



# **Educational Visits Policy 2024**

## Version Control

<b>Current version</b>	<b>Previous version</b>	<b>Summary of changes made</b>
November 2021		New policy
November 2022	November 2021	No changes
March 2024	November 2022	Additional bullet point on pg 16 regarding sixth formers driving to an event.

## Rationale

St Nicholas Catholic 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 'become the best version of you' – in line with the school's ethos.

We are justifiably proud of the high volume and regular frequency of educational visits provided at St Nicholas. 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 St Nicholas Catholic 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](http://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 apprised 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)

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.

Further information and guidance should be read in conjunction with the following <https://oeapng.info/evc/>

## 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, submitting visit details form via Evolve and 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 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:

- 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.
- 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.
- Provide relevant information to parents and participants and arrange pre-visit information meetings where appropriate.
- Each trip will be individually risk assessed based on the nature of the visit / which students are attending to ensure that adequate First Aid provision is available. Make sure there is access to first aid at an appropriate level using the Local Authority's SAGED model as a guide:
  - Staff
  - Activity
  - Group
  - Environment
  - Distance from base
- 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 and Visit Leader 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.
- 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** - 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** - 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 SLT. Any overnight trips must gain Governor approval a minimum of two terms in advance.

Staff are to complete a Trip Request form and submit to the EVC.

Trip requests will then be reviewed at the fortnightly SLT Calendar meeting 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 St Nicholas Catholic 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:**

- **Staffing:** who is needed/available? The plan must work within the limits of available staff numbers, abilities and experience.
- **Activities to be undertaken:** what do you want the group to do and what is possible?
- **Group characteristics:** prior experience, abilities, behaviour and maturity, any specific or medical/dietary needs.
- **Environment:** 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.
- **Distance:** 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

## 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 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 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, an alternative activity of equal educational value will be arranged for all pupils. Pupils with SEND should be accompanied by a responsible adult during the extracurricular trip or visit.

## 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 three.**
- 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 Trip 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. Trip Request Form to be completed by Trip Leader and submitted to SLT (via V Hill) to be

agreed at fortnightly SLT Calendar Meeting

2. Once trip approved, Trip Leader to meet with the Finance team to ensure trip is adequately costed before communicating trip to parents
3. Trip leader to add trip to Evolve together with necessary Risk Assessments (in conjunction with EVC)

**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 (4 weeks) 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 school days (6 weeks) prior to the trip and earlier if 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 EVC 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 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).
- 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 Trip 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 LA Education Director and the Diocesan Director of Schools 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..
- 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.
- 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 Trip Leader must make sure that any charges comply with the school's Charging & Remissions policy and the latest advice from the DfE (see Extended Services Coordinator for further details).

## **Oversubscription**

If there are more students wanting to attend the trip than there are places available, two members of the Finance team will add all names into a draw and select names at random. Any remaining student names will be placed on a waiting list in order of how they were drawn out.

## **Inclusion**

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

- Entitlement – the right to participate.
- Accessibility – direct or by realistic adaptation 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.

Parents should be advised that the Headteacher reserves the right to exclude a pupil from a visit on behavioural or medical 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 Trip Leaders are strongly encouraged to be familiar with Individual Medical/Health Care Plans of the affected students.

## **Insurance Requirements**

For each school visit, the Trip Leader should consult with the School Business Manager.

Schools should refer to the Insurance pages of their policy for further details to confirm that they are covered if their visit will include any 'higher-risk' activities (winter/water sports/outdoor pursuits) or trips that may be planned for a period of weeks.

Parents/carers should be made aware of any insurance cover that has been arranged. Copies of any enhanced travel insurance policies for 'higher risk' activities - arranged through the Finance office - should be sent to parents/carers.

Where the school is engaging an external agency, the Trip Leader must ensure the adequacy of the insurance cover provided (in conjunction with the School Business Manager).

## **Consent Forms, Medical and Contact Information**

Consent for all trips is processed electronically via Parentpay; when processing a deposit or paying for the trip in full, parents will be asked for consent. This will be considered as authorisation for their child to attend the trip and confirmation that they have accepted the school trip policies and conditions specified.

EduLink One allows parents and carers to view the information the school holds for their child including medical and contact information. All information for trips will be collated via EduLink five school days prior to departure. It is essential that parents and carers take responsibility to ensure that all information is updated and accurate via this portal. If parents are unable to use the EduLink One app, written confirmation of any changes need to be sent to the school a minimum of 10 school days before departure.

## **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 in line with the school's Behaviour Policy. 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.
- 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, ***St Nicholas Catholic 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**

St Nicholas Catholic High School 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'.

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 undertaken the appropriate training must drive the mini buses.
- Minibuses must be booked via the designated Outlook calendar.
- 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.
- It is the responsibility of Sixth Form students, who wish to drive themselves/others to a school trip/event, to check this is covered by their own car insurance company.

### **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).
- Trip Leaders to 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 to inform need for re-verification and ensure adequate First Aid provision for Educational Visits.



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Ratified by Governing Body	Date: Lent 2026