits, Oxbridge visits etc). However, for school trips and visits that are not subject specific and where the intent is 'enrichment based' - such as Ski trips, Water Sports etc, these trips should be promoted to all pupils in targeted year groups. Selection criteria, in the instance of trips being over-subscribed, should consider the following:

- Confirmation of interest/deposit payment
- Behaviour record
- Safeguarding concerns
- Potential risks to pupils and staff
- Raising aspirations of pupils in terms of relative progress, attainment and specific needs

The Headteacher reserves the right to exclude a pupil from a visit on behavioural, medical and/or safeguarding grounds.

Staffing / Supervision

Competence

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

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.

- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Headteacher and EVC will take in to account 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 pupils, the venue, and the activities to be undertaken.

Volunteers - Vetting and Disclosure and Barring Service (DBS) Checks

For extensive guidance on the application of vetting and DBS checks, please refer to OEAP NG document 3.2g 'Vetting and Disclosure and Barring Service (DBS) Checks'.

Ratios and Effective Supervision

Our staffing ratios will be determined by the type of trip, start and end time of the trip, the group of students and their needs, and the staff members on the trip.

Please refer to **Edsential's/LA recommended ratios** of **1:10 overnight** residential, **1:15 minimum** for day visits for Y7 (1:15 ratio advisable for Years 8-11 unless context of visit/activity allows for higher ratios – please check ratios with EVC prior to Evolve submission) and OEAP NG document 4.3b 'Ratios and effective supervision'.

The Trip Leader must ensure that the staffing of visits enables leaders to supervise young people effectively. Decisions about the staffing and supervision should take into account:

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

Pupils with SEND

Where possible, activities and visits will be reasonably adapted to enable pupils with SEND to take part. Where this is not possible, due to risks outweighing benefits to both individual pupils with SEND and the operational running of the trip/activity, an alternative activity of equal educational value should be arranged for all pupils. Pupils with SEND should be accompanied by a responsible adult during the extracurricular trip or visit.

Pupil Premium

We recognise the important role that Educational Visits and Enrichment activities play in building social and cultural capital of our students. As a result, we aim to make all enrichment activities and educational visits equitable for all pupils. As a result, where and when possible, we look to fund

percentage or whole costs for Pupil Premium students and their families to support access and overcoming financial barriers to engagement.

External Providers Staffing

Please refer to OEAP NG document 4.4h 'Using External Providers'.

The provider's safety policy, risk assessments and other written evidence must be checked at the initial planning stage. One of the items to check is that all provider staff who will possibly come into contact with pupils have been vetted in accordance with the safer recruitment policy.

There may be times when provider staff will be primarily responsible for the pupils. These times (and in what circumstances) must be set out and agreed at the start of the visit. Pupils must know who is in charge at any given time. The Party Leader and all trip supervisors must be especially careful when transferring pupils take place, so that there is no diffusion of responsibility.

When the role of Activity Leader has been handed over to a provider, in most cases **it remains good practice for establishment staff to accompany the group during the activity.**

If, as in the case on some field trips, the visit is unaccompanied, then this must be made clear to parents and the Headteacher must be satisfied with all the safety procedures.

Remote Supervision

After careful risk assessment, guidelines must be laid down by the Trip Leader and clearly understood by all members of the group.

- The geographical area in which pupils must stay should be clearly defined.
- Pupils must be in groups – appropriate group sizes must be determined by the Trip Leader but must be **a minimum of four**.
- A time limit must be set in proportion to the age of the pupils, the time of day and any other relevant factor. Anyone who returns late should understand that they will be penalised. Before dispersal, pupils must be informed of the location where a staff member can be found during the whole of the period and exactly where to reassemble.
- If pupils are allowed to leave their residential accommodation, on leaving and returning pupils must register with employees and remain in groups of three or more.
  Pupils should be reminded that in the UK it is an offence for persons under 18 to buy cigarettes, alcohol and 'illegal substances'. Other laws apply abroad. Pupils must be clearly informed of the school's policy in connection with the consumption or use of these.
- Pupils away from home may strike up acquaintance with pupils from other school parties or people from the locality. This can be a problem if it leads to proposed meetings at times when the group is supposed to be engaged on organised activities or safely in their accommodation. **Pupils must be clear about the school's rules of conduct in this respect,** especially the use of social media sites.

Joint Trips with Other Schools

There should be one overall Party Leader and the Headteacher should be satisfied with the procedures in place for the partner school. The responsibility of employees of each school for the pupils of the other should be agreed and made clear to the pupils.

Trip Authorisation

Requests

1. Initial approval from CM and/or GM via completion of the Google Form that can be found in the link located in the weekly staff bulletin. **Trip leader to include requested dates, staffing and brief rationale**
2. Karen B to inform trip leader and GM of decisions made by CM and ZW to place on school calendar
3. See KB asap re ongoing trip admin
4. Trip leader add trip to Evolve (LAV form for local and non-adventurous CWAC trips)

Visit Approval: The final decision on whether or not an educational visit has been adequately planned and arranged, and that sufficient contingency arrangements are in place, rests with the Headteacher, possibly with the input of the School's EVC and Governors (if required) who must be satisfied that the Policy and Edsential's guidance has been followed.

The Educational Visit Form on Evolve must be fully completed prior to submission to EVC.

For a trip to be authorised, a Trip Leader **must ensure that they have complied with all the sections** within the Evolve visits application form and acted on any further information requested by EVC.

Reminder: Edsential require a minimum of 20 days to verify and approve all trips. This means that in order for school EVC and Headteacher to verify and submit to Edsential (via Evolve) then **the Evolve form should be submitted within a maximum window of 30 days prior to the trip and earlier when possible.**

Emergency Procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team (serious injury, fire, terrorist act). All staff on educational visits must be familiar with the plan.

- The Extended Services Coordinator must ensure that the Trip Leader and all staff on the trip has the relevant names and 24-hour contact information of the Emergency Contacts.
- During school hours in case of an emergency the school reception is to be contacted. Out of school hours two designated emergency contacts are to be decided (usually Headteacher and EVC).
- Emergency contacts will be the Headteacher and a member of the SLT (EVC - GM) or another experienced member of senior staff.
- Trip Leaders and all staff on the trip should read 'The OEAP Emergencies Guidance for Leaders' which details the immediate action and secondary action to be followed in an emergency.
- For enhanced trips the EVC will arrange a meeting with the staff on the Visit to ensure staff understand the procedures. Copies of Emergency procedures should be taken on all trips along with a first aid kit, a list of medical needs and school mobile phones (where appropriate pupils' mobile phone numbers should be collected).
- There **MUST** be a qualified first aider in every group and certainly for any enhanced trips. The requirements for first aid and administration of medicine should be included in the risk

assessment and in line with Edsential's best practice guidance of **a First Aider must accompany all educational visits.**

In the event of a major incident occurring, the Visit Leader must immediately notify the Headteacher who will have access to the emergency contact/escalation procedure. In the first instance, this requires that the Headteacher notifies the Education Director who will cascade information to all relevant parties as necessary.

Missing person procedure

The school places pupil and staff safety as its top priority when participating in school trips, either domestically or abroad. Before embarking on the trip, extensive risk assessments are undertaken in accordance with section six of this policy. Contingency plans (below) for missing person should be included within initial risk assessment, prior to submission to EVC.

- The trip leader will communicate with the venues of the school trips to ensure the correct group sizes are planned for each setting.
- When travelling with a pupil with SEND, the trip leader will ensure an adult is with them at all times and that the visit is adequately modified to suit the pupil's needs.
- Everyone on the trip will be provided with a contact info/mobile number for all members of staff, in the event they are unable to locate their group.
- All staff members and pupils will be required to carry mobile phones with them at all times.
- If a pupil doesn't own a mobile phone, they should be paired up with a pupil who has a mobile phone.
- Upon arriving at every venue, the trip leader will identify a rendezvous point where pupils and adults should go if they become separated from the rest of the group.
- Pupils and staff will wear school branded clothing (when appropriate), in order to make them easily identifiable.
- Regular head counts of all pupils and staff will take place throughout the day to ensure all persons are present at all times.

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

• The trip leader will ensure the safety of the remaining pupils and staff by taking a register to identify who is missing.

• The trip leader will immediately identify at least one adult to start looking for the person and another adult to contact them via phone, these people will look for the person until, where necessary, the police arrive.

• Where possible, the venue will be notified of the missing person to help ensure the person is found quickly.

• If the person cannot be contacted or located within 10 minutes, the local police or relevant authorities, e.g. the British Embassy, will be contacted.

Safeguarding Disclosures Serious Allegations, Incidents or Concerns

If a student makes a serious allegation or if a member of staff suspects or hears an allegation or concern of abuse on a trip, then they must follow the schools 'Safeguarding Children and Child Protection Policy' procedure below. All staff should:

- Listen carefully.
- Avoid asking leading questions.
- Re-assure the individual that the allegation/complaint will be taken seriously.
- Do not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain to the child that staff will only share the information with those who need to know to help the child. All staff should explain next steps and who the information will be passed to.
- A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report. Staff **MUST** contact the DSL as soon as possible and follow their guidance. This might include contacting the local police if a crime has been committed.
- For less serious allegations or incidents such as a breach of rules, staff should follow school protocols and procedures. Depending on the incident, on the return to school, staff should record it on CPOMS, contact relevant pastoral teams or contact parents/carers. If staff are in any doubt of how to deal with an incident, then the DSL MUST be contacted as soon as possible.

Charging

The Party Leader must make sure that any charges comply with school policy and the latest advice from the DfE (see Extended Services Coordinator for further details). The cost of staff places on residential visits should be included in the overall total and apportioned to students or borne by the department.

Inclusion

(Inclusion and the Equality Act 2010) The key principles for planning should be:

- Entitlement – the right to participate.
- Accessibility – direct or by realistic adaption or modification.
- Integration – participation with peers
- Integrity – the learning outcomes identified at the start of the planning process are not compromised or lost in the process or adapting the visit.

It is unlawful to treat a disabled person less favourably or fail to take reasonable steps to ensure that disabled people are not placed at a substantial disadvantage without justification.

The Headteacher reserves the right to exclude a pupil from a visit on behavioural, medical and/or safeguarding grounds. The decision to exclude should be made on the grounds of a specific assessment of risk. Care must be taken to ensure that the decision to exclude on the grounds of a medical risk does not contravene Disability Discrimination law, the Equality Act 2010 and the Children and Families Act 2014.

The Headteacher should seek LA guidance when contemplating such action.

The Headteacher will draw parents into the decision-making process at an early stage.

All Party Leaders are strongly encouraged to be familiar with Individual Medical/Health Care Plans of the affected students.

Insurance Requirements

For each school visit, the Party Leader should consult with KB (Extended Services Coordinator) and the Finance Office.

The school holds sufficient trip and activity insurance which covers the vast majority of educational visits/trips. With regards to any 'higher-risk' activities (winter/water sports/outdoor pursuits) or trips that may be planned for a period of weeks (**following Local authority recommendations) from 2023, a minimum of £10m liability should be sought.**

Parents/carers can request a copy of any insurance cover that has been arranged. The parental consent form notifies parents/carers that they may request a copy of any relevant insurance documentation.

Where the school is engaging an external agency, the Party Leader must ensure the adequacy of the insurance cover provided (in conjunction with KB and Finance Office).

Consent Forms

A relevant Parental Consent Form (PCF) must be completed for every 'mid-high-risk' (usually non-local /residential / O.E. trip). A pupil will not be allowed to participate in such visits unless an appropriate consent form for the above has been signed and returned by their parents/carers.

Parental consent is not required for local area, low risk visits that enrich the education experience for pupils (e.g. Weaverham Community Centre, Church / local primary school visits). However, it remains good and courteous practice to inform parents/carers of activities requiring pupils to be off-site. Staff coordinating such activities should ensure appropriate notification is provided to parents as far in advance as possible. This should be done via text/email/letter prior to the activity (see Karen B for templates).

Visit Specific Consent

There are situations where specific consent for a specific visit will/MUST be provided. These include:

- High Risk activities / visits involving third party provisions e.g. outdoor education centre.
- Trips that entail long distance travel.
- Trips requiring payment.
- Foreign trips.

In this case information about the visit can be provided to parents and their informed consent given on that basis, either in the form of a full, two-page paper consent form (residential visits), a paper reply slip from the bottom of a letter, or e-consent via their SCOPAY account.

Behaviour and Sanctions

- Normal school rules will apply on all school visits, which will be vigorously enforced, and breaches dealt with appropriately at the time under the Binary Behaviour Code. The Trip Leader will remind pupils of their responsibilities.
- It is essential that pupils be given clear instructions about their conduct and any rules relevant to the trip such as dress code, out of bounds or lights out.
- Breaches of discipline on visits should be reported to the relevant person in writing on return to school.

- Should a pupil's conduct be deemed to be so poor as to be intolerable and/or be a risk to the safety of pupils on the trip, he or she will be sent home or isolated.
- On residential trip if a pupil's behaviour is so poor as to need to send the pupil home, any additional costs should be met by the parents/carers, including those of an accompanying adult where the student is under sixteen years of age. In the instance of a serious breach of behaviour expectations during residential trips, parents/carers will be expected to collect their child from the venue at lead staff request.
- Parents/carers and pupils need to be fully informed about the range of sanctions which can be used on a visit; should either a pupil or parents/carers indicate that they are reluctant or unwilling to accept these sanctions, then the student/s will not be allowed to go on the visit.
- In the best interests of other students, accompanying staff and to protect the school's reputation in the local and wider community, ***Weaverham High School reserves the right not to allow any student/s to attend who may present a significant risk to their own and others' safety and enjoyment of the experience.***

Staff Conduct

Weaverham High sets the highest standards for all members of staff and as such staff should always act in a professional manner when supervising students on a school trip.

It is the responsibility of the Trip Leader to ensure that no member of the trip (pupil or staff) will participate in any activity that is likely to put any person in danger, or bring the School into disrepute, and this includes purchasing, consuming alcohol and 'illegal substances'.

No alcohol or illegal substances are allowed to be brought on any school trip.

Staff should continue to follow all school procedures on a school trip:

- If a safeguarding matter arises on a trip, this should be reported to the Safeguarding Team on CPOMS or if a serious incident arises the Trip Leader or a staff member must contact the Headteacher, EVC and/or the Safeguarding Team with immediate effect and they may be required to contact the police if a crime has been committed.
- If an accident happens on a trip, then an accident form should be completed and logged.
- If staff have to deal with poor student behaviour, then staff should follow the procedures outlined in the relevant Behaviour Policy and, where appropriate, staff should initially contact the Headteacher, EVC and relevant Pastoral Team for support and guidance.

Transport School / Hired Self-Drive Minibuses

- Only staff that have been approved by the Finance Office are allowed to drive minibuses. Drivers must have a completed Driver Declaration Form.
- Minibuses must be booked via form on 'Sharepoint'.
- Minibus keys must be signed in and out at the office.
- Minibuses are checked by the school regularly, but it is good practice for the driver to check the vehicle roadworthiness (check inside/outside). Buses should be cleaned inside if necessary after use and remove any litter left behind ready for next user.
- Driver Fatigue – **drivers should not drive for no more than 2 hours continuous driving** followed by **30 minutes rest,** maximum **6 hours** a day.
- The group should be assessed to whether another member of staff should accompany the group to supervise i.e. age of pupils, distance of journey, behaviour of pupils and competence of driver.

Post Visit Review

All educational visits require a post-visit review, the level of detail for which will vary depending on the complexity of the visit. Key questions that need to be answered for all visits are:

- What worked well?
- What didn't work so well?
- What lessons can be learned/what could we do differently going forward? For the most basic of visits, this can be covered by an email from the Visit Leader to the EVC (operational).
- EVC (operational) will then complete evaluation section on Evolve for each visit.
- For overseas residential trips, a formal meeting involving a wide range of employees involved in the visit may be required. It is essential that the planning and organisation stage is also included in this discussion as this is where issues often arise, for example visit paperwork being submitted to the EVC less than a week before the trip is due to commence.

Monitoring

As with any other areas of strategic and operational management, Educational Visits should be included in the periodic monitoring of school policies – including the Health & Safety policy.

EVCs should update their qualification every 3 years minimum and an annual audit of First Aid qualifications should be carried out (by the Office Manager) to inform need for re-verification and ensure the school has adequate First Aid provision to support Weaverham High's wide range of Educational Visits. Staff who are intending to lead educational visits, should take a proactive role, in conjunction with Office Manager) in ensuring they are/remain within (re) certification timescales.