



*Saint***GREGORY'S**
Bath

Educational Trips and Visits Policy 2023-24

Key Information

Title	Educational Trips and Visits Policy	
Prepared By	Sue King (Finance Manager) & Shelley Weeks (Finance Officer)	10.1.2022
	Matt Robinson (Educational Visits Co-ordinator)	27.6.22
Checked By	Matt Robinson (Educational Visits Co-ordinator)	17.1.23
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Version History

Version	Date	Amendments
V01.0	10.1.2022	First Issue for review – Prepared by EVC
V01.1	27.6.22	Updated and issued for approval to Governing Body
V01.2	17.1.23	Finalised and issued for approval to Governing Body
V01.3	20.11.23	Updates for approval to Governing Body

Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

These, often the most memorable learning experiences, help us to make sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. The hallmarks of an education at Saint Gregory's alongside the Lasallian Values encapsulate and inform the importance of learning outside the classroom for each young person.

The Principles of an education at Saint Gregory's:

- Aspiration
- Respect
- Responsibility
- Virtue

Lasallian Core Principles for education:

- Faith in the presence of God
- Respect for all
- Quality Education
- Concern for the poor/Social Justice
- Inclusive Community

Learning outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and where we learn, and how we can add value to the world through participation and encounter.

These experiences can take place in the school grounds, local nature reserves and wild places, city farms and parks, streetscapes, field study centres, farms and the countryside, remote wild and adventurous places, heritage and cultural sites, zoos and botanic gardens, places in the local community, places of worship, museums, theatres, galleries and music venues, and on cultural, language and fieldwork visits abroad.

This policy has been developed using National Guidance from the Outdoor Education Advisers' Panel (OEAP).

National Guidance starts from three basic premises:

1. Well planned and facilitated opportunities to learn in the real world, away from the classroom, and to experience adventure; help to improve the lives of young people.
2. 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.

3. 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.

Legal Responsibilities

Health & Safety at Work Act 1974 (as outlined by the OEAP)

So far as is reasonably practicable, the Health and Safety at Work etc. Act 1974 (HSWA) places different responsibilities on employers and employees.

- Employers are required to “ensure, so far as is reasonably practicable, the health safety and welfare at work of all employees” (section 2). In addition, employers must ensure, so far as is reasonably practicable, that others who may be affected (e.g. school students, visit or activity participants etc.) are not exposed to risks to their health and safety (section 3). So employers may be prosecuted under section 2 and/or 3 of the HSWA or under any of the associated regulations.
- Employees are required to ‘take reasonable care for the health and safety of themselves and others who may be affected by their acts and omissions at work’ and to cooperate with their employer (section 7). So individual employees may be prosecuted under section 7 of the HSWA for failing to take reasonable care or for failing to follow their employer’s policy and guidance.

In county schools the Local Authority (LA) is the employer whereas, as a VA school, the Governing Body is the employer at St Gregory’s.

Both organisations and individuals (including volunteer helpers), who assume a responsibility for the supervision of young people, take on a legal duty of care. This means that the law requires them to take reasonable care to avoid acts or omissions, which can be reasonably foreseen as likely to injure anyone that they ought reasonably to have consideration for. The law does not expect perfection or even best practice but simply reasonable care, or behaviour in accordance with that expected of an averagely responsible person or fellow professional.

This applies to all school trips & visits

- The level of care expected is that which a careful and prudent parent would take of his/her own children
- When teachers take a group of students off-site they are acting ‘in loco parentis’
- The group leader and other adults have the task of supervising the students at all times for the duration of the visit
- All planning, particularly a residential visit, must include precautions to protect students from abuses such as racial, sexual or physical harassment from either adults or other students
- Trip Leaders should remember that the law now requires that all adults who have significant contact with students are DBS checked (i.e. Disclosure and Barring Service). This has implications for volunteer helpers and providers

What the responsibilities mean in practice

- Health and Safety policies and procedures must always be in place, informed by risk assessment
- Record the significant findings of risk assessment and reduce risk so far as is reasonably practicable
- Organise and implement appropriate preventative and protective measures
- Provide adequate training and information
- Appoint competent people to carry out specific tasks
- Record and report accidents
- Trip leaders must use the online platform EVOLVE for submitting full details of an educational visit. All necessary trip documents including risk assessments, itinerary, emergency contact and medical details and others must be uploaded to EVOLVE for scrutiny and approval as outlined in appendix iii.
- Review any health and safety lessons with all trip staff present. Trip leader uses findings to evaluate the trip, share practice and feedback to the EVC.
- Prepare emergency procedures
- Monitor and review arrangements to ensure required standards are achieved

The Educational Visits Co-ordinator (EVC) is Matthew Robinson

As outlined by the Outdoor Education Advisers' Panel, the Role of the EVC is to:

- Be a champion for all aspects of visits and outdoor learning;
- Challenge colleagues across all curriculum areas to use visits and outdoor learning effectively in order to provide a wide range of outcomes for children and young people and contribute towards establishment effectiveness;
- Ensure that **all trips** have been agreed in principle by SLT/Headteacher and that all overseas and residential trips have also been agreed in principle by the FGB or by Governors on the Finance and Premises Committee, as appropriate, prior to any arrangements being made;
- Support/oversee planning via Evolve so that well considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable and memorable 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 requirements and that the arrangements are ready for approval within agreed timescales;
- Support the Headteacher and Governors in approval decisions so that all those with responsibility have the competence to fulfil their roles;
- Ensure that activity is evaluated against its aims for learning and development, that good practice is shared, and any issues are followed up and comply with statutory and employer's requirements
- Keep the Senior Leadership Team and Governors informed about the visits taking place and their contribution to establishment effectiveness

Risk Assessment

There is a legal requirement (Health & Safety at Work Regulations 1999) for all employers with five or more employees to carry out risk assessments and record findings. This also applies to risks faced by non-employees, i.e. students.

A **hazard** is anything with the potential to cause harm

A **risk** is the chance that someone might be harmed by the hazard

A **control measure** is how you aim to prevent the hazard

A **risk assessment** involves consideration of the probability and severity of harm that could occur and deciding on the necessary control measures needed to eliminate or reduce them.

As outlined by the OAEF national guidance, to fulfil their duty of care, visit/activity leaders should ensure that young people are supervised effectively. When planning supervision they should take into account:

- The planned learning outcomes or benefits of the activity/visit;
- The nature of the activity (including its duration);
- The location and environment in which the activity is to take place;
- The age, maturity and gender of the young people to be supervised;
- The ability of the young people (including their behavioural, medical, emotional and educational needs);
- Staff competence and experience.

This means that any supervision plan should reflect the group's unique nature. It is therefore important that, when planning a repeat or on-going series of activities, the previous plan (no matter how well it worked) is reviewed to ensure that it meets the current group's needs.

Risk assessment should:

- be simple
- be manageable
- be suitable and sufficient
- identify hazards
- identify who is at risk
- decide the possible outcomes and their likelihood
- identify existing control measures. where these are inadequate, note the actions required to reduce the risk to acceptable levels. Record your findings and review regularly
- use simple language in assessment: high/medium/low

If at any time the risk is seen to be unacceptable the activity should not proceed
It is not necessary to eliminate risk but to reduce it

Levels of Risk Assessment

Generic - These identify basic safety measures and apply to an activity whenever and wherever it takes place. (Please refer to Generic Offsite Risk Assessment).

Visit/site specific - will differ from place to place and group to group.

Assessment should be undertaken by a person with sufficient skill, knowledge and experience to carry out this task. An exploratory visit should be made by any teacher who is to lead a group abroad, on a residential visit, instruct or lead a group in an outdoor activity in a location not familiar to the teacher. If it is not possible to visit the site the LA's Outdoor Education Adviser will want to be satisfied that alternative arrangements are sufficient for an assessment to be made. Site specific risk assessments should consider:

- the site and its environment
- the activity
- the group, members' likely behaviour and physical capabilities
- Activity Leader's qualifications and relevant experience

Ongoing - These are on the spot decisions that leaders make in response to local conditions or unexpected events during the activity. They are made whilst the visit is taking place and as the need arises, often in response to local conditions changing. They are recorded after the visit and used to inform assessment for future visits. They would be informed by the generic and site visit and take account of local expertise (e.g. tides, potential for flooding).

Examples of the need for ongoing risk assessment:

- illness or tiredness
- weather changes
- loss of equipment
- behaviour
- issues with other groups at the same venue

Adventurous Activities

Centres licensed under the Adventure Activities Licensing Regulations 2004 can be considered safe in the leading, instructing and equipping of the activities stipulated on the licence. These will have been inspected. There is no need to risk assess that part of any visit. Other parts of the school planning will need to be assessed such as accommodation, catering, transport, activities not stipulated on the licence.

Student Involvement

- An important part of the educative process
- A part of safety education
- Supports supervision decisions
- An essential part of outdoor education

Students need to:

- Recognise risk
- Manage risk
- Explain control measures
- Understand responsibilities

The responsibilities of students include satisfactory standards of behaviour and attendance prior to the trip taking place. If student behaviour or attendance does not meet satisfactory standards then the school reserves the right to withdraw permission for the student(s) in question to partake in the trip. The final decision on trip attendance rests with the Headteacher.

Inclusion

Under the Educational Special Needs and Disability Act 2001, every effort should be made to ensure that school journeys are available and accessible to all who wish to participate irrespective of special educational needs, medical needs, ethnic origin, gender or religion. This means that a specific Risk Assessment needs to be carried out in addition to the general Risk Assessment. This may not always be easy as medical conditions, physical disability and sensory impairment may well need specialist advice from an expert or specialist source when dealing with sensitive and personal issues.

Transport

If using a tour operator the Trip Leader must make sure:

- The provider is reputable
- The road transport must have seat belts
- If the tour operator uses overseas service providers then the agent should be asked to explain how the health and safety of the groups will be ensured
- Is the driver competent to drive abroad
- Can the distances be covered within legal driving times?

Insurance

- The RPA (government provided indemnity policy) covers all trips, including those considered high risk e.g. winter sports. This is contingent upon the trip leaders completing a thorough risk assessment prior to the visit taking place
- RPA provides personal accident insurance for students whilst on trips
- Parents must be notified as to what insurance cover is in force for the venture
- Employer's liability insurance exists for all employees and volunteers. This applies in all school activities even if they are in the holidays
- Insurance is arranged with the school's Business Manager

Supervision & Staffing Ratios

Please note: Members of St Gregory's staff are not permitted to take their child/children with them on school trips or visits unless their child/children are full-time students of the school and are of the appropriate age for the trip or visit. This applies to all trips and visits, ie day, overseas, adventurous and residential.

Staffing ratios (Appendix i) are intended only as a starting point for visit leaders when planning their visit. It has been established that generally speaking a 'norm' for staffing External Visits is 1:10-15 (KS3 and KS4) and 1:10-20 (KS5) with a minimum of two staff. **(This is a guideline only. Each trip must be assessed on its own merit). Actual ratios for any visit must be determined through a process of risk assessment by the visit leader or other competent staff.** A balance of staff gender to reflect the makeup of the group should also be considered.

When using an external provider, trip leaders must meet the supervision arrangements for non-provider led periods, i.e. evenings and overnight. Once confirmed this must be shown within the itinerary and communicated to all accompanying staff/volunteers.

Competent leaders will recognise when the number of students per leader should be reduced from these ratios (e.g. if group members have particular special educational needs or difficult environmental conditions) or, occasionally, when they can be safely increased.

Where trip leaders operate alone, e.g. sports fixtures, measures must be in place for the group to be trained, briefed and capable of action in the event of leader incapacitation. (Appendix ii)

Visit leaders should be aware that small parties with minimum staffing are very vulnerable to staff illness or accident. This eventuality needs serious consideration at the early planning stage, especially for extended visits or any of the visits which require LA notification or approval. Visit leaders should bear in mind that the longer a visit lasts, the more essential it is to consider the need for additional staffing. The constant duty of care can be very demanding and coupled with other functions such as minibus driving, preparation and supervision of meals may reduce the necessary degree of concentration and alertness.

As outlined in OEAP guidance, 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 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 and experience;
- the consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

Issues that can adjust ratios are

- the sex, age, attitude, behaviour and competence of the students
- the extent to which people with special educational needs are included within the group
- the nature of any planned specialist activities or equipment.
- the expertise and experience of the adults
- the duration and nature of the journey
- the need to complete a complete programme of supervision
- the type of accommodation
- the venue
- the weather conditions

Supervision can be:

- Close supervision is when the group remains within sight.
- Remote is when a planned activity means a group works away from the trip leader. The Trip leader is not necessarily in sight but their whereabouts is known.
- Recreational time (e.g. evenings) may involve close or remote supervision but it should not be unsupervised.

Emergency Procedures

All members of the party must be familiar with these before departure. If there is a serious incident (e.g. illness or injury) the following procedures must be followed:

First Response - Care of the Group

- Ensure all adults and students are safe from further danger.
- Ensure all necessary steps have been taken to locate anyone missing or to provide rescue or medical care for anyone who is injured.
- Ensure all necessary steps have been taken with regard to the welfare of all in the group.
- Inform the school contact.
- Notify the police if necessary.
- Ensure a teacher accompanies any casualty to hospital.
- Notify the British Embassy/Consulate if abroad.
- Notify insurers if medical assistance is required.
- Write down accurately as soon as possible all relevant facts and witness details and preserve any vital evidence.
- Keep a record of all events, times and contacts after the incident.
- Complete an accident report form as soon as possible.
- No-one in the group should discuss legal liability with other parties.

N.B. DO NOT speak to the news media under any circumstances other than to refer them to the Headteacher. This refers to all members of the party, both adults and students.

Briefing Parents

It is imperative that parents are given full and complete written details regarding the organisation and administration of any visit or journey so they may give informed consent. A briefing meeting may be appropriate for residential ventures. The information should follow these details:

- Educational purpose/objectives
- Content of programme, including specific details of all available activities
- Dates and times of departure and return
- Locations(s) from where students will be collected and to which they will be returned
- Destination and location (including telephone number and address), mode of travel, accommodation (including security arrangements)
- Code of conduct expected of students and disciplinary action if broken
- Staff details including names and information regarding the training and experience of activity centre staff, including any times when remote supervision may take place
- Special clothing or equipment required
- Insurance cover details
- Telephone numbers including the school and emergency numbers in the home locality and at the venue

Mobile Phone Use

We recognise the many benefits of mobile phone use on educational visits, both for enrichment purposes, e.g. photography at galleries, places of beauty, etc, as well as for health and safety purposes. On educational visits at busy venues and residential trips, students are able to have a quick and safe way of contacting the trip leader on the trip mobile number if there is a problem or they are lost/separated from the group.

We aim to minimise distractions caused by excessive phone usage, particularly during educational activities, group interactions, or sightseeing, enabling students to fully engage and benefit from the learning opportunities presented on the trip. Therefore, we recognise that there are times when students having access to their mobile can be detrimental to the success of a trip, whether that is through intentional misuse of their mobile phone e.g. taking photos/videos of other students or staff or other unhelpful circumstances such as using mobiles late at night on residential trips.

The variety of educational trips, demographic of students and assorted requirements and benefits of mobile phones mean that the enforcement of the schools' Personal Electronic Communications Devices Policy on all trips should not be a prerequisite. However, staff are encouraged to evaluate the benefits and pitfalls of mobile phone use before a trip takes place, and then clearly communicate the expectations to students. Staff will take into account the following list of factors and any other relevant criteria when deciding:

- Age of students
- Behavioural concerns

- Day/residential
- Location
- Benefits of camera use
- Health & Safety

Responsible use of mobile phones on educational visits is dependent upon the following expectations:

1. **Trip Leader's Authority:** The trip leader or designated teacher has the authority to enforce the mobile phone policy and make decisions regarding its implementation. Students are expected to comply with their instructions at all times.
2. **Restricted Usage:** Mobile phones should only be used during designated times, such as breaks or free time, as determined by the trip leader. Usage during educational activities, group activities or sightseeing will be at the discretion of the trip leader to ensure active engagement and participation.
3. **Responsible Use:** During designated phone usage times, students may use their phones for non-social media applications and age-appropriate content, including games and music. However, responsible use should be limited to educational apps, research, language learning tools, or other school-related resources.
4. **Headphones or Silent Mode:** If students choose to use their phones during designated phone usage times, they must use headphones or set their phones to silent mode. This ensures minimal disruption and maintains a respectful environment for everyone involved.
5. **Privacy and Respect:** Students must respect the privacy and consent of others. Taking photos or videos without explicit permission is strictly prohibited, as is sharing or posting any content that could compromise the privacy or reputation of individuals involved in the trip. Students must not take photos/videos of school staff.
6. **Storage and Responsibility:** Students are responsible for the safety and security of their own mobile phones. They should keep their phones stored securely when not in use, such as in a backpack or locker provided by the school.
7. **Discipline and Consequences:** Violations of the mobile phone policy will be addressed in accordance with the school's Behaviour for Excellence Policy. Consequences may include warnings, temporary confiscation of phones or other appropriate disciplinary measures. Acts of cyberbullying, sexting, online abuse, or inappropriate messaging will be treated with utmost seriousness and addressed in accordance with the Behaviour for Excellence Policy. Any instances of cyberbullying or inappropriate messaging will be thoroughly investigated, and appropriate disciplinary action will be taken. Furthermore, engaging in such behaviour may also impact the student's eligibility for future trips or other privileges. Our primary focus is on ensuring the well-being and safety of all our students.

Contact on Residential Visits

We recognise the positive impact mobile phones have in allowing parent/carers to contact their children on residential visits to keep updated and check in with students. Trip leaders will allow designated times outside of planned activities, sightseeing for such interactions. All trip leaders will also make the school trip mobile number and the host venue contact details available to parent/carers. It is imperative that parent/carers always communicate directly with the trip leader and discuss a situation before agreeing to collect their child from a residential visit.

Data Protection

Processing of personal data, must comply with the Data Protection Act 2018 (DPA) which includes the General Data Protection Regulation (GDPR). 'Processing' covers a wide range of operations on data including collecting, recording, storing, adapting, retrieving, consulting, using, disclosing and deleting. It is essential for trip leaders and accompanying staff to have access to up-to-date information in order to manage the welfare of the young people in their care. This typically includes, but is not limited to, emergency contact details, medical information, dietary and other considerations such as confirmation of swimming ability.

The visit leader may obtain this information from SIMS or Google Forms to inform an accurate spreadsheet or similar of the participants, which includes important personal information during the course of the trip. Information may be gathered in an effective and secure way, e.g. Google Forms, email, electronic platforms used by the school, etc.

The disclosure of relevant information is important to the safety and welfare of all staff and participants of an educational visit. Disclosure of personal information is unlikely to affect the opportunities for a child to participate in off-site visits or activities.

Visit leaders are responsible for keeping welfare, medical and emergency information up-to-date. This information should be treated as confidential and will need to be carried with trip leaders. However, it must be accessible to other adults on the visit who may need to respond to a medical need or incident. Personal information will be disposed of within 28 days of the visit return, unless required by the trip leader for the purpose of reporting and recording an accident/incident.

Photographs taken on an educational visit must comply with the below school policies:

- Photo Video and CCTV Policy
- Data Protection Policy

It is the responsibility of the trip leader to ensure that they have accessed up-to-date records from the school's photo permission spreadsheet and act according to the expressed wishes of students/carers. Photos may only be taken on school devices.

External providers, venues and companies working with St Gregory's on educational visits must have a policy in place which complies with the Data Protection Act 2018 and includes the General Data Protection Regulation (GDPR), as personal data regarding students and staff may need to be shared with them. It may be necessary for a Data Sharing Agreement to be put in place.

In the event of an accident or incident on a visit, the trip leader must follow the establishment and employer's reporting procedures, including reporting to HSE if required by the Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR). Where this is considered to be a possibility that an accident/incident may, in the future, give rise to an insurance or civil claim for damages, or where an incident was reported under RIDDOR, the school will retain sufficient information about the visit and incident to allow the employer to investigate fully and, if necessary, defend their actions:

- Full details of the incident and any related report/witness statements/follow up actions;
- The plan for the visit (including risk management plan);
- Names of the young people and adults on the visit;
- The programme of activities that took place on the visit;
- Policies current at the time of the visit (e.g. educational visits policy; health and safety policy);
- A copy of the information about the visit sent to parents prior to the visit;
- A copy of the completed parental consent and personal/medical information form(s) for anyone directly involved in the accident/incident.

All proposed educational visits must always follow the Approval chain outlined in Appendix iii and the procedures for Educational Visits & Trips. This policy should be read in conjunction with the B&NES 'Education Visits Guide'

Appendix i

Activity: Category A		
i.e. visits in the UK but are not residential or adventurous		
Age of Young People	Staff: Student Ratios - Typical Range NB: actual ratios must be determined by a process of risk assessment	Visit Leader Competence
Years 7-11 (KS3/4) (Age 11-16)	1:10-15 This is a <u>GUIDELINE ONLY</u> - each trip must be assessed on its own merit	Previous experience
Years 12-13 (KS5) (Age 16 - 19)	1:10-20 This is a <u>GUIDELINE ONLY</u> - each trip must be assessed on its own merit	Previous experience

Category A

For locally based, daytime only, low risk activities.

These are offsite visits which do not expose students to greater risk than they would normally face in everyday life. It is any activity away from school but not in a dangerous environment and where safety is largely a matter of vigilant supervision.

Examples:

Visits to libraries, museums, exhibitions, theatres, musical/arts events, galleries, local field study visits, swimming pool, away sports fixtures

1 adult to 10 - 15 students

The EVC will approve these visits. If any are part of a residential activity they will fall into Category B Activities which must be notified to the LA Outdoor Education Adviser **via Evolve**.

Activity: Category B		
i.e. visits which are abroad or adventurous or residential (or any combination of these)		
Age of Young People	Staff: Student Ratios - Typical Range NB: actual ratios must be determined by a process of risk assessment	Visit Leader Competence
All Years	1:10-12 This is a <u>GUIDELINE ONLY</u> - each trip must be assessed on its own merit (but minimum 2 staff)*	Previous experience and appropriately qualified where adventurous

* **Note:** for small Year 12-13 (sixth form) groups, one adult may be appropriate, if risk assessed.

Category B

Where visits involve one or more nights away **there must always be two adults with the party.** It is highly recommended that supervision for mixed groups must include male and female adults. Any trip which poses a higher risk than a Category A visit will require greater supervision and additional skills and/or experience.

Examples:

- Team building or problem-solving exercises
- Beach and coastal studies
- Camping in areas where there are basic facilities
- Field study ventures in non-remote or hazardous areas
- Orienteering in local parks or open woodland
- Swimming in open water

Appendix ii

Flowchart for Sports Fixtures

The fixture is part of the school's regular sports programme for which parents/carers have given consent



This should be covered by a series approval which is authorised by the Headteacher



Appropriate and up to date risk assessments need to be in place for the activity and transport. Staff who are attending the fixture need to be familiar with the content of these and the control measures



Transport and Insurance to be confirmed and managed in accordance with LA guidance



Calculate and arrange required **staffing ratio** via risk assessment



Full details of the fixture need to be left with the school office and emergency contact.

This would include a list of all staff (identifying which member of staff is in charge) and participants, the venue, time leaving, estimated time of return, the pick up and drop off points and any further relevant information



Arrange for a nominated **emergency contact** who will have all the required information, i.e. emergency contact details of staff, participants and next of kin along with the procedures to follow in the event of an incident.

This could be the school office during normal school hours



Arrangements for dispersal following the event. Notification to school office/emergency contact of safe return. Compile any feedback or incident reports if required

Appendix iii

Approval Chain

Visits have been classified into two basic categories for notification/approval reasons and for insurance purposes.

Category A: External visits within the UK but not adventurous or residential.

Category B: Any **adventurous** (this may be a non adventurous activity in an adventurous location - see below), **overseas** or **residential** visit.

Classification of Visits		
Categories	Description	Notification/Approval/Endorsement
		All Visit information, once completed, must be held by the EVC for auditing and reference
A		
Non-Adventurous Visits	<p>Activities and visits in which the element of risk is similar to that encountered in everyday life, i.e. not adventurous.</p> <p>Category A visits include sports fixtures away from the school.</p>	<p>Formal Approval by: Headteacher (Governor approval delegated to the Headteacher by the Full Governing body (FGB)) Business Manager EVC</p> <p>Submission deadline 14 days prior to activity/visit.</p>
B		
Adventurous Activities & Any Residential within the UK	<p>Any Residential within the UK</p> <p>Any Visits involving either of the following: Adventurous Activities or Adventurous Locations</p>	<p>Approval in principle by FGB or Governors Finance and Premises Committee</p> <p>Outline approval deadline eight weeks prior to activity/visit.</p> <p>Formal Approval by: Governors represented by Health & Safety Governor Headteacher Business Manager EVC B&NES OEA</p> <p>Submission deadline six weeks prior to activity/visit.</p>

Overseas & Residential	Visits outside the UK but not adventurous.	<p>Approval in principle by FGB or Governors Finance and Premises Committee</p> <p>Outline approval deadline six months prior to activity/visit.</p> <p>Formal Approval by: Governors represented by Health & Safety Governor Headteacher Business Manager EVC B&NES OEA</p> <p>Submission deadline 4 months prior to activity/visit.</p>
Overseas & Residential & Adventurous	Adventurous overseas.	<p>Outline approval 12 months by: FGB or Governors Finance and Premises Committee Governors Headteacher Business Manager EVC B&NES OEA by submitting an outline application.</p> <p>Formal Approval by: Governors represented by Health & Safety Governor Headteacher Director of Finance and Premises EVC B&NES OEA</p> <p>Final submission deadline for amendments and confirmation of planning 4 months prior to visit.</p>
Duke of Edinburgh's Award Expeditions	Any D of E Expedition, Day walk, Practice or Activity	<p>Approval in principle by FGB or Governors Finance and Premises Committee</p> <p>Outline approval deadline four months prior to activity/visit.</p> <p>Formal Approval by: Governors represented by Health & Safety Governor</p>

		Headteacher Business Manager EVC B&NES OEA Submission deadline six weeks prior to activity/visit.
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Appendix iv

This form is designed to help with the organisation of trips and visits. Tick each column when completed.

Department:
Organised by:
Trip:
Date:

STAGE 1: Preliminary Planning in School

	<input checked="" type="checkbox"/>
Check calendar for potential clashes/appropriate date	
Complete Approval and Costings forms (on T: Drive under Trips) Clarify visit category on Visit Request Form in order to inform level of approval required and submission deadline. See Finance Manager and Cover Manager for advice with costings/cover	
Confirm bookings with coach company, venue etc. after approval received from SLT/Finance	

STAGE 2: Paperwork in School

Letter to parents/consent form (send draft to School Secretary and to Finance Manager first)	
Inform kitchens of trip + Free School Meals if needed (via Mrs Richter)	
Evolve must be completed (six weeks prior to departure of residential or two weeks before day trip) – see EVC Co-ordinator for training/login <ul style="list-style-type: none"> Complete form www.evolve.edufocus.co.uk Upload the following attached to the form: <ul style="list-style-type: none"> Risk Assessment. See EVC Co-ordinator for exemplar Risk Assessments. Itinerary Copy of insurance form Copy of any letters home Any other relevant documents (contact cards, room listings, approval form, behaviour contract, documents from venue/organisers etc.) 	
Inform Teaching Staff, Reception and Sixth Form Administrator of students/sixth formers who will be out of school	

STAGE 3: The Trip

Ensure you have the following: <ul style="list-style-type: none"> Book school mobile with Premises & IT Manager Free meals for FSM pupils and staff – contact Catering Manager in the kitchen First Aids Kits (Inform Medical Response Officer prior to trip) All relevant documents/contact numbers/medical information Leave attendance and contact list with Attendance Administrator Covered staff duties if required 	
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STAGE 4: After the trip

<ul style="list-style-type: none"> Return medical kits Return school mobile Report any inappropriate behaviour to HoY/Tutors/SLT – Document on SIMS Complete Trip Evaluation Form (T: Drive under Trips) – Send to EVC Dispose of any printed personal information in confidential waste 	
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