



Pendle Education Trust



Policy/Procedure/Guideline Review	Educational Visits Policy
Senior Manager Responsible:	A Marston
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1. Policy Aim

It is imperative that students have the opportunity to develop their academic and vocational experiences to maximise their learning and understanding of the world in which we live. The purpose of this policy is to therefore ensure that all educational visits, irrespective of their nature and duration, are well planned and co-ordinated and consider the health and safety issues that may foreseeably arise during any visit.

To do this the policy will:

- Ensure all educational visits are consistent with the aims of the school and are fully researched, approved, clearly targeted and reviewed.
- Generate enhanced learning experiences and stimulate enquiry.
- Encourage tolerance and equality
- Develop the students' learning experiences and enrichment opportunities.

Colne Primet Academy's aim is to provide every student with high quality education and intensive career preparation and this aim is served by this Educational Visits Policy as it seeks to enable our students with the opportunity to experience and attend activities which are rich in 'cultural capital.' In turn, this provides our staff a basis in which to determine offers of a broad and balanced range of both academic and personal development focussed educational visits which will enhance our student's curiosity, enjoyment and first-hand experiences to take with them in their life-long journey of learning.

2. Rationale

- In line with national and local strategies and the academy's values, Colne Primet Academy seeks to ensure that the purpose of any educational visit is clearly understood and is the focal point for any arrangements made.
- To ensure that all visits have prior approval before going ahead.
- To not exclude any student with protected characteristics as defined by the Equality Act (2010) and to ensure adequate provisions and arrangements have been included for all students with special educational needs during educational visits.
- To categorise each educational visit and to plan and organise accordingly.
- To co-ordinate all educational visits through our appointed Educational Visits Co-Ordinator (EVC).
- To ensure a suitable Trip Leader is appointed for each type of visit, irrespective of the nature and duration.
- To ensure that any selected Trip Leader has the relevant qualifications (where appropriate), skills, experience and abilities suitable for the responsibilities placed upon them.
- To select only appropriate venues and locations that are well-known and/or have been adequately assessed beforehand.
- To select only competent persons for supervisory roles and to ensure they have been suitably vetted and cleared in line with the school's safeguarding procedures.



- To select only competent and assessed travel and/or tour operators for means of transportation to and from venues and locations.
- To arrange educational visits only where the risks have been assessed and reduced to as low as reasonably practicable beforehand.
- To provide effective levels of supervision at all times appropriate to the required ratios of staff compared with the numbers and age group(s) of the students.
- To ensure that all parents are fully informed of any plan to organise an educational visit, and that formal consent has been obtained beforehand.
- To assist, wherever possible, those parents who may have difficulties in meeting all the costs of any specific visit.
- To be inclusive all students wherever practicable, to be mindful of those whose personal circumstances represent a threat to the health and safety of themselves and others. It is the right of the school to review an individual's position on the visit if this is the case.
- To ensure that trips have compulsory trips/fieldwork as a statutory part of the course have staff cover costs supported by whole school.

3. Roles and Responsibilities

Ms A. Marston – Educational Visits Co-Ordinator (EVC)

The primary functions of the above-named person are to co-ordinate and oversee all issues and controls regarding educational visits and to liaise between all appropriate parties during the planning and organisation. This includes the need to ensure that the requirements of this policy are carried out and that any problems or difficulties in meeting these requirements are reported. In particular, the above-named person has responsibility for ensuring that any systems and procedures set out in dealing with educational visits and the selection of suitable persons and organisations involved, follow the principal requirements of this policy and are fully in place prior to the commencement of any educational visit. In addition, the above-named person is responsible for ensuring that feedback is obtained from all educational visits and utilised, where practicable, to both enhance and improve any future arrangements and selection processes. The above person can delegate specific tasks to other staff members and is responsible for ensuring that such delegation is appropriate and clearly understood.

The EVC will ensure the following arrangements and activities are in place in order to meet the above policy requirements in line with Evolve and Lancashire County Council guidelines:

- A comprehensive risk assessment system and procedure to identify risks to the health and safety of all those who attend an educational visit and to determine the necessary precautions required to adequately control the risks (Evolve Form 5 Risk Assessment framework).
- A set of procedures to be followed in the event of an emergency or any unpredicted event that may threaten the health and safety of anyone during the visit (Evolve Form 5 Risk Assessment framework and Critical Incident Procedures).



- A reporting procedure for any accidents or incidents that may occur on the educational visit and for observed conditions that may lead to such incidents (Evolve Post-Visit Evaluations and Senior Leadership Team debrief).
- A system for providing feedback on the experiences of all educational visits that enables improvements and enhancements of future visits to be considered.
- First aid provision and trained first aiders appropriate to the assessed needs of any educational visit (all trips must have first aid cover).
- Adequate insurance arrangements appropriate to the nature of the visit covering (where appropriate):
 - Luggage and equipment
 - Accident and medical cover
 - Cancellation
- Provision of relevant, more detailed and updated internal guidelines, checklists and procedures to ensure a safe and successful visit.
- Checklist systems to ensure the following are accounted for:
 - Names of all students on the visit and accountability during the visit
 - Emergency contact details of parents
 - A list of provisions and equipment required for the visit, including specific medical and first aid provisions
 - Itineraries and schedules for all proposed travel and activities
 - Appropriate and adequate provision of information (Medical, SEND or behavioural) and instructions to all those who require them
 - Appropriate mobile communication methods, systems and equipment
 - Additional specific requirements based on the nature and location of the visit
- The assessment and provision of a licensed transport provider and adequately maintained transport vehicles wherever and whenever required.
- The assessment of appropriate modes of travel and provisions for alternative arrangements in the event of an emergency

Trip Leader

1. Where so instructed and delegated by the responsible person named in this policy, to plan the proposed visit taking into account the health and safety risks that may arise before, during and after the visit.
2. To appoint, where considered appropriate, any competent deputy or deputies in support of any visit.
3. Ensure relevant information is obtained on any proposed visit, including programme of activities, ongoing profile of student needs, and the venue to enable an appropriate risk assessment to be carried out. (Staff cannot be responsible and not liable for a known historical medical condition if information is withheld from the trip leader prior to the visit.)
4. To ensure that the needs of all those included on the visit are assessed and provided for.
5. To ensure that the risk assessment(s) also determine the appropriate level of supervision, first aiders and any other specifically trained and/or experienced personnel.
6. Ensuring that all equipment and materials required for the visit are adequate and arrangements are made to store them safely and correctly.



7. To ensure parents are provided with all the necessary information about the educational visit, any equipment etc. they need to provide and the standards of conduct expected of their child(ren).
8. Where appropriate, invite parents/carers to any briefing sessions. This should take account of any difficulties that parents may have if they have disabilities, if English is their second language, etc.
9. To brief all group members, including students and parents, on the main elements of the visit, the standards expected and the roles and responsibilities of all prior to commencing the visit.
10. To finalise all details and arrangements with the responsible person named in this policy.
11. To explain school Code of Conduct and any other relevant rules related to that activity.
12. To ensure that staff have capacity to lead at all times. It is appropriate that on trips at least one member of the team should be alcohol free at any point.

Teaching staff involved with educational visits

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

Parents/Carers

1. Must provide emergency contact details prior to the educational visit.
2. Sign and return a consent form via parental permission slips, data collection sheets or verbal consent.
3. Provide any relevant information known to them regarding the (current) health of their child and if necessary, complete an Individual Healthcare Plan (IHP) and/or Administration of Medicine Form. (Staff cannot be responsible for any history that is not disclosed)
4. To disclose any specific details of concerns for their child that may be appropriate to the nature of the visit and any activities planned. Update staff if medical conditions/needs change.

Students

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

Training

The following training will be undertaken by the organisation:

- All staff will be made fully aware of this policy and the requirements and arrangements set out within the policy.
- All staff will be trained in understanding the health and safety requirements of educational visits, particularly in relation to those identified in the relevant risk assessments.



- Key staff, as identified by the responsible person named at the head of this policy document, will be trained in any specific role they are required to take in support of this policy.

4. Accountability

The Educational Visits Co-ordinator (EVC)

The EVC ensures that educational visits follow National, Local Authority (LA) and School policies ensuring that all aspects of the 2010 guidelines (section 3.4j) are complied with and that the Trip Leader and accompanying adults are suitably competent to run the visit.

Trip and Activity Leaders

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

- Trip/Activity Leader should be formally approved for the event-specific activity
- Trip/Activity Leader must be formally assessed as being competent
- Ensure that those leading visits have appropriate understanding of employer guidance. It is good practice for employers to provide formally accredited Trip Leader training.

New Staff will be required to attend Trip Leader training/arrange formal induction with the EVC before they can lead a visit as part of the new staff induction checklist.

- The officially approved and designated Trip/Activity Leader should be: Accountable (being accountable implies being an employee, or legally contracted - and thus part of a chain of specified roles and responsibilities).
- Competent/Confident (a leader who is not confident may not be effective). Competence requires that the leader can demonstrate the ability to operate to current standards of recognised good practice and the following indicators of competence should be in place:
 - Appropriate knowledge and understanding of:
 - LA guidance reinforced by formal training
 - School procedures reinforced by the Educational Visits Policy
 - The group, the staff, the activity and the venue; recent and relevant experience; in some cases, a formally accredited qualification e.g. first aid, adventure activities leadership/coaching award
 - Where a Trip Leader or Assistant Leader plans to provide their own adventurous activities to young people or vulnerable adults, it is recommended that competence is externally and credibly verified. This can be achieved by:
 - holding a current NGB leadership award (or equivalent)
 - or, if working in an outdoor centre, through a "signing off" process by an Employer-approved technical adviser.
- A Trip/Activity Leader must follow Employer guidance and school policy and procedures
- A Trip /Activity Leader must ensure that the activity is properly planned and that the plan includes appropriate risk management procedures based on a risk-benefit analysis
- A Trip/Activity Leader must ensure that the roles and responsibilities of other staff (and young people) are properly defined and communicated, ensuring effective



supervision. To access a full explanation of the expectations and responsibilities attached to the role of Trip or Activity Leader.

Common Law Duty of Care and Effective Supervision

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

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

Staff competence and experience requirements

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

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

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

Providers that hold LOTC/AAL/Adventure Mark badges are pre-validated by Governing Bodies and therefore do not need checks done e.g. Longridge Centre (Marlow Camp) holds 2 of these accreditations.

5. Trip Approval Criteria

Summary of educational visit categories:

Type A: A regular visit to venues within the locality that are well-known and of low, assessed risk.

These involve no more than an everyday level of risk, such as slips and trips and are covered by a school’s current policies and procedures. These visits need little extra planning beyond the educational aspect of the trip. They can be considered as lessons in a different classroom.

Type B: Any type of visit in the UK that involves a residential experience for one or more nights, including camping, hotels and hostels, outdoor centres, overnight coach journeys, overnight stays at your base establishment (other than residential care settings).

Or visits abroad that require residential accommodation for one or more nights, assessed as low risk. Any visit abroad including extended day visits with overnight coach journeys.



Or where any of the activities outlined in the Educational / Off Site Visits Policy i.e. involving a planned activity on water, or in which the presence of water is identified as a hazard on the risk assessment, adventurous activities, multiple venue city visits, visits to farms, laser quest, paintballing, trampoline parks and theme parks; delivered by an External Registered Provider.

Or where any adventurous activities are delivered by a member of the establishment's own staff. This member of staff must be approved by Lancashire County Council

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

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

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

Procedures

Before applying for approval for the visit, the following information (where possible) should be

sought by the organiser:

- Full cost of the visit, including options where possible, for students and staff e.g. activity, entrance fees, transport
- Cost of teaching cover, resources needed, cost/payment of part-time staff (particularly if not in school on those days)
- An appropriate and detailed plan should be submitted for all large trips Within the Plan an agreed payment schedule with a long lead in time is essential to spread the cost to students and parents
- Accommodation details where appropriate
- Insurance details where appropriate
- Experience/qualifications of staff/instructors involved
- First Aid provision

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

Planning a Visit/Trip

In order to allow for sufficient time for a visit to be organised, Type A visits should be submitted to the EVC in plenty of time for review and approval. For Type B visits this is at least 3 months in advance (6 months in the case of residential or overseas visits).



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

1. An initial proposal of the trip including reason for the trip and budget requirements.
2. Appropriate Risk Assessments (attached after approval e.g. Form 5 Risk Assessment, Centre/Venue Risk Assessment, etc.)
3. Permission forms, medical forms and Provider Questionnaire where necessary
4. Student and staff names submitted to EVC Admin – permission to attend visit, medical information, contact details & payments can all be collected through Parent Pay.

A Typical Trip plan would be:

- Submit a proposal to Line Manager, followed by EVC and Principal including reason for the trip, budget requirements and draft communication letter.
- After approval has been confirmed, send letter to students/parents/carers
- Submit trip group names to EVC Admin to arrange contact details, medical forms and Parent Pay (if required). Head of Year and Pastoral Support Assistant to be copied into communications
- Submit all trip/transport/venue/other risk assessments through Evolve.

NB: Ensure up-to-date forms required by Evolve are completed and uploaded. All u-to-date forms available through the Evolve platform.

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

- The leadership, staffing support and relevant qualifications held
- The arrangements for student Inclusion/welfare/pastoral care during the visit
- If applicable, how students will be selected for the visit. It is not acceptable to select on the basis of 'first come, first served.' There should be an educational rationale for the selection of students, and this must be made clear on the Proposal Form and in letters to parents/carers. The Head of Year and Pastoral Support Assistant for the year group must always be consulted about group profile and needs which may relate to reasonable visit adaption and inclusion.
- First Aid arrangements/ Health and Safety considerations
- Inclusion, we should always ensure we try our best to accommodate all students. Serious health and safety concerns could prevent some students from travelling, particularly if an individual's participation poses a greater risk to the others involved. Conduct in school could deem a student may pose a greater threat to health and safety if allowed to attend a trip. Group profile must be checked via trip leader and pastoral leads.

Communications

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

letter to parents should:

- ensure that the specific wording is correct. All trip letters must be processed by school admin staff and be proof-read
- state the aim of the visit
- give times and details of venue and provider e.g. Travel Company
- provide a provisional itinerary, where appropriate
- state student/staff ratio and qualifications or experience of accompanying staff where appropriate
- give type of accommodation/transport where appropriate
- state types of any special clothing or equipment needed



- contain details of costs, whether the cost is compulsory or whether a voluntary contribution is being sought. It should also indicate that, in cases of financial hardship which makes it difficult for parents to afford the costs, a written application, in confidence for financial assistance, may be made to the senior member of staff responsible where appropriate, inform parents of the criteria to be used to select students as proposed above. For all visits over 24 hours, parents should be informed that, in instances of severely unacceptable behaviour, that the student concerned may be sent home and that the responsibility for accompaniment and any additional costs lies with the parents.

Future correspondence must include:

- a request for parental consent (for all off-site activities)
- a request for medical and contact details, Staff cannot be responsible for a known historical medical condition if information is withheld from the trip leader prior to the visit.
- details of insurance

For overnight and all visits abroad correspondence must include:

- details of a briefing meeting for parents where the itinerary and standards of behaviour are explained
- Before departure, the Base Manager, who has been appointed to act as the school contact between parents and the visiting group in the event of a query or an emergency, the EVC and all supervisors must be provided with all the necessary information about the visit, including emergency contact details for everyone in the group.

6. Health and Safety

At least one appropriate accompanying adult must be trained in First Aid and in the treatment of anaphylactic shock if appropriate. It is the Trip Leader's responsibility to check that all essential medications have been taken eg. Epipen, asthma inhalers etc. It is the student's responsibility to bring labelled medication and present it to one of the adults supervising the visit e.g. travel sickness medication. If any medication is taken it should be recorded on the Administration of Medication Form/record book which is kept in Student Support and Inclusion (SS&I) and parents informed. If an accompanying adult considers that medical treatment necessary, they may contact parents/carers for advice and consent in minor cases. If in doubt the student should be referred to a doctor.

Administration of Controlled Substances eg. Ritalin

Trip leaders are responsible for keeping all controlled substances in a locked container and then within another locked/secure area e.g. cupboard or glove box. All medication administered on the visit should be recorded on the Administration of Medication Form/record book and returned to the relevant base.

On residential visits, students and staff must be familiar with fire and emergency procedures. During a visit the Trip Leader retains a 'Higher Duty of Care' for the group at all times. In delegating supervisory roles to other adults, it is good practice for the Trip Leader to:

- allocate supervisory responsibility to each adult for named young people
- arrange the party into smaller and more easily managed sub-groups
- ensure that each adult knows which sub-group and which young people they are responsible for
- ensure that each young person knows which adult is responsible for them
- ensure that all adults understand that they are responsible to the Trip Leader for the supervision of the young people assigned to them



- ensure that all adults and young people are aware of the expected standards of behaviour
- ensure the visit is as safe as practicable
- curtail the visit or stop the activity if the risk to the health and safety of any participant reaches an unacceptable level
- ensure that participants are aware of the need to be involved in the process of ongoing risk assessment, including the reporting of hazards and potential risks

It is good practice for each Assistant Leader to:

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

7. Extra-Curricular Clubs

Where extra-curricular activities regularly take place off-site, e.g. sports fixtures, the organising staff at the start of each school year should obtain from parents of those students likely to be selected for teams:

- Consent to participate
- Appropriate medical information
- Emergency contact details

Details of other students selected during the year may be collected as necessary. Prior to departure for the fixture, the curriculum area should ensure the office staff on the relevant site have details of the students involved; in case they need to contact parents. A single member of staff may supervise a sports team. Adults other than teachers (AOTTs) may act as additional supervisors. However, a DBS check must be completed if staff anticipate that supervisors will be left alone with students or will be supporting events on a regular basis. If the AOTT is a volunteer, the curriculum area must ensure a Volunteer Risk Assessment Form is completed and submitted to the Office Manager to log on StaffSafe for volunteers at least 2 weeks prior to the event. The Office Manager, in liaison with the Principal or DSL will decide whether a full DBS is required. For all volunteers a List 99 check is mandatory.

The Trip Leader for each fixture visit should take:

- a mobile phone
- have access to medical information
- access to emergency contact details for each student
- a First Aid Kit, ensuring that an approved adult is available to administer First Aid

8. Work Experience



Where a student placement for Year 10 work experience has been confirmed for an organisation in the community, for example, a business, nursery or educational establishment, then an independent company employed by the academy will review the organisations insurance policy and if necessary, a risk assessment will be completed. If the student is on placement with a family member or friend, then parents will sign a disclaimer with the owner's consent, therefore assuming responsibility for the student and ensuring appropriate health and safety provision is in place.

For students who have not secured a work experience placement and instead will be based in school for the 2-week placement period, then where visits are incorporated within the Virtual School Work Experience Plan, the process for trip visits will be followed, including completion of an EVOLVE Form.

9. Transport

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

All drivers of school minibuses, including parent volunteers, must hold a valid D1 Driving license. All drivers must be over 21. Drivers, aged 21-24, may require additional insurance. All persons in the minibus must wear a seatbelt. Drivers must check the bus before departure and they must ensure that their total working day, including driving time, does not exceed 10 hours. If your working day is less than 8 hours 30 minutes, you must take a break after 5 hours 30 minutes of driving. The break must last 30 minutes or longer. If your working day is 8 hours 30 minutes or more, you must not drive for more than 7 hours and 45 minutes. You must also take breaks that add up to at least 45 minutes. If you work more than 8 hours 30 minutes, you must take an extra break before you finish working. The extra break must last 30 minutes or longer. You cannot take a break immediately before the end of your working day. You must take a rest of 10 hours before the first duty and immediately after the last duty in a working week. You must take a rest of at least 10 hours between 2 working days (or spread overs) - this can be reduced to 8.5 hours up to 3 times a week. Every 2 weeks you must take at least one period of 24 hours off duty.

Teachers, and others who drive students in their own cars, must have the appropriate licence and insurance cover for carrying students and must therefore contact their insurance companies to make suitable arrangements. Volunteer drivers, e.g. parents, not employed by the school, must complete Form VDD to be passed to the EVC for approval. For regular volunteers, this must be done annually to check for endorsements. Supervising adults should not be put in a position where they are alone with a student. Any volunteer driver, who might be left with a student at any time, must have also had a DBS check completed (Form RA3). Volunteer Risk Assessments must be completed for all volunteers and must be sent to, and approved by the Personnel Department/AMA? Parents' permission must be sought for their children to be carried in other parents' cars.

The Trip Leader should arrange a central dropping off point for all students rather than individual drops home. Staff on residential trips should liaise with the Site Team if parking their vehicle on the school site for the duration of the visit.

10. Checklist for School Trip

Allow plenty of time for planning. Allow at least three months for most day visits (six months if children with physical disabilities are involved and a minimum of six months for residential visits).

Same day visits e.g. to the theatre, may need less time than this.



1. Discuss the idea for the visit with your Head of Department or Head of Year. Contact Director of Inclusion regarding potential issues for SEN students.

2. Make initial enquires with the company/venue re Day Trips Residential
 - Details of venue
 - Nature of activity on offer
 - If Outdoor Activity / Education Centre, has it been checked for suitability?
 - Available dates, including alternatives, times (must not return late (10:00) without SLT consent
 - Insurance
 - Are staff qualified to lead activities?
 - Costs, e.g. entrance fees, transport, activities, meals, hiring equipment
 - Cover requirements and costs
 - Check group profile with Head of Year/Pastoral Support Assistant and make provision for inclusion
 - First Aid provision. Are suitably qualified staff available to meet the needs of students?
 - Accommodation details
 - Nature of activity on offer
 - If Outdoor Activity/Education Centre, has it been checked for suitability?
 - If accommodation other than above eg. hotel abroad, have premises been vetted, eg. by Travel Company?
 - Available dates cross-checked in school calendar, including alternatives
 - Insurance
 - Are staff qualified to lead activities?
 - Costs, e.g. entrance fees, transport, activities, meals, hiring equipment
 - Cover requirements and cost
 - Suitability for those with physical disabilities e.g. lifts, toilets
 - First Aid provision. Are suitably qualified staff available to meet the needs of student's eg. diabetic students?
 - A provisional booking at this stage may be advisable

3. Complete and submit trip information and risk assessments through Evolve
 - Submitted Evolve trip form checked by EVC
 - Risk Assessments (e.g. All trips RA, Transport RA, Venue RA, Trip Specific RA, INDV RAs)
 - Create draft letter to parents/carers agreed by Principal
 - EVC Admin to add trip details to Parent Pay if payment is required.

4. If approved, inform students and parents/carers of the visit, asking for reply slips from those interested. Please then send list of students on trip to EVC Admin and Attendance Officer.
(NB List of students on trip must be checked with Head of Year/Pastoral Support Assistant beforehand)

5. Arrange which students are going (see above) and send out letters confirming places, asking for deposits/payment in full where applicable, asking for permission/medical forms to be completed. The Trip Leader should retain these on the trip. For visits abroad this is also a good time to ask for details necessary for a Collective Passport and to remind parents to acquire EHIC card. NB: It is suggested that you also keep a copy of the passport details and cross check names with any tickets.

6. Confirm any booking(s) in writing with a receipt for any payment in advance. Payments are to be arranged through the Finance Officer. Arrange with the Finance



Officer at least 7-10 days in advance if you require a float provided to your bank account to make necessary payments, e.g. entrance fees or contingency fund.

11. Monitoring of Visits

- The EVC is responsible for ensuring that all visits comply with the LA/Colne Primet Academy guidelines
- Visits will be subject to monitoring through the process from the application for a visit through to the final delivery. New trip Leaders may be required to meet the EVC to discuss the visit, risk management and arrangements
- Each year the EVC will observe a sample of visits and monitor in accordance with LA guidelines, requiring that the Trip Leader can demonstrate the ability to operate to current standards of recognised good practice and the following indicators of competence should be in place

Appropriate knowledge and understanding of:

1. employer guidance, reinforced by employer-approved training i.e. EVC training
2. establishment procedure (reinforced by a formal induction)
3. The group, the staff, the activity and the venue; recent and relevant experience; in some cases, a formally accredited qualification e.g. First Aid

12. Budget

Budget allocations is extremely important when managing the trip successfully. We aim to ensure that trips are financially sustainable.

Useful Information:

- Agree budget available with the Head of Curriculum, Head of Year or allocated member of the Senior Leadership Team.
- Send out letters for expression of interest on InTouch
- Assemble list of students for trip
- Send list with payment plan to Finance
- EVC Admin will add to students' details on Parent Pay
- Send confirmation letters requesting deposits/payments

It is the trip leader's responsibility to check payment schedules are kept up to date, please contact EVC Admin regularly.

13. Critical Incidents

Definition of a Critical Incident

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

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

Principles and Priorities

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



Alerting and Activating the Plan

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

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

Trip Leaders, and those in sole charge of a sub-group, should be advised to carry these numbers at all times during off-site activities. However, in all but the most serious of circumstances, they should only use them after consultation with the establishments nominated Emergency Contact(s). Under normal circumstances, it should be the establishment's Emergency Contact that alerts the employer to initiate the Plan. For the planned telephone communications to remain effective, it is strongly recommended that under no circumstances should Trip Leaders, EVCs, Establishment Emergency Contacts, Heads or Managers, make these telephone numbers available to parents – who might otherwise over-burden and compromise the system.

14. Emergency Procedure Protocols

The immediate course of action should be to:

1. assess the situation, establishing the nature and extent of the emergency but ensuring that the Trip Leader does not put his/herself at further risk
2. make sure all other members of the party are:
 - accounted for and safe
 - briefed to ensure that they understand what to do to remain safe
3. follow the emergency procedures appropriate to the activity
4. if there are injuries, take action to establish their extent and administer appropriate First Aid. It is vital to keep an accurate, real-time record of all actions as they occur. Under no circumstances should Trip Leaders make the telephone numbers that activate the Critical Incident Management Plan communication available to parents. Direct contact with a parent/carer of a group member from the scene of the incident should be avoided. This task should be carried out from the establishment home base by senior staff.

When summoning help:

1. Contact the appropriate emergency service(s) providing: name of group and Trip Leader location
 - nature of emergency and number of injured persons
 - action so far, then follow the advice given by the emergency services
2. Contact and advise the establishment Emergency Contact of the incident and action taken
3. Contact and advise any local base being used by the group

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

- ensure that an appropriate adult attends the receiving hospital, taking the parental consent forms and appropriate medical information for the injured persons
- ensure that the remainder of the party:



- are adequately supervised throughout
- are returned as early as possible to base
- receive appropriate support and reassurance
- ensure that an adult continues to liaise with the emergency services until the incident is over

Essentials:

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

15. Base Manager Contact when responding to Critical Plan

Establish group safety

- Trip Leader should contact his/her designated establishment Emergency Base Contact. Emergency Base Contact should alert the Employer's Lead Manager point of contact (Principal).
- Emergency Base Contact should initiate the Establishment's own Critical Incident Plan.
- School SLT point of contact should initiate the School's Critical Incident Management Plan for supporting off-site activities and visits. The first SLT staff alerted should:
 - take on the responsibilities of the SLT Lead Manager (LM) until such time as the Principal decides otherwise
 - establish communication with other members of SLT
- Maintain communication with the establishment and the group
- Ensure that essential information is obtained, recorded and relayed to SLT to assess the situation correctly.

