

EDUCATIONAL VISITS AND RESIDENTIAL TRIPS POLICY

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Policy Statement

This policy has been authorised by London Park School Clapham. It is available to parents and students and to all members of School Staff. This policy is designed to provide practical information and guidance for visit leaders and all other staff who participate in educational visits and all other school trips.

The Governors of the School recognise the value to students of educational visits as outlined below. They also recognise and accept that such educational visits may present challenges to the health and welfare of students. Educational visits will therefore be planned and operated in accordance with this policy and guidance so that everyone involved understands his or her responsibility and can participate fully in learning outside of the classroom.

This policy is issued in accordance with the Education (Independent School Standards) (England) Regulations 2010 (SI 2010/1997) and the Health and Safety at Work etc Act 1974 and subsequent regulations and guidance. Any legislation referred to in this policy is as amended.

This policy has been drafted in accordance with the updated Department for Education (DfE), Health and safety: department for education advice on legal duties and powers for local authorities, headteachers, staff and governing bodies (2014) and the DfE Health and Safety on educational visits (2018) and in line with the OEAP National Guidance.

Context

We believe that educational visits are an integral part of the entitlement of every student to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment and so form a key part of what makes London Park School a supportive and effective learning environment. The benefits to students of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for creativity, developing learning relationships and practising strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Students are active participants, not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world', 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging students to become more risk-aware as opposed to risk-averse.
- Greater sense of personal responsibility.
- Possibilities for genuine teamwork including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside of the normal day. In addition to this Educational Visits Policy, London Park School adopts National Guidance (www.oeapng.info) and uses EVOLVE, a web-based planning, notification, approval, monitoring and communication system for off-site activities. All staff are required to plan and execute visits in line with this school policy and National Guidance. This policy should be read in conjunction with National Guidance.

Types of Visit and Approval

There are three 'types' of visit:

- 1. Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day.** (See appropriate Risk Assessments)
- 2. Other non-residential visits within the UK that do not involve an adventurous activity. Eg. visits to museums, farms, theme parks, theatres, etc.**
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking following the London Park School Senior School EVOLVE Booking Process (Appendix 1)
- 3. Visits that are overseas, residential, or involve an adventurous activity.**
These follow point two above, but the Adviser may provide comment prior to passing on to the EVC for internal approval. The Head (and Governors for overseas trips) will give final approval on trips in this category.

Roles and responsibilities

Refer to: '[Planning Basics](#)' and '[Checklists](#)' in National Guidance <http://www.oeapng.info>

The Co-Curricular Co-Ordinator and the Head of Adventure, have the role of Educational Visits Coordinators and report directly to the Assistant Head Learning & innovation and the Head.

The role of the EVC is to:

- Give advice for, and approve, each step of the planning stages for any trip for which the initial approval has been given.
- Ensure that all educational visits are planned meticulously using standardised forms which are uploaded onto EVOLVE.
- Ensure that all members of staff involved in the planning and execution of a visit are aware of the guidelines available.
- Ensure that the Visit Leader is competent and possesses the appropriate experience and training to undertake the activity
- Ensure that appropriate vetting of all staff and any volunteers accompanying the party has been checked for foreign and activity trips
- Ensure that visits have appropriate staff supervision and cover for health and safety, first aid, medication and behaviour management.
- Work with the Visit Leader to provide full and timely details of the visit to parents and obtain their consent or refusal.

- Organise the emergency arrangements and ensure there is an emergency contact for each visit.
- Keep records of individual visits including reports of accidents or 'near misses'.
- Ensure that visit evaluation is used to inform future visits and staff training needs.
- Flag up any concerns with the Senior Leadership Team.
- Maintain an overview of the timing of all educational visits and how they integrate with other whole school events.
- Check that the proposed dates for the visit or activity are suitable by reference to the School's calendar of events.
- When approving the trip on EVOLVE, ensure that there are sufficient members of staff left in School to provide cover for emergencies and illness.
- Be satisfied that there is a declared and valid reason for the event. This is delegated to the EVC.
- Approve or reject the initial application for any high risk and foreign residential visit.
- Be satisfied that visits comply with the regulations and guidelines as promulgated in this policy, the ISI handbook for the Inspection of Schools, OEAP National Guidance, DfE Guidance 2014 Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies and other supplementary guidance.
- Adventurous activities and foreign trips need permission from the Head. They also require approval from the Director of Operations.

Refer to: 'Head / Manager' (see document 3.4) in National Guidance <http://www.oeapng.info>

The role of the Visit Leader is to:

- Have full responsibility for the planning and safe conduct of the activity, in accordance with this policy and its supplementary guidance, and for ensuring all participants are aware of their roles. Leaders accompanying students are in 'loco parentis' and are responsible for their safety and well-being at all times.
- The Visit Leader's duty has overall responsibility. Other supervising adults will also have a duty of care, but the Visit Leader retains overall responsibility. It is the duty of care of the Visit Leader to ensure, wherever possible, that the competence of each member of staff is appropriate to their role.
- Submit detailed plans to the Educational Visits Co-ordinator (EVC) via EVOLVE Identify the clear purpose and objectives of the visit.
- Carry out, and provide a written record of, a comprehensive risk assessment/event-specific plan using the London Park School Risk Assessment Form / Event Specific Plan, and STAGED Planning model on EVOLVE. All relevant Risk Assessments can be found in the staff SharePoint > Health and Safety > Risk Assessments as well as via the Resources module in EVOLVE.
- Arrange briefing meetings with parents, as appropriate, for high-risk, residential and overseas visits.
- Whilst it is not essential for each group to be accompanied by a qualified First Aider, it is an aspect that should be considered at the planning stage of each event.
- Obtain Medical Needs from iSAMs and for any residential trips also meet with relevant students on the trip in order to ensure that any specific medical and health issues are considered within the planning stages and their needs are catered for.
- Complete the visit documentation and obtain the appropriate approvals from the Head/EVC for any visit off-site, whatever the duration.
- Plan the itinerary in sufficient detail to identify every period of the visit, including meal, rest and recreational times.

- Have or obtain prior knowledge of the venue.
- Assess, wherever practicable, the suitability and safety of any accommodation to be used. In addition, the window and room locking policy should be established and communicated to parents. Inform parents of the detail of the visit, including its nature, purpose and related activities, and obtain their permission/consent for their child to take part.
- Ensure that parents are fully informed of the schedule for the collection of payments before any bookings are made.
- Allocate supervisory responsibility, to each adult accompanying the visit, for named students and ensure that the adults understand that they are responsible directly to the Visit Leader.
- Ensure that all the students in the party and the accompanying adults are fully aware of the risk assessments, emergency plans and the expected standards of behaviour.
- Ensure that staff have requested cover in advance to the Cover Manager.
- When on the visit, continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members, and the suitability of the prevailing conditions.
- Ensure that on return from a visit, all students are delivered, where appropriate, into the care of a person with parental responsibility or their representative.
- Conduct a review of the trip on return, evaluating its success and recording any 'near-misses' or proposed changes for repeat trips in the future. This report should be lodged with the EVC.
- Check when planning an activity requiring it, the provider holds the LOTC Quality Badge, AALS etc.

Refer to: '[Visit Leader](http://www.oeapng.info)' and '[Assistant Leader](http://www.oeapng.info)' in National Guidance www.oeapng.info

Role of Parents and Guardians

Parents and Guardians are requested to:

- Carefully read all information regarding the proposed visit before giving written consent.
- Provide up-to-date medical and emergency contact details, informing the school in writing before the visit commences.
- Support the school in upholding the Code of Conduct for educational visits.
- Make all payments by the deadlines given, taking note where payments are non-refundable.
- Inform the School immediately if their child has to withdraw from the visit for any reason, honouring any outstanding commitments to further payments.
- Arrange, where appropriate, for the prompt collection of their child on her return from the trip.

Refer to: '[Parents](http://www.oeapng.info)' in National Guidance www.oeapng.info

Staff Competence

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

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements and take charge in the event of an emergency.
- Knowledge of the students, the venue, and the activities to be undertaken.

Refer to: '[Assessment of Competence](http://www.oeapng.info)' in National Guidance www.oeapng.info

Staffing and Supervision

On all visits there must be an 'effective level of supervision' that has been approved by the EVC/Head. The visit leader, EVC and Head must make a professional judgement regarding the number and suitability of staffing on an individual visit basis, after consideration of the following factors:

- the type, level, and duration of activity;
- the nature and requirements of individuals within the group, including those with additional needs;
- the experience and competence of staff and other adults;
- the venue, time of year and prevailing/predicted conditions, if applicable;
- the contingency, or 'Plan B' options.

A visit must not go ahead where either the visit leader, EVC, or Head is not satisfied that an appropriate level of supervision exists.

Visit leaders, EVCs and Heads often find it helpful to have 'a starting point for consideration'. Where departure from the starting point results in fewer staff, the justification should be recorded as a note on EVOLVE. See National Guidance www.oeapng.info.

Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Ratio Guidance

Our starting point for the ratio of adults to students is 1:15-20 for students in Year 7 and above.

Vetting and Disclosure and Barring (DBS) Checks

Staff and volunteers who work *frequently* or *intensively* with, or have regular access to young people or vulnerable adults, must undergo an enhanced DBS check with barred list check as part of their recruitment process. For the purpose of this guidance:

- '*frequently*' is defined as 'once a week or more'.
- '*intensively*' is defined as 'four or more days in a month, or overnight'.

Refer to: '[Vetting and DBS Checks](http://www.oeapng.info)' in National Guidance www.oeapng.info

Direct, Indirect and Remote Supervision

Young people must be supervised throughout all visits, even though they may be unaccompanied at times.

Direct supervision is where a member of staff is with a young person / group.

Indirect supervision is where young people are unaccompanied by a member of staff, but where there is a member of staff in the vicinity, for example as might occur in a museum or shopping centre, or 'down-time' at an activity centre.

Remote supervision is where young people are unaccompanied by a member of staff, and the supervising member of staff is not necessarily in the immediate vicinity, for example, as might occur during DofE. expeditions.

Indirect and remotely supervised activities can bring valuable educational benefits, and the progression from dependence to independence is to be encouraged. Such activities develop essential lifelong skills, including managing risk, self-sufficiency, interaction with the public and social skills, decision making, etc.

The decision to allow indirect or remote supervision should be based on professional judgement, taking into account such factors as:

- prior knowledge of the individuals (including their maturity and levels of responsibility);
- venue and conditions;
- the activity taking place;
- preparatory training;
- the competence of the supervising staff;
- the emergency systems in place. When recording a **remotely** supervised visit on EVOLVE, there must still be a named visit leader. This will be the member of staff that has made a professional judgement regarding the level of responsibility and maturity of the participants, and decided that in their opinion it is reasonable for them to be undertaking the specific activity unaccompanied by an adult. A 'Note' should be added to EVOLVE specifying that remote supervision applies.

Refer to the following documents in National Guidance www.oeapng.info

[‘Ratios and Effective Supervision’](#)

[‘Group Management and Supervision’](#)

[‘Vetting and DBS Checks’](#)

First Aid

For all visits there should be a responsible adult with a good working knowledge of first aid appropriate to the environment (eg. urban, remote, water, etc).

General ‘life experience’, or a 3 hour non-assessed ‘Basic Skills’ course, is suitable for routine urban visits. However, the nature of the visit may indicate that a higher level qualification is appropriate, especially in circumstances where it is likely that access by the emergency services may be delayed. Based on the nature of the particular visit, the EVC (or visit leader) should make a professional judgement regarding the level of first aid required. A first aid kit appropriate to the visit should be carried.

Refer to: [‘First Aid’](#) in National Guidance www.oeapng.info

Consent

Specific written parental consent is generally not required for educational visits which take place during the normal School day. The School obtains general consent on signing to the school and gains consent from all parents for educational visits which take place outside of the school day. Specific consent is obtained for higher risk, international and overnight trips.

Charging for Trip and Financial Arrangements

The visit leader must complete a finance section as part of the EVOLVE trip planning process, which takes into consideration cost of the activity, transport and food for both staff and students. Visits should be budgeted so that neither a financial gain or loss occurs, and a contingency fund should be built into each trip budget to deal with unforeseen circumstances. A trip budget form should be completed and agreed with the Finance Manager prior to the trip being advertised. A full list of

students should also be sent to the Accounts Manager before the commencement of the visit so that a separate invoice can be generated if there is a visit cost.

Insurance

There shall be appropriate insurance cover in place for each educational visit, which should include, but is not restricted to, employer's liability insurance, public liability insurance and personal accident insurance.

Staff should consider whether the whole of the educational visit is covered by the School's existing insurance. If not, staff should consider whether separate insurance is required.

Parents should be told which insurances are arranged by the School and which are arranged and payable by Parents. Parents should be told of any insurances that have not been verified, for example, host parents abroad.

Parents should be told that if they require cover for specific events (for example, repatriation to somewhere other than the United Kingdom) they must make their own arrangements.

The School cannot accept liability for the failure of insurance for reasons beyond the control of the School or where the School has made reasonable enquiries and exercised reasonable care.

Student protection

The School Child Protection and Safeguarding policy and procedures will apply at all times during educational visits.

For the duration of the educational visit, the Visit Leader will carry out the duties of the School's safeguarding lead or will name an appropriate adult member of the group to do so. If necessary, the School's Designated Safeguarding Lead will be contacted for advice.

Any incident amounting to an allegation or suspicion of abuse which occurs whilst on the educational visit will be dealt with appropriately at the time and will be reported to the Schools' DSL and to the Head as soon as possible.

Inclusion

The School will make every effort to ensure that all students are able to take a full and active part in educational visits, irrespective of disability, special educational or medical needs, ethnic origin, religion, gender, sexual orientation etc. This will include making reasonable adjustments to help overcome or minimise difficulties encountered by students who suffer from disabilities. Accompanying staff will be provided with training to support students with medical and/or special educational needs as required.

The School will only consider preventing a student from attending an educational visit as a last resort and will only do so following consultation between the school, the student and the parent(s). The reasons a School may need to consider preventing a student from attending an educational visit might be where it is a proportionate means of achieving a legitimate aim, for example, because of an unacceptable risk to the health and safety of the student concerned or others on the educational visit or where it is not possible to make reasonable adjustments to enable the student to attend.

The School will work with parent(s) and student(s) in order to agree a way forward in respect of the proposed educational visit and retain a written record of the steps taken and the final decision.

Overseas Visits

For all visits, it is essential that consideration is given to the following:

- a) Culture: food and drink, local customs, religion, expected behaviour/dress, gender issues, sanitary arrangements, corruption, political stability, local financial information, alcohol & drugs.
- b) Accommodation: checked for suitability, security, safety precautions and emergency evacuation.
- c) Transport systems have been assessed as safe for use.

Care should be taken over the selection of the supplier of transport and accommodation and only firms with ABTA membership should be used.

The Visit Leader will ensure that each student has their passport and necessary visas and other travel documents before embarking on an Educational Visit outside the UK.

If possible, one of the Supervisors should be able to speak and read the language of the country visited, or at the very least be able to hold a basic conversation and know what to say in an emergency.

Students should carry a note in the relevant foreign language in case they get lost, asking the reader to reunite them with the group and/or take them to the police station. They should also carry the Visit Leader's name and contact number.

The Visit Leader must ensure that each student knows:

- that he/she may not bring into or take out of the United Kingdom: animals, insects, vegetable matter, flick knives, real or imitation firearms or other prohibited items;
- all similar rules that apply on arrival in and leaving any country being visited;
- that students under 17 are not entitled to duty-free allowances;
- that any student bitten by an animal must seek medical treatment immediately.

Where relevant, risk assessments will include obtaining information on the need for vaccinations and / or inoculations and ensuring that these are carried out in good time before the Educational Visit takes place.

For exchange visits:

- Refer to the British Council (Learning) www.britishcouncil.org For Overseas Expeditions see relevant sections
- Refer to: 'Overseas Visits' in National Guidance www.oeapng.info

Weather, Clothing & Survival

Where appropriate, the leader must obtain and act upon recent weather forecasts and local advice. Participants should be adequately clothed, appropriate to:

- The time of year, prevailing weather conditions, altitude and exposure to elements;
- Likely changes in weather;
- The experience and strength of the party; The nature of the visit and environment.

When venturing away from immediate help, leaders should consider the need for:

- Comfort, insulation and shelter for a casualty;
- Comfort, insulation and shelter for the whole group;
- Provision of emergency food and drink;
- Torch;
- Possible need of signaling equipment and/or mobile phone (NB. Mobile phones may not work in remote areas); It is primarily the responsibility of the visit leader, in consultation with other staff

where appropriate, to modify or curtail the visit or activity (eg Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.

Definition of an 'adventurous activity'

The following activities are regarded as 'adventurous' and require Advisor comment:

- All activities in 'open country' (see below)
- Swimming (all forms, excluding publicly lifeguarded pools)
- Camping
- Canoeing/kayaking
- Sailing/windsurfing/kite surfing
- Rafting or improvised rafting
- Use of powered safety/rescue craft
- All other forms of boating (excluding commercial transport)
- Water skiing / Wakeboarding
- Snorkel and aqualung activities
- Hill walking and Mountaineering
- Rock climbing (including indoor climbing walls)
- Abseiling
- River/gorge walking or scrambling
- Coasteering/coastal scrambling/sea level traversing
- Underground exploration
- Shooting/archery/paintballing
- Snowsports (skiing, snowboarding, and related activities), including dry slope
- Air activities (excluding commercial flights)
- Horse riding
- Motor sport – all forms
- High-level ropes courses
- Off-road cycling
- 'Extreme' sports
- Other activities (eg. initiative exercises) involving skills inherent in any of the above

'Open country' is normally defined as land above 300m, or more than 1km from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate.

For the purposes of Advisor Comment, the following activities are not regarded as adventurous and therefore do not require comment. However, these activities must be supervised by a member of staff who has previous relevant experience and who in the opinion of the EVC and Head, is competent to supervise the activity:

- Walking in parks or on non-remote country paths
- Field studies - unless in the environments stated in 'open country'
- Swimming in publicly lifeguarded pools
- Theme parks
- Tourist attractions
- Pedal go-karts
- Ice skating (rink)
- Farm visits
- Local traffic survey

- Museum, library, etc.
- Physical Education and sports fixtures (other than the above)
- Water-margin activities

Please contact the Outdoor Advisor via EVOLVE if there is uncertainty over whether a particular activity requires Advisor comment.

Adventurous Activities

This section is applicable to all adventurous activities except the following, for which separate guidance applies:

- Water-based activities
- Open country activities
- Snowsports
- Overseas expeditions

The responsibility for the safety of participants in an adventurous activity will rest with either:

a) **An external provider** - The provider must hold an LOtC Quality Badge or complete a Provider Form

Note: If a Provider holds an *AALA license* (and/or any other accreditation) but not an LOtC Quality Badge, then a Provider Form is still required.

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

or b) A member of your establishment's staff - This person must be specifically approved by the Head / Outdoor Advisor to lead the activity, via EVOLVE.

The following minimum levels of technical competence apply where a member of the establishment's own staff intends to lead an open-country activity:

- For leaders of walking groups outside the UK or Ireland, please contact the Advisor for further guidance.
- For leaders of walking groups in mountainous terrain within the UK and Ireland - Mountain Leader Award (Summer or Winter as appropriate) **or** - A written statement of competence by an appropriate technical adviser.
- For leaders of walking groups in summer conditions in non-mountainous hilly terrain (known variously as upland, moor, bog, hill, fell or down), with well-defined obvious boundaries, such as roads and coastlines, and where any hazards within it are identifiable and avoidable, and where wild camping or movement on steep ground is not involved. Walking Visit Leader Award www.mltuk.org **or** - A written statement of competence by an appropriate technical adviser.
- For leaders of walking groups in terrain 'easier' than that defined in c) The leader must demonstrate an appropriate level of competence. This may include one or more of the following:
 - Countryside Leader Award. See www.countrysideleaderaward.org
 - Sports Leaders UK Level 3 Award in Basic Expedition Leadership (BEL). See www.bst.org.uk
 - Completion of a suitable 'Leader Training' Course.
 - A written statement of competence by an appropriate technical adviser
 - Evidence of recent, relevant experience, appropriately corroborated.
 - An assessment of competence (written or implied) by the Head of Establishment.

Appendix 1: London Park School EVOLVE Booking Process

To ensure the smooth operation of a school with a very busy daily schedule of booked events, it is essential that trips are organised well in advance. This enables a sensible distribution of trips throughout each Term and will ensure that all classes and visiting providers have time to plan for any potential disruption. Any trips must have been entered into the MSP Calendar.

Normal Booking procedure

The school uses EVOLVE to manage Educational Visits procedures.

1. Any staff member wishing to run a trip should first discuss this with their line manager and then check for a suitable date on the school calendar. Next, they should communicate with the relevant EVC (Ian Gibb – residential trips, Jemma Walker – Day trips) for approval. If the trip gets approved, then the event or trip should be entered into the MSP calendar.
2. Staff must then add the event into EVOLVE using the Outline Approval form and discuss further with the EVC as necessary. The date should also be secured in the school calendar at this point.
3. Once outline approval is complete, a detailed plan should then be made, and the educational visits form on EVOLVE should be updated. This should include provisional booking of the venue and transport providers, with exact timings, dates and staff requirements. Reference should be made to the calendar, advance cover notes and the timetable to ensure that there are no clashes. Efforts should be made to avoid disruption to lessons such as PE, Swimming, Music etc. Efforts should be made to ensure students are back at school for the normal finish, thus not disrupting pick up and clubs.
4. Should the trip impact students attending school lunch, or require packed lunches, this should be communicated at least two weeks in advance by the trip leader to the catering team. The SLT will discuss any upcoming trips that may impact catering requirements in their weekly meeting.

Appendix 2: Emergency Procedures

The school's emergency response to an incident is based on the following key factors:

1. There is always a Nominated School Base Contact for any visit. During school hours, the Reception desk should be phoned to contact the Nominated School Base Contact. This Nominated School Base Contact will be a member of the Senior Leadership Team (SLT) or the EVC.
2. For activities that take place during normal school hours, the staff on the trip will be aware of any relevant medical information for all participants, including staff.
3. For activities that take place outside normal school hours, the staff on the trip, the providers and the Nominated School Base Contact will be aware of any relevant medical information and emergency contact information for all participants, including staff.
4. The visit leader/s and the providers know to request support from the SLT in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
5. The visit leader will carry either: a) An Emergency Contacts card or b) An OEAP National Guidance Emergency action card