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TRIPS AND VISITS POLICY (KS/CUR/076)

Committee Responsible:	Curriculum Committee
Lead Officer:	Headteacher
Date of Review:	March 2024
Date to be Reviewed:	March 2025
Signed:	
Date:	

TRIPS AND VISITS POLICY

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date.

Version Number	Version Description	Date of Revision
1	Original	Sept 2013
2	Policy review	June 2015
3	Policy review – policy/procedures simplified New SV Form Appendix 6 (Terrorism considerations) added	June 2017
4	Updated in line with the school’s records management policy	October 2018
5	Update including reference to relevant websites for Trip Leaders to use when appropriate	March 2019
6	Updated to better reflect good practice in the management of data protection, data sharing and consent (section 20) and inclusion of driving declaration form (Appendix 8)	October 2021
7	Annual Review – Appendix 9 COVID 19 removed. Updated Appendix 6 as per the change in Terrorism level.	October 2022
8	New section on contracts, waivers, disclaimers. New introduction to the STAGER (Staffing, Timings, Activities, Group, Environment, Remoteness) one-sheet risk assessment approach. Clearer descriptions of roles in relation to the new Hub and the role of Visits Administrator.	March 2024

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TRIPS AND VISITS POLICY

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POLICY STATEMENT

1.0 INTRODUCTION

- 1.1 Keswick School recognises the positive outcomes associated with learning outside the classroom (LOtC). We believe it is an essential part of education and personal development, whatever their age, ability or circumstances.
- 1.2 LOtC to be governed by these procedures is defined as “any occasion where young people engage in activities beyond the boundaries of this educational setting”.

2.0 VISION

- 2.1 The school’s vision is:

Promoting excellence to enable all students to be happy and achieve their potential.

3.0 AIMS

- 3.1 By providing experiences that have clear learning objectives, are well planned, safely managed and meet the needs of each young person, Keswick School can:
- Raise achievement
 - Develop independence in a wide range of environments
 - Make learning engaging and relevant
 - Provide challenge and the opportunity to take acceptable levels of risk
 - Improve pupils’ confidence, self-esteem and attitudes to learning
- 3.2 Keswick School has adopted the Outdoor Education Advisers’ Panel (OEAP) national guidance (www.oeapng.info)
- 3.3 Employees have a professional responsibility to adhere to this policy. Any conflict between the policy, legislative requirements and the OEAP’s national guidance must be referred to the Head teacher for clarification.
- 3.4 Visits are divided into two nationally recognised categories:
Category 1 visits are broadly defined as day or evening activities that are relatively simple in the complexity of staff requirements, timings, activities, group characteristics, environment and are within easy reach of support.
Category 2 visits are broadly defined as activities which require enhanced planning with specific risk management to reflect an increased complexity of staff competence requirements, timings, activities, group characteristics, challenging environments and being more remote from support, and are typically adventurous activities and overnight stays.
- 3.5 Keswick School sources health and safety assistance with regard to both categories of visit from Kym Allen Health and Safety consultants (KAHSC).

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- 3.6 PE activities such as curricular sporting tournaments etc. are governed by these procedures only in respect of the journey to and from an offsite venue unless they involve an overnight stay. Such activities are otherwise governed by the PE Department’s Code of Practice; activity risk assessments and current guidance from the relevant sporting National Governing Body or the Association for Physical Education (AfPE).
- 3.7 Work experience activities defined in ‘Work Experience: a guide for secondary schools’ (DfES 2002) are not governed by these procedures.

4.0 COMMUNICATION

- 4.1 The Governors are required to ensure that this policy and procedures are accessible to all teaching staff before the commencement of a new appraisal cycle.
- 4.2 This policy should be read in conjunction with the following school policies and procedures:
- Behaviour (KSMAT/STAT/044)
 - Charging and Remissions (KSMAT/STAT /056)
 - Equality (KSMAT/STAT/007)
 - Health and Safety (KSMAT/STAT/013)
 - Safeguarding (KSMAT/STAT/040)
 - Special Educational Needs and Disability (KSMAT/STAT/017)
 - Supporting Pupils with Medical Conditions (KSMAT/STAT/048)

PROCEDURES

5.0 ROLES AND RESPONSIBILITIES

The LGB have delegated the approval of all Category 1 visits to the EVC/Headteacher, Category 2 visits required LGB approval.

5.1 Local Governing Body (LGB)

The LGB are responsible for ensuring:

- 5.1.1 Visits have specific educational objectives.
- 5.1.2 All arrangements comply with the school's policies.
- 5.1.3 Visits are suitably risk assessed and approved using the KAHSC Visits Module.
- 5.1.4 Suitable 24hr emergency contact arrangements are in place for all visits.
- 5.1.5 The principles of inclusion are supported.
- 5.1.6 Appropriate monitoring of visits takes place.
- 5.1.7 they understand their role and responsibilities as set out in OEAP documents [3.2a Underpinning Legal Framework and Duty of Care](#) (legal responsibilities) [3.1a Requirements and Recommendations for Employers](#) (employer responsibilities); [3.4f Member of a Management Board or Governing Body](#) (governor responsibilities), [3.3c Checklist – Management Board/Governing Body](#) (action to take to be effective), and other relevant guidance these documents refer to.
- 5.1.8 There is a systematic approach to assessing and approving visit proposals: we have written procedures and use www.kymallanhub.co.uk.
- 5.1.9 There is a systematic approach to performance monitoring and evaluation of the effectiveness of the LOTC we provide, including a performance assessment/review at least annually using [5.1b Establishment Self Evaluation Form](#) in line with the guidance in [5.1c Self-evaluation and the Ofsted framework](#).

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5.2 Head teacher

The Headteacher will act in the role of the Education Visits Co-ordinator and will ensure that:

- 5.2.1 Visits comply with this policy and are submitted for approval on the KAHSC Visits Module.
- 5.2.2 The LGB is informed of visits as required by this policy.
- 5.2.3 Consideration is given to choice of contractor with appropriate safety assurances obtained from third party providers.
- 5.2.4 Visits are effectively supervised with an appropriate level of staffing.
- 5.2.5 Staff and volunteers are competent and clear about their role.
- 5.2.6 Visit information has been shared with parents and consent has been sought if necessary.
- 5.2.7 Visit Leaders comply with the Charging and Remissions policy (KSMAT/STAT/056).
- 5.2.8 Cancellation dates are identified and parents are informed.
- 5.2.9 Visit Leaders are appropriately familiar with planned venues
- 5.2.10 Suitable safeguarding/child protection procedures are in place.
- 5.2.11 Arrangements have been made for medical needs and SEND of all pupils and staff involved.
- 5.2.12 Suitable transport arrangements are in place and meet any regulatory requirements.
- 5.2.13 Insurance arrangements are appropriate.
- 5.2.14 A suitable risk management process is undertaken (KAHSC will advise the Head teacher).
- 5.2.15 Visit Leaders have personal details of staff, volunteers and pupils, and access to a designated 24/7 emergency contact in case of a serious incident.
- 5.2.16 Visit Leaders have a contingency plan should any aspect of the visit be changed or cancelled.
- 5.2.17 Emergency procedures are established in case of a major incident (including ensuring parents are appropriately informed).
- 5.2.18 Serious incidents are reported in accordance with RIDDOR by informing KAHSC and using the accident/incident reporting procedure in the Health and Safety policy (KSMAT/STAT/013).
- 5.2.19 Visits comply with these procedures and any relevant OEAP good practice guidance and are logged on the Kym Allan Hub at kymallanhub.co.uk.

5.3 Visit Leaders (see Appendix 1)

- 5.3.1 Be familiar with the guidance and procedures set out in this policy (**this is a legal requirement**).
- 5.3.2 Be competent in the role of a Visit Leader and undertake specific training if necessary.
- 5.3.3 Discuss the proposed visit with the Head teacher and identify clear educational objectives.
- 5.3.4 Calculate as near as possible an accurate cost for the SV form (see Appendix 5) in accordance with the Charging and Remissions policy (KSMAT/STAT/056) which includes a 2% admin charge to cover Parent mail payments and Finance Office costs.
- 5.3.5 Submit an SV form (Staff shared area > Trips and Visits) to the Head teacher within the timescale required for approval (see sections 7.1 and 7.2). The SV Form and any other records created to obtain approval for a trip will be kept from the date of the trip plus 10 years by the Trip Leader.
- 5.3.6 Identify requirements (staff, competency, provider assurance, transport, accommodation etc.).
- 5.3.7 Plan the visit using venue/activity provider information, identifying any special arrangements (including obtaining any third party provider assurances).
- 5.3.8 Ensure safeguarding/child protection issues are addressed (e.g. enhanced DBS disclosures).
- 5.3.9 Notify the Finance office of cancellation dates to avoid charges if a visit has to be cancelled.
- 5.3.10 Define the responsibility of accompanying staff/volunteers to ensure effective supervision (understanding that the duty of care remains with staff/volunteers, even when partial responsibility is shared with a third party provider).
- 5.3.11 Ensure that where accompanying adults include someone with a close relationship to another member of the group that this does not compromise group management.
- 5.3.12 Undertake effective risk management and involve accompanying staff, volunteers and pupils, as appropriate, in this process.

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- 5.3.13 Leaders are expected to put in place an adequate 'Plan B' for every visit in case something reasonably foreseeable goes wrong with the original plan eg the venue is unexpectedly shut, the weather turns, trains are cancelled, the car park becomes inaccessible etc.
- 5.3.14 Leaders planning any visit which might be significantly affected by a terrorism-related incident are expected to read Appendix 6.
- 5.3.15 Review and amend generic risk assessments (Staff shared area > Trips and Visits).
- 5.3.16 Check pupil lists in SIMS for medical information and notes, consult with the school nurse, identify any training needs/requirements and follow the guidance set out in the Supporting Pupils with Medical Conditions policy (KSMAT/STAT/048).
- 5.3.17 Check pupil lists in SIMS for SEND/EHCP information and notes, consult with the SENCO, identify any training needs/requirements and follow the guidance set out in the Special Educational Needs and Disability policy (KSMAT/STAT/017) and the Equality policy (KSMAT/STAT/007).
- 5.3.18 Consult with the Deputy Head (Pastoral) for safeguarding/CAMHS advice.
- 5.3.19 Produce individual risk assessments for medical/SEND/vulnerable pupils to ensure they are fully included.
- 5.3.20 Ensure there is access to first aid throughout the visit (including proximity to a doctor/hospital).
- 5.3.21 Review school procedures for emergencies, make any visit specific plans and book a school mobile phone for the duration of the visit with the Head teacher's PA.
- 5.3.22 Provide detailed information to pupils/parents about the visit (including Privacy Notices from Third Party providers) - letters must be approved by SLT and sent via Parent mail/post (this must be done through the Finance Office). The method of how places will be allocated for the visit must be made clear in the letter.
- 5.3.23 Ensure informed parental consent has been obtained (see Appendix 2).
- 5.3.24 For category 2 visits ensure that the additional information request and consent has been obtained a minimum of 4 weeks before departure (see Appendix 3).
- 5.3.25 Arrange a pre-visit parent information meeting where appropriate.
- 5.3.26 Complete the relevant sections of the KAHSC Visits Module and attach related documentation:
- Letters to parents (so it is clear what they have consented to)
 - A detailed itinerary (including where groups will be staying overnight)
 - Insurance policy documents (in case the First Contact is unavailable)
 - Staff qualifications that support risk management
 - Staff and student lists with associated medical and emergency contact details
 - Risk assessments including third party provider risk assessments (completed 4-6 weeks prior to departure to enable KAHSC to undertake the appropriate checks)
 - Emergency information (including Visit Leader details, emergency phone number and First contact details)
- 5.3.27 Check and make amendments to documentation based on KAHSC notes until approval has been secured (a pdf visit summary can be printed with KAHSC notes listed in date order).
- 5.3.28 Issue staff/pupil lists by email, to the Education Support Officer and post them in the staff room at least a week prior to departure.
- 5.3.29 Ensure you have arranged a swap for any obligatory or paid lunch duties. If there is no swap available, please inform the HR Officer on advance of the trip.
- 5.3.30 Provide information to accompanying staff/volunteers including the nature of the activities and the age, medical conditions, special needs, safeguarding and behaviour of the pupils.
- 5.3.31 Collate and distribute emergency contact details and procedures to accompanying staff/volunteers, first contacts and third party providers who need it (see Appendix 4).
- 5.3.32 Use the school Instagram account as a means of communicating safe arrival for international trips.
- 5.3.33 Ensure there is a clear handover before and after any activity led by a third party provider.
- 5.3.34 Stop an activity (provider or school led) at the first appropriate opportunity if it is causing a concern - such intervention needs to ensure that it does not put pupils at greater risk.

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5.3.35 Report accidents and near-misses in accordance with RIDDOR and using the accident/incident reporting procedure in the Health and Safety policy (KSMAT/STAT/013). The Trip Leader must keep parental permission slips until the conclusion of the trip. If there has been a major incident on the trip permission slips must be kept from the DOB of the student plus 25 years for all students on the trip. Under these circumstances all slips and documentation **must** be passed by the visit leader to the EVC at the earliest convenient opportunity.

5.3.36 Evaluate all aspects of the visit in terms of safety, logistics and learning outcomes and up-date risk assessments to take into account any accidents/incidents, site changes or other issues.

5.4 **Accompanying staff/volunteers**

5.4.1 Be suitably competent for their assigned role and responsibilities.

5.4.2 Know about the policies and procedures that affect their role and work within them.

5.4.3 Ensure they are briefed on the nature and location of the activity and the pupils (including age, medical conditions, special educational needs and disabilities, safeguarding, behaviour and any other information that seems relevant in the context of the planned activities).

5.4.4 Report any concerns to the Visit Leader as soon as possible.

5.4.5 Stop a provider led activity at the first appropriate opportunity if it is causing a concern - such intervention needs to ensure that it does not put pupils at greater risk.

5.4.6 Understand that any role assigning leadership with direct responsibility for their own child is avoided according to good practice unless agreed for sound management reasons.

5.4.7 Be prepared to contribute to the evaluation of the visit after the event.

5.5 **Pupils**

5.5.1 The Behaviour policy and code of conduct (KSMAT/STAT/044) operate at all times during a visit - specific additions may be made but conduct, rewards and sanctions are always clear.

5.5.2 Get involved in the risk management process as appropriate to their age, ability and level of understanding e.g. Duke of Edinburgh's Award participants write their own risk assessments

5.5.3 Not take any unnecessary risks.

5.5.4 Follow immediately the instructions of the Visit Leader, staff, volunteers, activity instructors and other adults e.g. venue staff.

5.5.5 Be sensitive to local customs when abroad.

5.5.6 Be aware of anything that may harm and threaten them and tell an accompanying adult as soon as possible if they are concerned.

6.0 **VISIT PROCEDURES**

6.1 All visit leaders are expected to plan off-site activities in line with these procedures and the principles in OEAP document [9a: The Radar Introduction](#) (describes the boundaries of activities that are best covered by policy and procedures, and those that require enhanced planning and event specific risk assessment and procedures) but using the updated STAGER not the SAGED approach.

6.2 They must also, where applicable to their visit, have an understanding of and/or use for reference OEAP guidance documents: [3.2f: AALA Licensing](#) (a good practice outline); [3.2h Visits and the Package Travel Regulations](#) (guide to the law and good practice arrangements). [4.1a Avoiding Accidents and Emergencies](#) (outlines good leadership habits and lessons learned from accidents, with some useful pointers on preventing and managing them), and [4.2b: Residentials](#) (a good practice guide).

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6.2 **Category 1** visits only require Visit Leaders to have a demonstrated ability to lead. There are unlikely to be any other specified leader competencies required.

6.3 Types of activities usually classed as a Category 1 visit include:

6.3.1 Regular or one-off activities such as sporting events; local environmental studies; theatre workshops; visits to shops, churches, museums, parks, other schools, performances etc. regardless of the presence of water or whether they begin/extend beyond the school day.

6.3.2 Walking in parks, other public places or non-remote country paths (<300m above sea level and less than 1km from a road) regardless of the presence of water.

6.3.3 Field studies in environments presenting no technical hazards e.g. pond dipping, pedestrian or traffic surveys etc.

6.3.4 Day visits further afield (e.g. Newcastle and Manchester).

6.3.5 Non-adventure sporting activities that do not involve an overnight stay (e.g. rugby, netball).

6.4 The general principles of responsibility, planning and risk management apply, but the level of detail recorded should be proportionate to the complexity and level of risk involved.

6.5 **Category 2** visits require enhanced planning with event specific risk management to reflect challenging environments, locations, higher perceived risk activities etc. or more complex pupil needs, leader competencies etc.

6.5 The following list is indicative and not exhaustive of the types of visit that should normally be classified as a Category 2 visit with all the implications for enhanced planning, assessing, monitoring, reporting and employer approval that this entails:

Any overnight stay	Any visit outside the UK	Abseiling
Any adventurous activity including those led by an external provider	All activities in open country (>300m above sea level and >1km from a road)	All activities on the sea (excluding commercial or public transport e.g., ferry)
All air activities (excluding commercial UK internal flights)	All coastal activities where the tide is a hazard	Coasteering, coastal scrambling and Tyrolean/sea level traversing
All forms of boating (excluding commercial transport e.g., steamer, launch, Thames tour, canal cruise)	Caving, potholing, mining & underground exploration (except open public guided tours with no special equipment required)	Extreme / “thrill-seeking” sports e.g., parkour, skateboarding, zorbing, etc.
Camping	High level ropes course	Horse riding
Motor sports – all forms	Powered safety/rescue crafts	Shooting and archery
Mountain walking (>600m above sea level & >2km from a road)	Rock climbing (including indoor climbing walls)	Road cycling, trail cycling or mountain biking
Multi activities (adventurous including those led by an external provider)	Trampoline/inflatables/assault/similar adventure or challenge parks or events	Canoeing, kayaking, & Stand Up Paddleboarding (SUP)

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River/gorge/ghyll walk/scramble	Snorkel and aqualung activities	Water skiing or wave skiing
Sailing, sailboarding, surfing, windsurfing and kite surfing	Skiing/snowboarding outdoors, indoors or on artificial slopes	Swimming (except in UK pools open to the general public)

6.6 A previously demonstrated ability to lead is an essential requirement for Category 2 visits and, depending on the activities planned, other specific competencies may be required. The Governing Body may request advice from KAHSC in making appropriate decisions.

6.7 Category 2 Visit Leaders must:

6.7.1 speak to the Head teacher about finance, staffing etc. and seek specialist advice, as required, from KAHSC;

6.7.2 gain approval to proceed from the Governing Body at least **12 weeks before departure**;

6.7.3 produce additional risk assessments to address visit specific risks;

6.7.4 ensure additional information is obtained (Appendix 2) including a photocopy of pupils' passports to check numbers/valid dates at least **8 weeks before departure**;

6.7.5 upload relevant documents (e.g. itinerary, letters to parents, risk assessments, individual Health Care Plans) using the KAHSC Visits Module at least **8 weeks before departure**;

6.7.6 ensure emergency information is completed online at least **3 weeks before departure**;

6.7.7 ensure passports are handed to the Finance Office **2 weeks before departure**. Pupils will be required to sign a form to say that they have handed them in;

6.8 Visits must be planned well in advance and ideally by the end of June for the following academic year.

6.9 Visits should not be organised during school hours between the spring half-term and the end of June to avoid disruption to public exam preparation. However, if there is an exceptional reason why a trip should go ahead at this time this must be agreed, in advance, by the Head teacher.

6.10 School uniform should usually be worn for visits that take place during the school days unless the activity involves specific clothing requirements. Non-uniform is acceptable for residential, weekend and evening trips although this is at the discretion of the Visit Leader.

7.0 VETTING AND SAFEGUARDING

7.1 All trip leaders are expected to have an understanding of and use for reference OEAP documents on safeguarding and DBS checks when planning visits. They should seek to identify and address vetting requirements at the earliest opportunity. Where there is any doubt whether an individual requires an Enhanced Disclosure for Regulated Activity check, the EVC will make the final decision in consultation with the Designated Safeguarding Lead (DSL) as necessary.

7.2 Any safeguarding concerns which arise during a visit must be reported to the DSL (or deputy DSL) at the earliest opportunity. Trip Leaders can advocate the use of a 'safe word' for students to use to alert a teacher of an issue without the perpetrator knowing.

7.3 Visit leaders must consider carefully the safeguarding and data protection implications of providing students with panic cards designed to show a stranger if they need help that include where they are staying or contact details for their accommodation. The school telephone number

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or the visit leader's trip mobile number may be more appropriate. Panic cards should be issued in the language of the country that the students are visiting.

8.0 EXCHANGES AND HOMESTAYS

- 8.1 Trip leaders planning any visit involving a homestay are expected to have an understanding of and use for reference the relevant OEAP document on exchanges and homestays and vetting and DBS checks.
- 8.2 When the school asks volunteers from the school community to host an exchange student in the UK, we will give them access to a copy of the OEAP document which explain their role and our safeguarding responsibilities for them and the children they host.

9.0 RISK MANAGEMENT

- 9.1 Approval for Category 1 visits must be sought from the Head teacher at least **4 weeks before departure**. Category 1 visits will only be approved by KAHSC with less than 4 weeks notice in exceptional circumstances. Trips that are not approved by KAHSC will be cancelled.
- 9.2 Approval for Category 2 visits must be sought from the Governing Body at least **12 weeks before departure**. Trips that are not approved by KAHSC will be cancelled.
- 9.3 Category 2 'expedition' visits that high risk or of a long duration (more than 10 days) will only be approved by the full Governing body after a planning consultation with KAHSC.
- 9.4 Both Category 1 and 2 visits require KAHSC approval via the KAHSC Visits Module before the visit can go ahead. The minimum information required for KAHSC approval is the data input, an itinerary or letter to parents and the risk assessments.
- 9.5 **Visit Leaders must complete the risk management process for the visit they are going to lead. If another member of staff submits the visit to KAHSC for approval they must also submit a statement to say that they have personally received adequate assurances from the Visit Leader that they had read, understood and planned to the submitted risk assessments.**
- 9.6 **Good risk assessment is essential. It reflects a high level of competence and a suitable depth and breadth to planning. Visit Leaders must ensure that both generic and specific risk assessments contain:**
 - 9.6.1 meaningful notes (including student ability, behavior, site locations whether they are familiar to staff etc.);
 - 9.6.2 relevant staff/volunteer qualifications/competence e.g. outdoor education experience (these can be added to staff profile pages on the KAHSC Visits Module);
 - 9.6.3 first aid information (including distance to medical facilities for category 2 visits);
 - 9.6.4 risk ratings, proposed controls and the name of the assessor;
 - 9.6.5 have unnecessary measures removed (from generic risk assessments);
 - 9.6.6 identify and address gaps in third party provider risk assessments (for example pastoral, pre-existing medical and UK travel etc);
 - 9.6.7 information about passports, money and management of medicine where appropriate;
 - 9.6.8 staff/volunteer initials against responsibilities that have been allocated;
 - 9.6.9 are signed and dated (this signifies that risk assessments have been carefully read and that their content is relevant to the visit);

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9.6.10 are shared with all accompanying staff/volunteers.

9.7 Risk assessments must not be copied from another provider without checking the conditions and liability. Keswick School MAT must be referenced as the employer for insurance cover to be valid.

9.8 When risk assessments are reviewed and re-dated they must be amended to reflect changes since the last review (such as up-dated safeguarding guidance) to avoid claims of negligence.

9.9 There should be a minimum of 2 competent adult supervisors accompanying any visit, one of whom should be an employee. Where this cannot be adhered to, the visit should be subject to further careful planning and enhanced back up procedures must be in place e.g. visit return should the sole supervisor become incapacitated etc.

9.10 Supervision of a mixed sex group on a residential visit should be by mixed sex supervisors. Where single sex supervision only is available it must be specifically drawn to the attention of those with parental authority.

9.11 A typical supervision ratio for Category 1 visits or activities for pupils aged 11+ is 1:15/20 + 1 competent adult supervisor. This assumes that no-one in the group has special requirements. Final supervision ratios for Category 1 visits will be agreed with the Head teacher.

9.12 Without specific control measures this ratio will not be adequate to meet the needs of most Category 2 visits and activities. Final supervision ratios for Category 2 visits will be agreed with the Local Governing Body.

9.13 Leaders should be able to use the STAGER framework to explain the supervision decisions and particularly for Category 2 visits, consideration of the following should feature clearly in their written visit specific risk assessment. (STAGER Framework – See Appendix 9)

9.13 Visit Leaders must take note of the latest advice regarding terrorism considerations provided by KAHSC (see Appendix 6). Good planning and appropriate briefings for both pupils and parents are essential. This should involve reviewing recent risk assessments for trips to Paris/London, consideration of transport and accommodation arrangements, supervision, evening activities and the procedures to follow in the event of an incident (see section 9.4).

10.0 OUR DUTY OF CARE

10.1 We expect all staff to understand the key elements around our duty of care to pupils outlined in OEAP documents regarding duty of care. The staff, volunteers and third parties we engage to work for or with us have a legal duty to take reasonable care to avoid acts or omissions which could reasonably be foreseen to cause injury to anyone for whom they should reasonably have regard.

10.2 The legal expectations for the different standards of care are:

- Non-specialist/non-professional adult (that of a 'reasonable person' would do eg parent helper, with no relevant professional skills).
- Adult expertise/specialist knowledge (that of a 'reasonably professional' – a higher standard than that of the 'reasonable person' eg staff or a parent helper with a relevant professional skill).
- Employers ('in so far as is reasonably practicable').

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10.3 We expect leaders to carry out adequate due diligence when engaging third party providers to deliver activities with clear handover procedures agreed.

10.4 All staff and to some extent volunteers must ensure third parties who are leading activities “take reasonable care”! too. For this reason, pupils will not be handed over to the care of a third party without an accompanying member of school staff or helper unless there is a good reason which has been adequately explained to those with parental authority and agreed by responsible parties.

11.0 THIRD PARTY ACTIVITY PROVIDERS AND VENUES

11.1 Visit Leaders are responsible for ensuring that venue or activity providers engaged to work with Keswick School provide sufficient assurances for quality and safety. If in doubt the Visit Leader must check with KAHSC.

11.2 When choosing an activity provider it should be through a reputable recognised organisation and they should have:



an Adventure Activity Licensing Service (AALS) Licence (covering safety only of certain activities) **no further quality assurances are required**



a Learning Outside the Classroom Quality Badge (covering quality and safety) **no further quality assurances are required**



an Adventuremark (covering safety only) **no further quality assurances are required**



status as a National Governing Body for an activity e.g. the British Cycling Federation; Archery GB etc. (applicable only to provision of that single activity) **no further quality assurances are required.**



11.3 When choosing a provider who makes a ‘Management Statement of Competence’ (sometimes called a ‘Risk Management Summary’) the statement should describe:

- whether they are accredited by any body
- how their staff are competent
- what risk management is carried out e.g. risk assessments
- what child protection is in place
- insurance limits

11.4 Often these statements will also include:

- fire protection
- security
- supervision e.g. handover
- transport (where applicable)
- accommodation (where applicable)

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- 11.5 In the absence of the assurances set out above, the Visit Leader should seek information from similar groups that have recently visited the venue, as well as make contact with a reputable organisation such as The Tourist Board.
- 11.6 Visit Leaders should use a preliminary visit to address the following questions:
- Will the venue be suitable to meet the planned learning objectives?
 - What will the conditions of daylight, temperature, weather etc. be like on the day and will it differ significantly from the pre visit?
 - Will there be an understanding that under-foot conditions may be different?
 - Is there sufficient knowledge and understanding of the venue and activities to enable the Visit Leader to feel confident when visit planning?
 - Is there sufficient familiarity with the venue to enable risk management issues to be addressed (including proximity to First Aid facilities)?
 - Will the venue be able to cater for the full range of group needs, including any special needs?
 - Will the group need any specialist equipment?
 - Is there a staff training issue that should be addressed?
 - Will pupils need to be prepared or trained?
 - Is there an opportunity to discuss with providers a clarification of the duty of care?
- 11.7 Where a preliminary visit is not practicable, the Visit Leader should give special consideration as to how they will gather sufficient information to make an adequate assessment for their risk management and other issues.
- 11.8 The External Provider Health and Safety Questionnaire (available from KAHSC) is a useful tool in these circumstances. Visit Leaders can assess completed forms as adequate or not, but where there is any doubt further advice can be sought from KAHSC.
- 11.9 Providers only have to complete one External Provider Health and Safety Questionnaire per year. KAHSC maintains a list of providers who have completed this questionnaire.

12.0 TRANSPORT

- 12.1 Visit Leaders should ensure coaches, buses and their drivers are hired from a reputable company that has a Public Service Vehicle (PSV) Operator's Licence; adequate breakdown and emergency procedures and that can adequately manage any disability access requirements. Hired drivers of such vehicles are not required to hold an Enhanced Disclosure for Regulated Activity since they are not undertaking the work on a regular basis.
- 12.2 Minibus drivers must be competent and work within the law. There are licensing, driver hours, towing, maintenance/pre-use checks, Section 19 Permit, lone driving, and driving abroad issues to be considered (as set out in KAHSC Safety Series G11 Driving a Minibus).
- 12.3 Transporting pupils in private cars requires careful consideration.
- 12.4 A driving declaration should ask for (see Appendix 8):
- 12.4.1 evidence that a vehicle to be used is roadworthy e.g. MOT certificate where applicable;
- 12.4.2 evidence that the driver holds an appropriate and valid licence with no points;
- 12.4.3 evidence of appropriate and valid insurance. Staff must have 'occasional business use' and check that it does cover conveying pupils in their professional care;

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12.4.4 agreement that the driver understands their legal responsibility for the safety of pupils e.g. seatbelts, booster cushions, not overloading the vehicle, driving within the law etc.

12.5 Vehicle drivers cannot drive and supervise pupils at the same time, therefore a judgement must be made regarding likely behaviour and individual needs of passengers. If direct supervision is deemed necessary, another adult must be appointed to this role and travel also.

13.0 FIRST AID

13.1 A member of staff qualified in first aid may not be necessary for every visit. The potential need should be considered as part of the risk management process.

13.2 “Appropriate” first aid provision will be determined by the:

- nature of the activity;
- nature of the group;
- likely injuries associated with the activity;
- extent to which the group may be isolated from normal ambulance support, or a known point where a qualified first aider will be available.

13.3 A basic level of first aid must be available at all times. This requires that one or more of the staff supervising the activity:

- knows how to access qualified first aid support;
- has a basic knowledge of simple first aid and are competent to use the first aid materials carried with the group (such as the contents in a first aid box provided for every visit).

13.4 The above is equally applicable to groups of pupils subject to remote supervision for significant periods of time (e.g. the Duke of Edinburgh Award expeditions).

13.5 For some activities (e.g. those supported by National Governing Body qualifications) there is an expectation that activity leaders hold a current and appropriate first aid qualification.

13.6 It is a legal requirement that all minibuses carry a first aid kit.

14.0 SUPPORTING PUPILS WITH MEDICAL CONDITIONS

14.1 In line with the Supporting Pupils with Medical Conditions policy (KSMAT/STAT/048) there must be clear procedures in place for managing medicines and any other issues associated with supporting such pupils suitable for each visit. Normally medicine will be prescription only, but for some off-site activities could include non-prescription medicines such as anti-histamines etc.

14.2 Pupils who require emergency medicine are required to carry and wherever possible, administer their own medicine. This may require careful management which should be clearly set out in the appropriate risk assessments.

15.0 ACCIDENT/INCIDENT RECORDING AND REPORTING

15.1 Should an accident occur it must, where applicable, be recorded in the accident book at the venue. When the visit returns an accident form must be completed and returned to the school nurse so it can be logged on the KAHSC on-line accident reporting system. This includes any accident that

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involves an injury, first aid being administered or a hospital visit. If the incident involves a Boarder, please also ensure the Head of the Boarding House is aware.

- 15.2 If the accident resulted in a major injury (i.e. fracture, concussion, hospital treatment) a witness statement must be obtained.
- 15.3 Accident/incident recording and reporting must be completed as contemporaneously as possible to meet HSE and insurance requirements. There is an accident form in every first aid kit, additional copies are available in the staff room and reports can also be sent to the school nurse by email to speed up the process. Detailed guidance regarding accident recording, reporting and investigation is available in the Health and Safety policy (KSMAT/STAT/013).

16.0 CRITICAL INCIDENT PROCEDURES

- 16.1 An incident becomes critical when it usually involves life threatening or fatal injury or group members go missing or are at serious risk.
- 16.2 Emergency procedures must be discussed as part of the risk management process. Visit Leaders must take completed copies of the Emergency Action Card on the trip and have them to hand at all times (see Appendix 4). Pupils should be appropriately involved, especially those remotely supervised. Specific roles must be allocated. These must include:
 - 16.2.1 emergency protocols for Visit Leaders including emergency action and situation management in brief, incident recording and the notification of key parties;
 - 16.2.2 emergency protocols for the First Contact Person including responding to the emergency call, incident recording and further action;
 - 16.2.3 emergency protocols for senior leadership including a system to activate the Critical Incident Management Plan (KSMAT/F&P/035) as necessary.

17.0 INCLUSION

- 17.1 The Equality Act 2010 states that the responsible body of a school must not “discriminate, harass or victimise a pupil to whom one of the Protected Characteristics applies (disability; gender reassignment; pregnancy and maternity; race; Religion or belief; sex and sexual orientation) in the way that it affords (or not) the pupil access to a benefit, facility or service. There is a duty to make reasonable adjustments.”
- 17.2 However, the ‘Disability Discrimination Act Code of Practice for Schools’ (which has not been repealed) states that ‘where a child has a behaviour difficulty for a reason other than a disability, for example arising from social or domestic circumstances, it is likely that such a difficulty is not covered by the legislation’ (section 4.6 p27).
- 17.3 It may be reasonable to exclude a young person where their behaviour presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of themselves or any other person who might reasonably expect protection from harm including staff and the public.
- 17.4 Where there is some doubt about including or excluding a young person on the grounds of their behaviour, the following points should be considered:
 - 17.4.1 identify issues at the earliest stage of planning;
 - 17.4.2 involve all interested parties;

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- 17.4.3 record this process;
- 17.4.4 establish a behaviour management plan that may enable inclusion on the visit;
- 17.4.5 establish behaviour targets and timescales to be met to allow inclusion, or trigger a decision to exclude;
- 17.4.6 ensuring that what is expected of staff is reasonable and within their competence.

18.0 INSURANCE

18.1 The Keswick School has **Comprehensive Travel Insurance (CTI)** through the DfE Risk Protection Arrangement for Academy Trusts . This covers personal accident; cancellation and curtailment; personal effects and money; medical expenses; repatriation etc and includes winter sports. The certificate of insurance and policy wording include details for obtaining medical assistance (staff shared area > Trips and Visits).

18.2 Visit Leaders should take careful note of any exclusions and limitations. Information about the extent and limitation of this cover must be made available to staff, volunteers and parents. Visit Leaders should take special care to ensure they have adequate cover when individuals with pre-existing medical conditions are travelling.

18.3 Keswick School also has the following insurance protection:

Employer’s Liability Insurance (ELI) to £10 million

This indemnifies the school against compensation claims for injury brought by employees and those acting in a voluntary capacity. Visit Leaders must understand how their management of visits can affect this cover e.g. the process for engaging and managing the ‘work’ of volunteers.

Public Liability Insurance (PLI) to £25 million

This indemnifies the school or provider against compensation claims for injury or damage to/loss of property brought by anyone other than its own employees or volunteers. Visit Leaders must ensure that any third party provider has a minimum PLI of £5 million.

18.4 For some visits a **Tour Operator Insurance Package (TOIP)** may be included. Visit Leaders who use tour operators must understand that any such policy is normally optional and that they need to evaluate it against the visit needs and any other cover already in place.

18.5 Any tour operators used must be ABTA and ATOL protected. This means that if the travel company fails hotel costs and flights home will be provided if a trip is abroad. If a trip hasn’t departed a full refund will be provided.

18.6 Visit Leaders should be aware that running simultaneous insurance policies covering the same liabilities must be avoided as this complicates and delays the claims process.

19.0 CONTRACTS AND WAIVERS

19.1 Visit leaders are expected to understand and use for reference OEAP document [3.2i Contracts and Waivers](#) (a guide to what might be meant by contract, terms and conditions, risk acknowledgement, disclaimers, and waivers and how to decide what is and is not acceptable) when their arrangements require any such agreements.

19.2 This includes the understanding that a contract does not have to be in writing and can include verbal agreements, exchanges of emails, a ticket purchase, telephone booking etc. and that details

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in advertisements, brochures, and on websites etc. do not necessarily form part of a contract and that they must check what is actually included in any contract that they agree.

19.3 All contractual agreements for visits organised by us must be made between us and our suppliers and not directly between suppliers and parents or carers. However, all payment and cancellation terms that we are subject to and that we will pass on to families must be made clear to parents and carers in writing from the outset.

19.4 If a participant or parent contracts directly with a supplier, this might conflict with our supervision liabilities (when a parent or carer signs an agreement where safety is heavily contingent on behaviour, but they are not present on the trip to enact their promises) or may conflict with our insurance arrangements and not be covered by us.

19.5 Staff who enter into contracts must have the proper authority to do so and risk disciplinary action or personal liability for any costs involved if not.

20.0 FINANCE

20.1 Visit Leaders will budget to ensure there is no surplus or deficit of any significance. Contingency funding is not built into visit costs unless it arises under circumstances outside the direct control of the school, for example providing for a wet weather activity.

20.2 Visit Leaders should encourage parents to make payment through iPayimpact.

20.3 Once a visit has been approved Visit Leaders must inform the Finance Office of cancellation dates if insufficient voluntary contributions or payments are received. Cancellation dates should be set so that if a visit cannot proceed there is no charge levied at the school and all payments can be returned to pupils.

20.4 If payments are requested in instalments the first payment should be a non-returnable deposit sufficient to cover the fees incurred in case of a late withdrawal.

20.5 Surplus visit funds of less than £5 per pupil will be retained by the school in a 'Trips support fund' to support future visits. Surplus visit funds of more than £5 per pupil will be returned to parents.

20.6 How visits can be funded is set out in the Charging and Remissions policy (KSMAT/STAT/056).

21.0 INFORMATION FOR PARENTS

21.1 We don't need parental consent to take pupils of statutory school age off-site on visits which we use to deliver any element of the national curriculum when it happens entirely within normal school hours.

21.2 We need parental consent to take pupils off-site on visits which extend beyond normal school hours, are adventurous, or are overnight.

21.3 We operate a blanket consent procedure to cover **all visits**, including day trips that extend beyond the normal school day. This will be issued via a Google Form when students arrive in our school and when they move into the Sixth Form.

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- 21.4 When we seek specific consent for Category 2 visits, this will depend on the nature of the visit and the activities involved. This may be done as part of a letter or information evening.
- 21.5 If we take pupils to a facility that requires us to sign a waiver or disclaimer on behalf of parents, like a high ropes course, we will look for one that enables parents to read and sign it directly with the provider. Otherwise, we will provide parents with the full text of what we will sign on their behalf and specifically draw their attention to its importance. This might be a link to the facility’s website where full details are published, or it could be a physical hard copy of the waiver.
- 21.6 We don’t need parental consent to share children’s personal data with a supplier or provider when the data is necessary to operate a contract with them. For example, a child can’t cycle on a hired bike unless the provider knows how tall they are to supply the right sized bike, a child can’t take part in certain water activities unless the provider knows if they can already swim, a child allergic to certain foods can’t be kept safe from them if we don’t tell the activity centre’s kitchen etc.
- 21.7 Our school Privacy Notice includes a general recognition that there are times when we do this kind of data sharing. When we know we will need to share personal data with a specific third-party provider like this, we will obtain a copy of, or a link to that provider’s Privacy Notice, passing it on parents and drawing their attention to what it says **before** they sign any consent for their child to take part. This helps us ensure that any trips consent we have is “fully informed”.
- 21.8 Parents must have details that include:**
- 21.8.1 dates of the visit and name of Visit Leader
 - 21.8.2 educational objectives
 - 21.8.3 itinerary of activities and time/location of departure and return
 - 21.8.4 accommodation details
 - 21.8.5 clothing and equipment requirements
 - 21.8.6 mode of transport and the name of any travel company facilitating the visit
 - 21.8.7 size of the group
 - 21.8.8 level of staff supervision and whether any remote supervision will be taking place
 - 21.8.9 pupil’s responsibilities for their own health, safety and wellbeing
 - 21.8.10 arrangements for dealing with pupils who become ill and those who fail to comply with the code of conduct creating a risk to themselves or others
 - 21.8.11 arrangements for providing for special educational and medical needs, and disabilities
 - 21.8.12 insurance arrangements
 - 21.8.13 pocket money recommendations
 - 21.8.14 charges/voluntary contributions and cancellation terms
 - 21.8.15 emergency contact details
 - 21.8.16 policy regarding use of mobile phones and other electronic devices
 - 21.8.17 for international visits details of how pupils passports will be checked
- 21.9 Parents can also expect to:**
- 21.9.1 have information about any pre-visit preparation;
 - 21.9.2 have information about arrangements for sending a pupil home early in the case of illness or failure to meet required standards of behaviour and how any associated costs will be met;
 - 21.9.3 be asked to provide emergency contact numbers where they can be contacted throughout a visit and to keep the Visit Leader informed if changes occur;
 - 21.9.4 sign a medical consent form giving parental authority for their child to receive emergency treatment, including administration of an anaesthetic or blood transfusion (separate arrangements may need to be made in the event of non-consent for religious reasons).

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- 21.9.5 establish indirect contact with their child in the event of a home emergency. This will usually be by an emergency contact phone number provided by the Visit Leader.
- 21.9.6 be informed of a group's safe return. This will usually be by their child contacting them using their own mobile phone.
- 21.9.7 complete a form that requests information about their child that Visit Leaders may need in order to fulfil their responsibilities under their duty of care. This may need to cover:
 - Physical, psychological and emotional health
 - Medicine (including dosage, frequency and whether it can be self-administered)
 - Special dietary requirements and allergies
 - Details of recent injury, illness and/or contact with infectious disease
 - Swimming ability

22.0 BOARDING HOUSE

- 22.1 This policy applies to boarding visits and activities.
- 22.2 Boarding parents and guardians are notified a term in advance of all trips available to their child and consent forms are completed when boarders arrive at the start of each academic year.
- 22.3 Where there are specific risks associated with Category 2 visits parents and guardians are requested to complete an additional consent form.
- 22.4 During an activity away from the school site the boarding house is usually staffed. The member of staff on duty is the emergency contact with the Head of House as the second emergency contact.
- 22.5 If it is a whole house activity and the boarding house is closed. A member of boarding staff with easy access to the boarding house is the emergency contact.
- 22.6 The boarding house mobile phone is taken on all activities. All boarders have this number in the memory of their personal mobile phones.

23.0 MONITORING

- 23.1 The Health and Safety committee (composed of staff and governors) will periodically monitor and review the implementation of the guidance detailed in this policy. This committee should ensure that:
 - 23.1.1 The Health and Safety Policy adequately references visits and directs staff to follow this policy.
 - 23.1.2 This policy and its associated procedures are regularly reviewed and updated to remain current and in line with good practice.
 - 23.1.3 Staff have easy access to the Health and Safety policy, the OEAP national guidance, and the KAHSC Visits Module.
 - 23.1.4 Staff have access to relevant training that supports the implementation of this policy.
 - 23.1.5 Keswick School has access to advice and further information from KAHSC to clarify visit procedures.
 - 23.1.6 Practice, including notification and approval procedure, complies with this policy.
- 23.2 Our governors are expected to regularly monitor the implementation of our policies and procedures for LOtC in line with OEAP guidance [3.2b Monitoring](#) (good practice guide to monitoring LOtC for safety and quality); [4.2c Reviewing](#) (guide to the process of reflecting on an experience to learn from it and using it with participants to facilitate their learning and

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development, and with staff to develop practice); and [5.1d Evaluation](#) (guide to visits evaluation considering why, what, and how to evaluate).

- 23.3 Trip Leaders should report any accidents and near-misses in accordance with RIDDOR and using the accident/incident reporting procedure in the Health and Safety policy (KSMAT/STAT/013) and evaluate all aspects of the visit in terms of safety, logistics and learning outcomes and up-date risk assessments to take into account any accidents/incidents, site changes or other issues. See Evaluation Form (Appendix 10)

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CHECKLIST FOR VISIT LEADERS

The procedures and guidance set out in the Trips and Visits policy must be adhered to (this is a legal requirement). The following is not comprehensive but a quick checklist to act as an aide-memoire:

PROCEDURE	DATE COMPLETED
Be familiar with the guidance and procedures set out in this policy (this is a legal requirement).	
Discuss the proposed visit with the Head teacher and identify clear educational objectives.	
Calculate as accurate a cost as possible for the SV form (see Appendix 5) in accordance with the Charging and Remissions policy (KSMAT/STAT/056) which includes a 2% admin charge to cover iPayimpact payments and Finance Office costs.	
Submit an SV form (Staff shared area > Trips and Visits) to the Head teacher within the timescale required for approval (see sections 7.1 and 7.2).	
Identify requirements (staff, competency, provider assurance, transport, accommodation etc.).	
Plan the visit using venue/activity provider information, identifying any special arrangements (including obtaining any third party provider assurances).	
Ensure safeguarding/child protection issues are addressed (e.g. enhanced DBS disclosures).	
Notify the Finance office of cancellation dates to avoid charges if a visit has to be cancelled.	
Define the responsibility of accompanying staff/volunteers to ensure effective supervision (understanding that the duty of care remains with staff/volunteers, even when partial responsibility is shared with a third party provider).	
Ensure that where accompanying adults include someone with a close relationship to another member of the group that this does not compromise group management.	
Undertake effective risk management and involve accompanying staff, volunteers and pupils, as appropriate, in this process.	
Review and amend generic risk assessments (Staff shared area > Trips and Visits).	
Check pupil lists in SIMS for medical information and notes, consult with the school nurse, identify any training needs/requirements and follow the guidance set out in the Supporting Pupils with Medical Conditions policy (KSMAT/STAT/048).	
Check pupil lists in SIMS for SEND/EHCP information and notes, consult with the SENCO, identify any training needs/requirements and follow the guidance set out in the Special Educational Needs and Disability policy (KSMAT/STAT/017) and the Equality policy (KSMAT/STAT/007).	
Consult with the Deputy Head (Pastoral) for safeguarding/CAMHS advice.	
Produce individual risk assessments for medical/SEND/vulnerable pupils to ensure they are fully included.	
Ensure there is access to first aid throughout the visit (including proximity to a doctor/hospital).	
Review school procedures for emergencies, make any visit specific plans and book a school mobile phone for the duration of the visit with Mrs Daly.	

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Provide detailed information to pupils/parents about the visit - letters must be approved by SLT and sent via EduLink (this must be done through the Finance Office). The method of how places will be allocated for the visit must be made clear in the letter.	
Ensure informed parental consent has been obtained (see Appendix 2).	
For category 2 visits ensure that the additional information request and consent has been obtained a minimum of 4 weeks before departure (see Appendix 3) and ensure that the Privacy Notice of any third party providers has been shared with parents before they give consent.	
Arrange a pre-visit parent information meeting where appropriate.	
Complete the relevant sections of the KAHSC Visits Module and attach related documentation: <ul style="list-style-type: none"> - Letters to parents (so it is clear what they have consented to) - A detailed itinerary (including where groups will be staying overnight) - Insurance policy documents (in case the First Contact is unavailable) - Staff qualifications that support risk management - Staff and student lists with associated medical and emergency contact details - Risk assessments including third party provider risk assessments (completed 4-6 weeks prior to departure to enable KAHSC to undertake the appropriate checks) - Emergency information (including Visit Leader details, emergency phone number and First contact details) 	
Check and make amendments to documentation based on KAHSC notes until approval has been secured (a pdf visit summary can be printed with KAHSC notes listed in date order).	
Issue staff/pupil lists by email, to the Education Support Officer and post them in the staff room at least a week prior to departure.	
Provide information to accompanying staff/volunteers including the nature of the activities and the age, medical conditions, special needs, safeguarding and behaviour of the pupils.	
Collate and distribute emergency contact details and procedures to accompanying staff/volunteers, first contacts and third party providers who need it (see Appendix 4).	
Use the school social media account as a means of communicating safe arrival for international trips.	
Ensure there is a clear handover before and after any activity led by a third party provider.	
Stop an activity (provider or school led) at the first appropriate opportunity if it is causing a concern - such intervention needs to ensure that it does not put pupils at greater risk.	
Report accidents and near-misses in accordance with RIDDOR and using the accident/incident reporting procedure in the Health and Safety policy (KSMAT/STAT/013).	
Evaluate all aspects of the visit in terms of safety, logistics and learning outcomes and update risk assessments to take into account any accidents/incidents, site changes or other issues.	

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CONSENT FORM FOR KESWICK SCHOOL TRIPS AND ALL OTHER OFF-SITE ACTIVITIES

Full Name of Child:			
Class/Year Group:		Date of Birth:	

EDUCATIONAL VISITS

This consent *will* last for the entire time that your child is with us at this school, but it is good practice for us to confirm your consent still applies for residential or adventurous visits. When we tell you about these trips we will ask for current information about your child eg. updated medical needs, phobias, swimming ability, sleepwalking etc. You should also complete and return any slip provided at that time.

I consent to my child taking part in school trips and other activities that take place off-site **and** to them being given urgent medical/dental treatment or necessary pain relief during any trip or activity. I understand that:

- **All** trips and activities are covered by this consent and will include;
 - all visits (including residential trips) which take place during the holidays or a weekend,
 - adventure activities at any time *and*
 - off-site sporting fixtures outside the normal school day,
- School will provide me with information about each trip or activity before it takes place.
- I can inform school that I **do not** want my child to take part in a particular trip/activity and I should do so in writing.
- I **must** ensure that I and my child understand and agree to abide by any trip Code-of-Conduct.
- I **must** keep school informed if any medical information I have provided becomes out-of-date or where religious beliefs may impact on any medical treatment my child may receive.
- I **must** keep school informed if any emergency contact information I have provided becomes out-of-date or does not apply to a particular trip and I must provide alternatives as necessary.
- All school activities are appropriately insured. I also understand the extent and limitations of this insurance (details available on request).
- You can withdraw this consent at any time by writing to the Headteacher's PA, Mrs Annabel Scott.

Continued overleaf

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Medical Information: Details of any medical conditions including allergies and travel sickness that my child suffers from and any medicines with dosage etc. that they should take during off-site activities including those outside school hours or overnight – attach additional sheet if necessary.

EMERGENCIES	Emergency Contact 1		Emergency Contact 2	
Name:				
Relationship:				
Telephone Number(s):	Work:		Work:	
	Home:		Home:	
	Mobile:		Mobile:	

Signed:		Date:	
Print Name:		Relationship to Child:	

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FURTHER INFORMATION REQUEST AND VISIT CONSENT

Dear Parents

You have already consented to your child's participation in all school off-site activities, have received full information regarding this visit and have not withdrawn your consent. Please confirm below medical, personal and emergency home contact information relevant to this trip. Please also complete the Personal Information section with anything that may affect the visit leader's trip planning e.g. sleepwalking, phobias, special dietary requirements, recent accident/illness etc.

TRIP:		DATE OF TRIP:	
FULL NAME OF CHILD:			
DATE OF BIRTH:		CLASS/YEAR GROUP:	
MEDICAL INFORMATION: details of any medical conditions including allergies and travel sickness that my child suffers from and any medication with dosages etc. that they should take during off-site activities including those outside school hours or overnight.			
PERSONAL INFORMATION: Details of any other conditions e.g. phobias, sleepwalking, special dietary requirements etc. that affect my child and may affect visit plans.			
RECENT ILLNESS/ACCIDENT: Details of any recent illness, injury or contagious/infectious disease and how it may affect my child and their participation.			
MAY PARACETOMOL BE ADMINISTERED TO YOUR CHILD: YES / NO			
DATE OF LAST TETANUS VACCINATION:			
SWIMMING ABILITY:			
Emergency Contact Information			
	Emergency Contact 1	Emergency Contact 2	
Name:			
Relationship:			
Telephone Number(s):	1. 2.	1. 2.	
Mobile No:			
Signed		Date	

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Visit Leader: Emergency Action Card

Serious Incident - Immediate Action:

1. **REMAIN CALM** – Assess the situation – nature and extent of the incident.
2. Safeguard yourself and the uninjured. Ensure everyone is:
 - ✓ accounted for,
 - ✓ safe,
 - ✓ adequately supervised, and
 - ✓ supported, reassured and briefed so that they understand what to do to stay safe.
3. Follow your emergency procedures for *this* activity - send for help if you need it.
4. Establish the extent of any injuries and administer appropriate first aid to:
 - a). preserve life,
 - b). prevent the condition worsening, and
 - c). promote recovery.

Essential First Aid:

1. Breathing - Clear airway? Artificial ventilation? Recovery position?
2. Beating – Circulation? External chest compressions?
3. Bleeding – Find and stop serious external bleeding. Apply pressure & elevate?
4. Breaks - Look and feel for irregularities. Support?
5. Environment – Warm? Sheltered?
6. Monitor – Condition stable? Emotionally supported?

Summoning Help:

1. Get qualified help ASAP - contact the appropriate emergency service(s) giving your:
 - group's name and your visit leader's name (and your name if that's not you),
 - your exact location,
 - nature of emergency and the number of injured persons,
 - actions taken so far,
2. Follow advice from the emergency services.
3. Contact and advise your First Contact of the incident and action taken.
4. Contact and advise any local base being used by your group.

Recording Incidents:

Accurately record the:

- time, date and nature of the incident;
- accurate incident location;
- names of casualties;
- details of injuries;
- names of others involved but not injured;
- locations of all involved when moved from the site;
- names and contact details of witnesses;
- action taken;
- action still to be taken.

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Essential: Dos and Don'ts:

Do
<ul style="list-style-type: none"> • Control indiscriminate use of mobile phones by the rest of the group • Ensure you provide the most accurate incident information you can • Send an appropriate adult with casualties to hospital with parental consent forms/medical info. • Ensure the uninjured are returned to base as soon as possible if it is safe or appropriate to do so. • Keep an accurate, real-time record of all actions as they occur. • Notify key parties as soon as possible • Continually monitor the situation, observe, liaise and seek advice as appropriate
Don't
<ul style="list-style-type: none"> • Split up the group - unless it is the only way to get help • Give to parents/pupils any telephone numbers that activate the Critical Incident Management Plan. • Have direct contact with parents from the scene – leave that to your base contact • Admit anything (may invalidate insurance) or discuss liability with anyone • Sign anything without checking details beforehand • Speak to the media – refer them to your employer's media contact

Notifying Key Parties:

In addition to the police and other emergency services you may need to contact:

Name	Telephone	Mobile
School:		
Visit First Contact 1: (will contact the Head teacher/SLT if it is necessary to activate the CIMP)		
Visit First Contact 2: (will contact the Head teacher/SLT if it is necessary to activate the CIMP)		
Kym Allan Health & Safety Consultants	01228 210152	Pager: 07663 707276
Local Accommodation:		
Travel Provider(s):		
Insurance Provider:		
Foreign Office Consular Assistance:	+44 (0)20 7008 1500	n/a
Other:		

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First Contact: Emergency Action Card

On Receiving a Call

1. **REMAIN CALM** – the caller may be under great stress.
2. **Take down** the following information:

Who is calling?
If you have more than one, which school/setting are they from?
What is their role in the group (leader, assistant leader, participant)?
What number can they be called back on should you be disconnected?
What has happened? What is the nature of the emergency?
What is the number and status of any casualties?
What is their current location?
What is the total number of people in the party?
Are they staying where they are or moving? If they are moving where to?

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What help do they require?
What time did the incident happen?
What time is it now?
Anything else?

- 1. Reassure them** and tell them they will be called back once you have contacted a senior manager (if possible within 15 minutes – dependent upon the nature of the incident and the number of agencies involved).
- 2. Contact staff** in the following priority order and give them the information you have noted.

Name and Position/Assistance Provider	Telephone	Mobile
Head teacher		
Clerk to the Governors		
Foreign Office Consular Assistance:	+44 (0)20 7008 1500	n/a
Kym Allan Health & Safety Consultants	01228 210152	Pager: 07663 707276

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FORM SV**KESWICK SCHOOL - REQUEST FOR APPROVAL IN PRINCIPLE FOR SCHOOL VISITS, TRIPS AND JOURNEYS**

You must complete this form to obtain approval for your trip/visit before any arrangements are made.

Visit Leader's name:	Name of Visit:
Category of visit – see Trips and Visits policy (<i>please circle</i>):	
<ul style="list-style-type: none"> • Category 1 (approval required 4 weeks prior to departure) • Category 2 (approval required 12 weeks prior to departure) 	

Trip details

Trip start date:		Trip end date:					
*Full day / Half day <u>and</u> am / pm *Please delete as appropriate							
Is the visit part of the curriculum *Yes/No * Please delete as appropriate							
List the educational objectives below:							
<ul style="list-style-type: none"> • • 							
Total number of adults accompanying the party:							
Number of teaching staff:		Periods of cover required (£45 per period)		Periods of goodwill cover (no cost)*		Number of associate staff (£80 per day)*	
Names of staff (if known):							
Names of volunteers (if known):							
Number of Pupils (estimates are fine): SEND and PP are included for analysis purposes to demonstrate inclusion	Year 7		Girls/Boys		SEND		PP
	Year 8		Girls/Boys		SEND		PP
	Year 9		Girls/Boys		SEND		PP
	Year 10		Girls/Boys		SEND		PP
	Year 11		Girls/Boys		SEND		PP
	Year 12		Girls/Boys		SEND		-
Year 13		Girls/Boys		SEND		-	
Total:		Girls/Boys		SEND		PP	

* Goodwill cover for teachers/associate staff needs to be appended to this SV Form. This will confirm which staff will cover lessons or the work of an associate member of staff in their absence.

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Finance requirements

Expenditure (ON VAT INVOICE USE NET AMOUNT)				
	Provider name	Cost	Date for cancellation (to avoid charges)	Cancellation requirement (letter / email / phone etc)
Transport		£		
Accommodation		£		
Entrance Fees		£		
Third party provider		£		
Other expenditure		£		
Food & drink		£		
Currency		£		
Cover costs		£		
Support staff costs		£		
Total expenses		£		
2% Admin charge (to cover iPayimpact etc.)		£		
Voluntary contribution / charge per pupil		£		

If not enough voluntary contributions are received, the trip may be cancelled.
(please refer to the charging and remissions policy)

EduLink and iPayimpact requirements

Payment available from:		Payment available until:	
Payment instalments required:	<i>*Yes / No – * Please list dates & payment</i>		
Department account to be credited:			
Who will be going on the trip:	<i>Please provide a list of names</i>		

Trip letters must be checked by member of SLT before sending via Parent Mail.

I confirm that I have read, understood and will follow the guidance set out in the current

Trips and Visits Policy..... (Visit Leader signature)

Cat 1 - Approved/Not approved **(Head teacher)** **Date**

Cat 2 - Approved/Not approved **(Chair of Governors)** **Date**

NO ACTION MUST BE TAKEN UNTIL APPROVAL HAS BEEN GIVEN

Copied to: Group Leader, Head teacher, Finance, Andrew Young (Cover)

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Terrorism Considerations when Planning Educational Visits

The threat of terrorism and violence has been a fairly consistent feature in British life for many years. It will always be difficult to strike the right balance between living our lives to the full and making careful preparations and taking sensible precautions in the face of the current Severe Threat Level in the UK and worldwide. This advice is simply for consideration as plans are formulated.

Before the Visit:

Consider changing the **date, visit location or itinerary** to ones with more manageable risks.

Research the venue(s) or event(s)

- Avoid **religious, political or high profile venues and events** that could be considered higher risk. Check the website of the Police authority in the places being visited to find out if there are any scheduled events that the group should change plans to avoid or to seek specific advice.
- When using **tour operators**, ask them what additional security, emergency or risk assessment information or arrangements they, their transport and other service providers have in the event of an act of terrorism, if any. Include the possibility for changing destinations at the school's request.
- Look for **venue security, emergency and risk information** on their websites, in literature or by asking them. Tourist Information town centre map leaflets and museum layouts etc. will be useful.
- Stay alert to local and national **news** in the lead up to the visit, especially for any changes to the official UK Security Alert Status updated at: <https://www.mi5.gov.uk/threat-levels>
- Consider using private coach **transport** rather than the Underground or other public transport when travelling in high profile cities. Get travel advice for London from the British Transport Police at: www.btp.police.uk/advice_and_information/travelling_safely.aspx . The '*Basic Safety Rules*' in the section on '*Preparing Children for Travelling Alone*' is worth including in pupil briefings to give them confidence in knowing what to do should they become separated from the group.

Consider the practicalities of **remote supervision** during a security incident. Having small groups of pupils spending short periods of time indirectly supervised e.g. shopping or carrying out surveys etc. may reduce the risk of the entire group being caught up in an incident, but it may also make it exceptionally difficult to account for individuals and hamper any efforts to keep them safe during or in the aftermath.

Ensure supervisors can keep up-to-date with **local news** while away and the capacity to understand any news, travel updates or warnings.

Communicate openly with parents in advance. Good practice should require parents to contact the school's nominated emergency base contact who will then deal appropriately with the parental home emergency.

Brief supervisors and pupils in advance to **remain vigilant and alert**, reporting anything suspicious to an appropriate person immediately. The London Metropolitan Police Authority has advice to visitors as follows

(<https://www.met.police.uk/advice-and-information/terrorism-in-the-uk/staying-safe-from-terrorism/>):

Examples of suspicious behaviour include:

- People in stationary vehicles watching a building or structure, for no apparent reason.
- Vehicles moving slowly near public buildings, structures or bridges, or parked in suspicious circumstances.

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- People using recording equipment, including camera phones, or seen making notes or sketches of security details for no apparent reason.
- Someone paying close attention to specific entry and exit points; stairwells, hallways, fire escapes for no apparent reason.
- People loitering at or near premises for long periods, watching patrons, for no apparent reason.
- People asking detailed or unusual questions about buildings and business operations, facilities (such as room layouts), security or parking for no apparent reason.
- Members of the public in offices and 'off limits' areas, plant rooms and similar locations.

Assess the requirements of **SEND students** and their ability to react and respond to dynamic situations.

Brief supervisors and pupils in advance:

What action to take during a security incident i.e. "run, hide and tell" leaving baggage or other belongings behind.

To follow the instructions of police or security forces at all times, being mindful that they may be armed and appear intimidating.

What to do if separated from the group during a security incident. This should include:

- asking for assistance from a police officer or other security official;
- making sure they say they are from a school group;
- making their way to a specified physical meeting point if they can and if they think it is safe, and
- contacting the leader as soon as they are able to including looking for a payphone on the way to or at the meeting point if mobiles are not working.

Mobile phones may not work in the immediate hours after an incident which is why pre-arranged meeting points are so important. On pre-visits, note the locations of the nearest payphones both inside and outside of venues and designate meeting points in sight of one where possible. Consider what nearby shelter might provide good cover when selecting meeting places.

Ensure locations are included on the itinerary or somewhere else easily accessible that the leader would carry on them.

Consider setting up **data-based communication services** in case something happens to voice calling systems in the incident area or to enable communication in situations where it may not be safe to speak aloud. WhatsApp for example, might work even when voice calls don't, so consider setting up a trip-specific WhatsApp group for communicating in an emergency.

Consider providing all pupils and supervisors with a **printed emergency contact card** with the name of the school on it and at least one relevant contact number. This could be the school's landline telephone number or the visit leader's mobile number.

Leaders should carry a **spare mobile phone** (on a different mobile service provider network from the other handset where possible) and spare battery or auxiliary charger. A dual SIM mobile will allow one mobile handset to access two mobile networks in case one were to be 'down', but will still be useless if damaged or without charge. There are some very good charging packs now available on the market which store power and can charge or power devices when no mains power is available, but the better quality ones are very small, but still quite heavy.

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Consider the need to prepare a more detailed **itinerary** which includes approximate timings of all arrivals and departures, as well as the landline telephone number of each venue being visited (including restaurants when eating out).

When individuals need **personal medicines** which they will become quickly or seriously unwell if they do not take, they should carry them personally and a supervisor should carry sufficient spare. This should be normal practice on all visits where there is any element of remote supervision or a significant possibility of an individual becoming separated from the group.

In the Event of a Security Incident on Visit

Leaders should:

- Attempt to **keep everyone together** but need to understand that this may be extremely difficult.
- **Notify the emergency base contact** as soon as practicable noting the known whereabouts of all members.
- Try to **keep notes** whenever they can to help them remember important information they learn such as the location of any casualties who are removed from the scene and to help with witness statements and debriefing afterwards.

Schools should:

- **Activate the Crisis Management Plan.** Establish a school Crisis Team to create a communication focal point and receiving area for parents and students upon return.
- Arrange to **repatriate the group home** as quickly and smoothly as possible.
- **Liaise** with emergency services, follow their directions and keep good records of all information received and all action taken, not only to ensure information passed on is accurate, but to provide data to enable lessons to be learned and perhaps for risk management to be improved.
- **Communicate with parents** using the normal methods where possible, including email and secure website areas.
- Consider **arranging proactive trauma counselling** for pupils and staff.

Additional Overseas Visit Considerations

Research all countries being visited and travelled through:

- Adhere to the **Foreign and Commonwealth Office (FCO)** advice for those countries, noting any advice for specific cities, areas or dates at: www.gov.uk/foreign-travel-advice or via Twitter [@FCOtravel](https://twitter.com/FCOtravel) .
- Subscribe to FCO **updates** for those countries and carry a smartphone or tablet that can access them whilst overseas.
- Follow further relevant FCO official advice from: www.gov.uk/guidance/reduce-your-risk-from-terrorism-while-abroad .
- **Consider avoiding:**
 - political or religious celebrations/demonstrations or high profile venues such as embassies.
 - locations synonymous with Western or European tourism if possible, especially popular bars, cafes or restaurants. Rural and small towns generally attract a lower risk of terrorism than cities and principal tourist attractions.

When using **tour operators**, ask them what additional security, emergency or risk assessment information or arrangements they, their transport and other service providers have in the event of an act of terrorism. Include the possibility for changing destinations at the school's request, even if FCO advice has not changed to specifically advise against travel.

Confirm with the **insurance** provider what costs they will cover as a result of acts of terrorism, including medical care, repatriation and cancellation/curtailment. **If cover is not provided**, consider paying an

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additional premium for it, but certainly advise parents if acts of terrorism are not insured under your normal policy and that they should make their own insurance arrangements if they want this type of cover because school cannot be held liable.

Scan copies of **important documents** such as passports, visas and travel insurance details and save them in a secure cloud-based storage system in case of lost documents following an incident. This can be done most securely to www.kymallanhsc.co.uk or other secure web-based visit notification system like DfE/Evolve.

Carry **additional medicines** such as anti-malarial tablets in hand luggage where possible in case of lost baggage and delays following an incident.

When travelling in more remote regions, ask if any of the in-country service providers will be supplying a **satellite telephone** for the duration of the visit. If not, consider hiring one.

Leaders should carry a suitable **first aid** kit and water purification tablets at all times.

Remind pupils:

- To strictly observe **cultural sensitivities** regarding clothing and behaviour (which supervisors should proactively monitor).
- That their individual **behaviour** and overall group presence, whether it is their general appearance, posture or behaviour, should not draw unwelcome attention.
- To **comply** quickly with instructions from legitimate security forces and officials. If Leaders are unsure of their credibility and time is available, they should seek advice from the Embassy or High Commission by telephone.

Notify the travel insurance provider as soon as possible if directly affected by terrorism and request swift repatriation assistance. The embassy will take a direct role in assisting British nationals and consular assistance to school groups will normally be prioritised over adult tourists.

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Additional Information: Useful Websites for Trip Leaders

- HM Government guidance to schools on how they should approach the management of educational visits) <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits>
- Outdoor Education Advisers' Panel (OEAP) national guidance <https://oeapng.info/>
- Department of Health: Guidance on the use of adrenaline auto-injectors in schools)
- Department of Health: Guidance on the use of emergency salbutamol inhalers in schools.
- KAHSC Safety Series G11: Driving and Managing Minibuses
- St John's Advice: Practical First Aid in a Terrorism Incident
- KAHSC Safety Series G02: Managing First Aid

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Driving Declaration Form: Staff and Volunteers

We greatly value all support in helping transport our young people to and from activities off site. Without it we would find it very difficult to offer the range of experiences that we do, which would clearly disadvantage them. However, it is a statistical fact that travel by road can be more dangerous than the activity itself and it is the duty of management to do what we can to minimise the risks. Therefore we ask all our drivers (volunteers and staff) to comply with the checklist below and to sign and date it **before** driving on our behalf. This in no way invalidates or curtails private transport arrangements between parents/carers.

Full Name of Driver:			
<ul style="list-style-type: none"> • I passed my test for the class of vehicle I am using over 3 years ago. • I am not banned from driving/I have no more than 3 points on my licence. • I am medically fit to drive. • The vehicle I use carries adequate insurance, which is renewed each year on _____ (date). • The road fund licence where required, is current and always renewed by _____ (date). • The vehicle is kept in safe running condition and if required, has a valid MOT certificate _____ (date). • I am aware that overloading the vehicle could invalidate my insurance. • All passengers I shall carry will have access to, and use a seatbelt. • All passengers I shall carry who are under the age of 12 years and under 135cm tall will use any booster cushion provided or under 125cm tall and weigh under 22kg will use any booster seat provided for them. • I will inform the head teacher before volunteering to drive again if, for any reason, this declaration becomes invalid e.g. health or licence changes 			
Additionally, for VOLUNTEER drivers only:			
<ul style="list-style-type: none"> • I have checked with my insurance company that my vehicle insurance cover allows me to transport young people on school business on a voluntary basis. • I am aware that I may be reimbursed for “out of pocket expenses”, but that this or any formal payment for mileage may invalidate my insurance unless it has been previously declared to my insurance company. (Remuneration for driving would be seen as using the vehicle for “hire or reward”: a separate insurance classification). 			
Additionally, for EMPLOYED staff who volunteer to drive only:			
<ul style="list-style-type: none"> • * I am the insured Policyholder of the vehicle I use and my insurance includes business use in addition to social, domestic, pleasure and commuting. • * I am not the insured Policyholder of the vehicle I use, but I have checked that the business use cover on the vehicle is equally applicable to me as a Named Driver. <p>(* Delete whichever is not applicable)</p>			
Signed:		Vehicle Registration:	Date:
For office use only: I have/have not* seen relevant original documentation as described above (* delete as applicable)			
Signed:		Print Name & Position:	Date:
Documents seen: tick all pieces of evidence seen:			
<input type="checkbox"/> Driving Licence (accept only photocard or paper only licences with an online motoring convictions check at www.gov.uk/view-driving-licence . Warning: sight of a paper only licence or a photocard alone is NOT sufficient. Recording of motoring convictions on paper licences or photocard counterparts has been abolished. Conviction records are only available online.			
<input type="checkbox"/> Insurance Certificate (for expiry date and classes of use).			
<input type="checkbox"/> MOT Certificate or MOT status check at www.gov.uk/check-mot-status (for expiry: insurance may be invalid if MOT is expired).			
<input type="checkbox"/> Vehicle tax status check at www.gov.uk/check-vehicle-tax (for expiry date: insurance may be invalid if Tax is expired).			

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STAGER Framework

Leaders should be able to use the STAGER framework to explain their supervision decisions and, particularly for Category 2 visits, consideration of the following should feature clearly in their written visit specific risk assessment.

Staffing:

- Who is needed and available?
- What breadth and depth of skills, knowledge (and qualifications, licences, insurance), awareness, judgement, training and experience do they have relevant to all likely situations?
- Any personnel issues e.g., single sex supervision of a mixed sex group, adults with serious medical conditions or their own child on the trip?
- Any specific role allocations or assigned duties e.g., first aid, managing medicines, lights out & sleeping night duty, driving, 1:1, indirect/remote supervision plans (locations, checks, monitoring frequencies etc.)?

Timings:

- When will the trip impact the stage of study most?
- Should it be day, evening, or residential, weekday or weekend, term-time or holiday time?
- Does timing affect the availability of staff or cause staffing issues back at school or for base support?
- Does it clash with events at home or away e.g., religious holidays that may affect participation or safety?
- What other impacts do timings have e.g., weather, clothing, daylight, equipment, travel conditions, peak times, convenience, cost, missing school transport home, availability of activities?
- What is Plan B for lateness or missed transport connections that significantly impact plans?
- How does splitting into sub-groups to do different activities affect the ability of staff to support each other?

Activities to be undertaken:

- What *will* the group do? What *might* the group do?
- Do activities meet the needs of the group and objectives of the trip?
- Do staff need specific training, qualifications, equipment, or insurance to deliver activities?
- Do participants need a particular level of competence, prior training, or specific equipment to participate in activities?
- Have all activities including travelling, 'free time', and being in the accommodation been planned and managed with the same care?

Group characteristics:

- Have the age, abilities, maturity, behaviour, and prior experience or training of the participants been matched to the activities and environments?
- Have individual needs been addressed e.g., to suit their sex, SEND, dietary, religious, social, emotional, or health needs, or to manage issues like phobias, sleepwalking etc.?

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Environment:

- How do environments and conditions affect plans e.g., indoor or outdoor (clothing, shelter etc. needs, current and forecast weather, and underfoot or water conditions), public or private, urban or rural, hazardous or benign, quiet or crowded?
- What location-specific hazards require special plans e.g., kit for, briefing about, alternative routes to avoid or Plan B?
- Has adequate consideration been given to journeys too?

Remoteness:

- How far away is help e.g., time, distance, terrain, vehicular access?
- How difficult is it to summon help e.g., lack of device or signal?
- What are overseas travel requirements e.g., visas?
- How can an event affecting travel or communication (flooding, snowfall, terrorism etc.), suddenly make a group more remote, physically and psychologically.

Any guideline ratios must be used with professional prudence.

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Visit Evaluation Form

To be completed by the visit leader to inform future planning

School/Setting:								
Visit Leader Name:								
Number in Group:	Total:		Boys:		Girls:		Supervisors:	
Date(s) of Visit:								
Purpose of Visit:					Location:			
Venue/Provider					Date(s) of Visit:			

Please comment on the following features and give each aspect marks out of 10:

Aspect	Rating	Comments
Pre-visit organisation by the provider.		
Travel arrangements.		
Quality and suitability of the educational content provided.		
Extent to which the visit met specific educational objectives.		
Quality of instruction.		
Equipment provided.		

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Aspect	Rating	Comments		
Suitability of the environment				
Accommodation				
Food				
Evening activities				
Provider's representative e.g. tour reps				
Other comments & evaluation incl. "near misses" not involving injury or damage.				
Signed:			Date:	

To be completed and returned to the EVC.

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Student Code of Conduct for Trips and Visits

General Expectations

For the visit to be beneficial and enjoyable for all, you are expected to:

- behave responsibly and show consideration for others, including fellow participants, staff and members of the public;
- comply with instructions from staff;
- look after your own possessions and anything you borrow;
- keep all facilities clean, tidy and undamaged;
- abide by any rules and regulations of the places we visit;
- in the event of an emergency, follow emergency procedure instructions;
- inform staff if you have any medication conditions or injuries;
- inform a member of staff if you have any concerns about safety or security;
- report any damaged or unsafe equipment;
- wear appropriate clothing;
- comply with any restrictions on the use of phones, cameras, music players and other devices;
- remain in your designated group;
- know which member of staff is your nominated leader;
- when accompanied by staff, ensure that you understand any instructions and limitations;
- always carry your emergency contact card if allocated.

Smoking, Alcohol and Drugs

Smoking, vaping and the possession or use of tobacco, alcohol and non-prescribed or illegal drugs or other substances is forbidden.

Travelling

On a coach, minibus, train or plane you must:

- remain in your seat, unless given permission to do otherwise;
- wear your seat belt if one is provided;
- stow luggage on the luggage rack or under the seat – luggage should not block the aisle;
- put litter in the bags/bin provided;
- not distract the driver – no shouting out, no flash photography etc;
- if you begin to feel travel sick, inform a member of staff;
- when disembarking, be aware of traffic movement and direction.

In motorway service stations etc, you must:

- follow instructions from staff about where you are allowed to go;
- be back on the coach/minibus at the given time.

On a ferry, or at an airport, railway station or bus station, you must:

- remain with your group unless given permission to do otherwise;
- visit shops in pairs or groups – never alone;
- be aware of and comply with all timings and meeting places;
- understand and comply with security arrangements and limitations;
- follow instructions from transport operator staff;
- follow instructions about being on boat decks;

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- stay back from the edge of railway platforms;
- be sure you know where the group is based and how to locate staff.

Accommodation

When staying in a hotel, hostel, residential centre or campsite, you must:

- understand and follow all instructions about fire and safety procedures;
- know how to locate or contact staff;
- comply with any instructions about permission to leave the accommodation;
- comply with any instructions about access to parts of the accommodation, such as a bar, casino or swimming pool;
- understand the dangers of balconies and comply with any instructions about access to them;
- comply with instructions about visiting other people’s bedrooms;
- arrive on time for meals and meetings;
- comply with any restrictions on the use of mobile phones, tablets, cameras, music players, etc.
- comply with any restrictions on internet access, viewing TV and videos, etc.

Sanctions

Failure to comply with this Code of Conduct may result in the school applying sanctions as noted in the Behaviour Policy and/or removal from the trip.

I agree to abide by the above Code of Conduct

Student name:

Date:

Parent/Guardian Signature:

Date:

Ref:	Trips and Visits Policy	Type:	Policy
Version:	08	Owner:	Headteacher
Date:	March 2024	Status:	Curriculum Committee Approved