



POLICY 21

EDUCATIONAL VISITS AND OFF-SITE ACTIVITIES POLICY

Policy reviewed by	Head of Co-Curricular and Outdoor Education
Governors' Committee	Education & Pastoral
Date reviewed	June 2025
Next review date	Summer 2026
Approval / Oversight	Approval
Approval Date	June 2025

TRURO HIGH SCHOOL

EDUCATIONAL VISITS AND OFF-SITE ACTIVITIES

1. Scope and Benefits

This policy covers all educational visits and off-site activities, including those undertaken by EYFS pupils, organised through the School and for which the Governing Body and Headmistress are responsible.

Truro High School aims to foster an educational environment in which all members of the school community can thrive, regardless of race, gender, religion or individual need. This aspiration applies equally to the planning and management of all educational visits and off-site activities.

The Governing Body seeks to ensure that every learner has access to a wide range of educational experiences as an entitlement. As part of this entitlement, the Governing Body acknowledges and supports the significant educational value of visits and activities which take place outside the classroom or away from the school environment.

Off-site activities and visits enrich and extend the curriculum in many subject areas and may include the following outcomes:

- Curriculum enhancement;
- Adoption of a positive attitude to challenge, learning and adventure;
- Development of pupils' initiative, resilience, self-reliance and responsibility;
- Positive impact on pupils' personal wellbeing;
- Development of pupils' personal confidence and character;
- Development of pupils' self-awareness and social skills;
- Appreciation of the natural environment and the importance of sustainable development;
- Acquisition of a range of psychomotor skills;
- Development of pupils' skills in communication, teamwork, problem solving and leadership;
- Appreciation of the benefits of physical fitness and lifelong activity;
- Encouragement of pupils' motivation and appetite for learning;
- Broadening of horizons and of openness to a wider range of life choices and employment opportunities.

Residential opportunities and adventurous activities can play a significant role in the development of personal and social qualities for all young people, as well as in raising aspiration and achievement. They can also help young people to understand how to be safe by assessing and managing risk.

2. Truro High School's Policy

The management of educational visits and off-site activities places particular responsibilities for the health, safety and welfare of all participants on the Governing Body, the Headmistress, the visit leader, members of staff and volunteers, pupils and parents/carers. The School also has responsibilities to members of the public and to third parties. This policy should be read alongside the following policies:

- Equal Opportunities Policy
- Child Protection and Safeguarding Policy including Child on Child Abuse
- Staff Code of Conduct
- Behaviour Policy
- Health and Safety Policy
- Risk Assessment Policy

- Emergency Situations Policy
- Missing Pupils Policy.

It is a priority of the School that all visits and off-site activities are safe, well managed and have clearly-articulated learning outcomes.

This policy takes into account the requirements of the following:

- *Health and Safety: responsibilities and duties for schools* (DfE, November 2018);
- *Driving school minibuses: Advice for schools and local authorities* (HM Government, September 2013);
- *Minibus Safety: A Code of Practice* (RoSPA, August 2015);
- The Outdoor Education Advisers' Panel (OEAP) National Guidance (oeapng.info);
- *Policy for the Management of Off-Site Visits and Outdoor Learning* (Cornwall Outdoors, 2016).

3. Responsibilities and Roles

The **Headmistress** and Head of Prep must:

- Ensure staff are appropriately trained and capable of carrying out the roles and duties assigned to them in educational visits and off-site activities;
- Ensure all visits and off-site activities have appropriate and clearly articulated learning outcomes;
- Approve all visits and activities, based on recognised best practice and the School's policy;
- Ensure off-site activities and visits are led by competent staff who are suitably experienced to assess the risks, manage the activity and manage the particular group of pupils;
- Check that the staffing ratio is appropriate for each visit (see Appendix 3 for details of ratios);
- Ensure visit leaders have access to a planning checklist, based on the National Guidance (see Appendix 2);
- Check that risks have been assessed, significant risks recorded and suitable control measures are in place;
- Monitor educational visits and off-site activities and provide a regular report to the Governing Body about the activities which are planned and which have taken place.

In order to carry out the above responsibilities effectively the Headmistress may delegate specified tasks to a suitably-experienced and competent Educational Visits Co-ordinator (EVC). The EVC is responsible for carrying out agreed tasks.

In addition, the specific tasks of the **EVC** are as follows:

- To recommend trips for approval to the Headmistress;
- To review educational visits and off-site activities policy and procedures regularly;
- To work with visit leaders to ensure that educational visits and off-site activities are well planned, educationally beneficial and safe;
- To ensure those leading educational visits and off-site activities understand their responsibilities and follow school policy and procedures;
- To advise the Headmistress and other staff on the planning of educational visits and off-site activities;
- To ensure suitable risk assessments are conducted in advance of educational visits and off-site activities;
- To ensure educational visits are evaluated, to review these evaluations, and to act on any issues which arise.

The member of staff organising the educational trip or off-site activity is known as the '**visit leader**'. The visit leader must:

- Have a good understanding of and follow the School's policies and procedures, including those relating to child protection and safeguarding and those relating to health and safety;

- In the case of a visit or activity involving EYFS pupils, ensure that the EYFS Statutory Framework is complied with at all times;
- Have overall responsibility for the supervision and conduct of the visit or activity;
- Articulate clearly the learning outcomes of the visit/activity;
- Where appropriate, appoint a 'deputy trip leader' who can take over at any time and has access to all medical and contact details for the pupils in their care, should the Visit Leader be unavailable for any reason;
- Clearly define the roles and responsibilities of all adult helpers;
- Obtain the Headmistress's approval before any visit or off-site activity takes place;
- Identify and assess likely risks and ensure these are mitigated and a recorded risk assessment is in place;
- Where possible and appropriate, undertake a preliminary visit to the site in advance of the visit or off-site activity (especially in the case of a residential trip or one which involves higher risk activities);
- Where services or activities will be provided by another, obtain a copy of that body's child protection policy and ensure that procedures will mean that the body's staff will report any concerns or incidents to Truro High School staff;
- Use the School's planning checklist to ensure all procedures have been followed (see Appendix 2);
- Ensure school departments and staff members affected by a visit are aware of it well in advance (e.g. Sodexo)
- Inform parents/carers about the visit and gain their consent, where appropriate;
- Follow [THS Offsite Emergency Procedures](#) for all elements of the visit and ensure emergency contingencies are in place;
- Ensure a member of staff who holds a first aid qualification has been appointed to take responsibility for first aid on this visit and adequate first aid provision is available, (there may be exceptions to this which will need to be assessed through the risk assessment process and authorised by the Headmistress);
- Ensure all staff accompanying the trip are aware of pupil medical needs;
- Reassess risks while the visit or activity is taking place;
- Ensure there is a contingency plan and/or undertake a dynamic risk assessment, should a significant change to the programme be necessary due to weather or other factors.

Members of staff, volunteers and other helpers will:

- Assist the visit leader to ensure that the intended learning outcomes are being addressed;
- Assist the visit leader in ensuring the health, safety and welfare of all participants on the visit;
- Be clear about their roles and responsibilities whilst taking part in a visit or activity.

Pupils also have responsibilities of which they should be made aware by the visit leader, for their own health and safety and that of the group. The visit leader must instruct pupils to:

- Avoid unnecessary risks;
- Follow the instructions of the visit leader and other members of staff;
- Behave sensibly, keeping to any agreed code of conduct (see Section 12 below);
- Inform a member of staff of any significant hazard or concerns during the trip or off-site activity.

Parents/carers have an important role in deciding whether a visit or activity is suitable for their child. Subject to their agreement, parents/carers should:

- Support the application of any agreed code of conduct;
- Inform the visit leader of any medical, psychological or physical condition relevant to the visit;
- Provide an emergency contact number;
- Sign the consent form.

4. Procedural Requirements

Specific procedures must be followed (in order) when a member of staff organises an educational visit or off-site activity. These are outlined below in Appendix 1.

The EVC, the Headmistress and the Head of Prep are responsible for ensuring the visit leader is competent to lead the activity in question.

In addition to the procedures outlined in Appendix 1, the visit leader of an overseas trip must ensure that he/she checks and follows Foreign Office advice prior to organising the trip, before departure, and during the trip (should there be any particular concerns with the country or region).

Some visits and activities are subject to different procedures than those listed above. This is because they are considered low risk or are regular activities/visits. These visits and activities are covered by the School's blanket consent form. These typically include:

- Visits to local amenities (park, church, library or similar) within the school day;
- Transport of pupils to/from school in school minibus or third-party coach;
- Local sports fixtures;

In the case of these low-risk and/or regular activities/visits, the visit leader must:

- Ensure that if it is a regular club or a sports fixture it is recorded on the appropriate part of Evolve;
- Ensure the activity or visit is covered by 'blanket' consent form (see below) and that the School holds such a consent form for each pupil in the party;
- Ensure appropriate risk assessments are in place;
- Ensure that an emergency contact is appointed as a point of contact in school and that he/she is aware of his/her duties and of visit/activity arrangements;
- Ensure appropriate emergency procedures are in place.

When a visit or an activity is part of the planned curriculum, in normal curriculum time and no parental contributions are requested, it is covered by the 'blanket' consent, which is completed by parents/carers at the beginning of each school year. This blanket permission also covers local sports fixtures for all pupils and weekend visits and activities for boarding pupils. However, in all cases parents/carers must be made aware of the visit/activity.

Residential visits, foreign visits, adventurous activities or activities for which a charge is made will need specific informed consent, including agreement to any payment or cancellation terms. Consent for any residential visit must include the following statement, to which parents/carers are expected to agree:

I understand that should my daughter's behaviour be deemed by staff to be inappropriate, unacceptable or to put at risk the safety of herself or others, she may be sent home early from the trip. I understand that in such circumstances this will be at my own expense and no refund will be issued for any part of the trip.'

Some weekend boarding activities involve off-site visits and/or activities. Boarding staff leading these will initially communicate the purpose of the trip to the EVC for preapproval and then complete the Evolve submission as the 'visit leader'. Normal procedures and timelines for submission are expected to be followed, including the completion of risk assessments. On the day of the visit/activity the member of boarding staff leading the trip ensures a list of staff and pupils attending is left on site with a member of boarding staff on duty, together with mobile contact numbers. All visits/activities must be led by boarding staff who have appropriate first aid training.

5. Monitoring and Evaluation

The School monitors the planning and organisation of visits and off-site activities through the approval process identified above. In addition, senior staff monitor the management of visits 'in the field' on a sampling basis, typically by participating in visits or activities as a member of staff.

Visit leaders are required to complete an evaluation of all visits and off-site activities which require specific consent, using the post trip online evaluation on Evolve.

The Governors are responsible for reviewing this policy:

- Annually; or
- At such time as there are significant changes to guidance on the management of educational visits and off-site activities; or
- Should significant issues be brought to the attention of the Governors through the report of the Headmistress.

6. Provision of Training and Information

A copy of this policy and associated school procedures will be made available to all staff who may be responsible for leading educational visits and off-site activities. The policy is also available to parents/carers via the School's website.

The Headmistress and the EVC will make additional information available to staff to help ensure the safe management of educational visits, including access to the OEAP National Guidance website and the accompanying Cornwall policy document.

Appropriate induction and training is made available to leaders and other adults taking part in educational visits in order to ensure high quality learning for pupils and to meet child protection, safeguarding and health and safety requirements.

First aid provision and training of staff is in accordance with good practice. A large number of school staff are trained in first aid and their practice is refreshed on a regular basis.

Staff members are responsible for updating their qualifications on the EVOLVE system. The EVC maintains a record of these qualifications and those held by volunteers involved in visits and off-site activities, including first aid, lifesaving, minibuss driving and specific NGB qualifications.

7. Risk Management

The School has a legal duty to ensure that risks are managed and reduced to an 'acceptable' or 'tolerable' level. Risk management should be informed by the benefits to be gained from participating, whereby the starting point for any risk assessment should be a consideration of the intended benefits and learning outcomes. This provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is 'acceptable' or 'tolerable'. Visit leaders should be clear that ongoing (dynamic) evaluation of the risks is still required in the event of changing conditions or unexpected situations.

The visit leader is responsible for completing risk assessments and uploading them to the EVOLVE system to which the School subscribes. Ideally these should be completed with the support of others in the trip team. The EVC can help with this process.

The School has a bank of generic risk assessments relating to visits and activities. Visit leaders may use these as the starting point for their risk management, but they must ensure they make them specific to their proposed visit or activity. The common elements which will vary in any risk assessment include:

- Personnel and their qualifications and experience;
- Date, time and duration;
- Specific activity and the provider;
- Pupil cohort (age, experience, level of confidence, etc.);
- Environment and location;
- Distance from base.

8. Providers and Locations

In order to establish a framework of safety and quality, visit leaders must ensure that the chosen activity and location matches the age and ability of the pupils in question.

Where a trip involves water sports (other than rowing), skiing, climbing, caving or trekking, any provider will require an Adventure Activity Licence to be able to offer such activities to young people under the age of 18. The visit leader must check and confirm that such licences are in place. If he/she has any doubt about whether a particular activity requires a licence, he/she should consult the EVC at an early stage in the planning process.

Where a residential visit involves staying in a hotel or hostel, the visit leader must ensure that he/she assesses carefully the safeguarding issues involved in sharing the space with members of the public and includes in the risk assessment appropriate measures to mitigate these risks.

9. Volunteers

Where a visit leader intends to utilise volunteer helpers, he/she must undertake various additional checks. See Appendix 1 for further information.

10. Actions in Case of Emergency

Procedures to be followed in the case of an offsite incident or emergency are to be found in Appendix 6. All visit leaders must carry an emergency card which lists actions to take in an emergency and vital contact numbers. The Headmistress must ensure that emergency arrangements are in place and are known to staff, to cover the range of activities undertaken and the times at which they take place. This will include the Reception Emergency First Contact within school. Outside of normal school hours this emergency contact must be a member of the Senior Leadership Team (SLT) or another senior member of staff agreed by the Headmistress.

Should an attack or specific threat (e.g. terrorist attack) occur during a trip or off-site activity, either in the UK or abroad, the visit leader and the party must at all times follow local/national securities' emergency and evacuation procedures. The visit leader will in the first instance account for all members of the party and report back following the school's offsite emergency procedures at the earliest opportunity.

Should an attack or specific threat occur during an overseas' trip, it will be necessary to not only follow local/national securities' emergency and evacuation procedures and advice, but also to seek the advice of the Foreign Office. Consideration will need to be given to returning to the UK or altering the trip's itinerary. In all cases, it is expected that wherever possible the visit leader will consult with the Headmistress, or in her absence with the emergency contact.

Further details of how the School will respond in the case of these types of emergencies are outlined in the School's Emergency Situations Policy.

If a pupil goes missing during an educational visit or off-site activity, the visit leader should contact the local police for advice and assistance. The visit leader should also make the emergency contact aware of the situation. The emergency contact and the School then take responsibility for contacting parents/carers and keeping lines of communication open. Parents/Carers must be informed if their daughter has gone missing on an educational visit or off-site activity, even if it is only for a brief period of time.

11. Role of the Emergency First Contact

The emergency contact is expected to:

- Act as a point of contact for the group within school;
- Deal with any routine enquiries from parents/carers during the trip;
- Follow the, 'First Contact Emergency Action Card'

- Contact the Headmistress, or in her absence another member of the SLT, in the event of an emergency.

Any accidents and incidents which occur during visits and activities must be reported and recorded in accordance with the School's Health and Safety Policy. Accidents and incidents will be reviewed in order to identify any learning points. Accidents are recorded on the form in Appendix 4.

12. Pupil Behaviour

The visit leader must ensure that pupils understand the following:

- What is expected of them in undertaking the visit or activity and what the visit or activity will entail;
- The standard of behaviour expected and why rules must be followed;
- Normal school rules apply;
- Any potential dangers and how they should act to ensure their own safety and that of others;
- Local laws and customs.

Pupils should be encouraged to take on challenges during adventurous activities, but they should not be coerced into activities of which they have a genuine fear.

Pupils whose behaviour is such that the group leader is concerned for their safety, or for that of others, should be withdrawn from the activity immediately. On residential visits the visit leader should consider whether such pupils should be sent home early. Parents/Carers and pupils should be told in advance of the visit about procedures for dealing with misbehaviour, how a pupil will be returned home safely and who will meet the cost.

13. Mobile Phones

For all trips it is expected that the visit leader will carry a school mobile phone, (in exceptional circumstances when a school mobile is not available they may use their own in case of emergency), the number of which must be recorded on EVOLVE and given to the emergency contact. In cases where this number will also be given to pupils and parents/carers, (e.g. on a residential trip), a school mobile must be used.

In no circumstances should a member of staff give a personal mobile phone number to pupils or use it to take photographs of pupils. Staff members are strictly prohibited from passing on their personal phone details to pupils and for connecting with pupils via social media or online messaging services.

The Staff Code of Conduct deals with staff use of mobile phones and its policy applies to school visits and activities.

During certain school-sanctioned events, such as overnight trips outside the county, senior girls may be permitted to use their mobile phones for communication purposes. It is important for parents to note that, during such occasions, students' mobile phones will not be covered by the school's safeguarding and filtering systems. While every effort will be made to ensure a safe and supervised environment during these events, parents are advised to discuss responsible phone use with their daughters and emphasize the importance of adhering to the school's code of conduct. The school cannot guarantee the same level of content filtering and monitoring outside its premises. Parents are encouraged to maintain open communication with their daughters regarding online activities and to reinforce the school's values and expectations even when they are away from the school grounds.

14. Alcohol

It is a disciplinary offence to be on school premises and/or carrying out official duties when under the influence of alcohol, non-medically prescribed drugs, or medically prescribed drugs which could impair performance.

Alcohol consumption by anyone of the age of 18 and over (participants, helpers or leaders) should be discussed and agreed in advance, taking into account:

- the law;
- the negative effect of alcohol on the ability of participants to take part in the visit, and of leaders or helpers to carry out their responsibilities;
- the need for a sufficient number of alcohol-free leaders to provide effective supervision or to drive, including in an emergency;
- the time taken after drinking for someone to be free of the effects of alcohol;
- the effect that alcohol consumption by over-18s might have on under-18s taking part in the visit. As alcohol affects judgement and decision-making ability, participants should always be supervised by alcohol-free leaders. This includes overnight during a residential.

So, if leaders are to drink alcohol:

- there should be sufficient leaders to allow some to be ‘off duty’ without adversely affecting supervision levels or the ability to deal with an emergency, including the possible need to drive;
- those who do drink should do so in moderation and be fit to return to duty at the appropriate time, this should be formalised and included in the risk assessment for the trip, (note that the body will take up to three hours to process the alcohol in one large glass of wine or a pint of strong beer);
- the duty rota should not unfairly penalise any leaders who choose not to drink;
- when travelling overseas, all leaders and participants should be aware of local laws and customs relating to alcohol. Local laws should always be followed.

14. Minibuses

Some trips will involve the use of school minibuses or people carriers driven by members of staff. Drivers must have the appropriate licence and have successfully completed the Minibus Drivers’ Awareness Scheme Course prior to driving a School minibus. The people carrier is a domestic vehicle and requires only the appropriate licence. They must follow the procedures in place for checking the safety of the vehicle prior to departure and must ensure that they themselves and all passengers wear seatbelts at all times.

There are restrictions on driving hours and specified rest breaks in place in order to ensure the safety of all participants. These can be found in Appendix 6 of the RoSPA’s publication, *Minibus Safety: A Code of Practice* (August 2015). In addition to this guidance, the School sets the following restrictions:

- No driver is permitted to drive more than nine hours in one day;
- A driver who has already undertaken half a day’s work (four hours), is not permitted to drive for more than three hours;
- A driver who has already undertaken a full day’s work (eight hours), is not permitted to drive for more than two hours.

15. Remote Supervision

The aim of visits for older pupils may be to encourage independence and investigative skills and, therefore, for some of the time the pupils may be unsupervised. The visit leader must establish during the planning stage of the visit whether the pupils are competent in remote supervision and should ensure parents/carers have agreed this part of the visit. The visit leader remains responsible for the pupils even when not in direct contact with them.

The visit leader must ensure that pupils are fully briefed for any element which will rely on remote supervision. This includes ensuring pupils are aware of and/or have access to:

- Minimum required group size;
- Emergency contacts and a mobile phone;
- Contingency plans in the case of an emergency;
- Maps, plans and other information relevant to the activity;
- An understanding of out-of-bounds areas or activities;
- Rendezvous points.

16. Inclusion

The School seeks to ensure that activities and visits are accessible to all, irrespective of special educational or medical needs, ethnic origin, gender, religion or ability to pay. If the proposed group includes pupils with special needs, every reasonable effort should be made to find venues and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

An individual risk assessment must be completed for any pupil with Special Education Needs or Disabilities (SEND) taking part in a visit or activity. The definition of SEND is that outlined within *Special educational needs and disability code of practice: 0 to 25 years* (DfE and DfH, May 2015).

17. Insurance

Visit leaders must ensure that suitable insurance arrangements are in place to cover the activity they are leading. If in any doubt, they must discuss arrangements with the School's Bursar well in advance of the proposed visit or activity.

18. Financial Arrangements

It is important that visit leaders take full responsibility for all aspects of the financial planning and management of their visits and trips. The initial budget needs to be agreed by the Bursar. Both the visit leader and the Accounts Department are expected to keep records of all income and expenditure.

Under no circumstances should a private bank account be used for administering money.

Any discounts or bursaries for visit or activity participants can only be authorised by the Headmistress.

Visit leaders may wish to fundraise to provide additional funds for the budget. This is permitted as long as:

- It is agreed in advance by the Headmistress;
- It is made clear how the funds will be spent and who will benefit from the funds;
- All funds are paid into the school accounts;
- Funds are not used for staff outings, e.g. meals in restaurants.

19. Review

This policy will be reviewed periodically to ensure that it meets the School's needs.

The policy will also be reviewed, if:

- New legislation is published or existing legislation is updated;
- New guidance is published or existing guidance is updated;
- Research suggests that a review may be required;
- An incident occurs on a trip or off-site activity which suggests the policy and procedures need reviewed.

Appendix 1: Procedures for Arranging a Trip or Off-Site Activity

The visit leader is expected to follow the following procedures (in order) when organising an educational visit or off-site activity. Before the visit or activity can take place, the visit leader must:

- Conduct initial research, discuss with HoF or EVC if necessary.
- Log on to [EVOLVE - Truro High School \(evolvefocus.co.uk\)](http://evolvefocus.co.uk) and add a new trip. Complete the required sections and submit for 'Outline Approval'.
- Once outline approval has been granted determine whether a preliminary visit is required, and, if so, undertake the visit;
- Complete appropriate risk assessments;
- Contact the School Nurse for the medical information and first aid kits;
- Complete the remaining sections of your Evolve submission and submit for final approval a minimum of two weeks before the trip is due to take place, (longer for residential, overseas and adventurous activities, see protocols);
- Seek parental approval (this must only be sought after the formal written approval of the Headmistress/Head of Prep);
- Ensure all parental consent slips are received and stored for at least six months following the end of the trip or visit;
- Ensure you are familiar with the schools offsite emergency procedures and you have the required documentation with you for the trip;
- Ensure that a, 'Visit Leader Emergency Action Card' is taken on the trip and the leader is aware of his/her duties;
- Ensure boarders are given ample opportunity to obtain permission and deposits;
- Discuss arrangements for boarders with the Senior Boarding Parent;
- Ensure that residential trips include an appropriate number of female staff wherever possible;
- Ensure suitable insurance cover is in place;
- Liaise with the Data and Exams Assistant to arrange appropriate staffing and cover;
- At least two weeks prior to your trip make any alterations or additions necessary to your Evolve submission;
- Ensure a 'deputy trip leader' is identified by the Visit Leader and given access to all medical and contact details for the pupils in their care, should the Visit Leader be unavailable for any reason;
- Distribute a copy of your register to Reception and email to any staff affected or post on staff room wall.
- Drop your PDF EVOLVE trip summary in the wall file and sign out on the trips whiteboard before leaving the school site on the day of the trip.

Overseas' trips

In the case of overseas' trips, Foreign Office advice must be sought at the initial planning stage and again prior to departure (see Section 4 above).

EVOLVE submissions must be made at least three months prior to departure.

Trips involving water sports, climbing, caving or trekking

Where a trip involves water sports, climbing, caving or trekking, the visit leader must confirm that the provider holds an Adventure Activity Licence. See Section 8 above.

Trips utilising volunteers

Where a visit leader intends to utilise volunteer helpers, he/she must:

- Seek the agreement of the Headmistress to make such arrangements;

- Ensure enhanced DBS checks are in place, if the trip is residential or if volunteers will have unaccompanied access to pupils;
- Ensure volunteers have a copy of the School's leaflet on child protection and safeguarding and understand its content;
- In the case of a trip which is residential or if volunteers will have unaccompanied access to pupils, ensure volunteers have had training delivered by the DSL or DDSL;
- Ensure volunteers are clear about their responsibilities and are competent to fulfil those responsibilities;
- Give careful consideration to the use of a volunteer who is related to any of the party members on the visit or activity to ensure it does not compromise arrangements.

For more information, 'Policy 21 Educational Visits and Off-Site Activities' is here, [Policy 21 Educational Visits and Off-Site Activities.docx](#) .

Appendix 2: Visit Leader Checklist

	The benefits and risks of all aspects of the visit have been considered and the visit plan has an appropriate balance with an acceptable level of residual risk.
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Content and Aims:

	There are clear and well-considered learning aims that are particular to the development of the group as a whole and individuals within it, which contribute to the wider curricular or programme aims of the School.
	Monitoring and post-activity/visit review and evaluation arrangements are in place.

The process has led to a visit plan addressing the following variables:

Staffing:

	I am clearly identified as the visit leader and approved by the Headmistress or the Head of Prep to undertake this visit or activity.
	All members of the visit team are sufficiently confident and competent to fulfil their designated roles and responsibility.
	A member of staff who holds a first aid qualification has been appointed to take responsibility for first aid on this visit or activity.
	There are sufficient staff members to ensure effective supervision and to deal with incidents and emergencies.
	All members of the visit team have received all relevant information on both the visit and the group.
	If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.
	I have kept the EVC informed during the planning process.

Activities:

	Activities are appropriate to the aims of the visit and the nature of the participants.
	Appropriately-qualified and competent activity leaders are in the visit team or a suitable provider has been contracted to lead activities.
	There is a sufficient amount of suitable equipment for activities.

Group:

	Information has been provided to parents/carers and pupils to enable informed consent (where consent is required).
	Parental consent is in place (where needed).
	Up-to-date medical information and contact details are available and have been shared with the visit team and with any relevant provider staff (as appropriate).
	Pupils have been involved in the planning and risk benefit assessment process. Where this was not appropriate, pupils have been provided with all required information to know what to do and what is expected of them.
	Child protection and safeguarding issues have been identified and addressed.

	Inclusion issues have been identified and addressed.
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Environment:

	Environmental factors (weather, daylight hours, temperature, water levels, etc.) have been considered.
	Accessibility issues have been identified and addressed.
	Safety and security have been checked and any issues addressed.
	I have undertaken a preliminary visit, if appropriate or required by establishment policy. In the absence of a pre-visit, I have sufficient information from other sources.
	Request and check a copy of anybody providing services and activities as part of the visit.
	There is access to first aid at an appropriate level.
	Where remote supervision will be used, the environment is suitable for it.
	Accommodation, where used, is safe, suitable and appropriate.

Distance:

	Travel or transport arrangements are appropriate.
	There is a travel contingency plan in place, where necessary.
	There is an emergency plan in place and staff, providers and the emergency contact have been given relevant information about it.
	Suitable insurance is in place.

	The visit meets all relevant requirements of the School's policies and procedures.
	My decision is that this visit is appropriately prepared and should take place.

Visit leader signature:

Date:

A copy of this form should be retained by the visit leader for six months after the completion of the trip.

Appendix 3: Trip Ratios

The following staff:pupil ratios should be followed for all visits and off-site activities, unless the Headmistress and EVC agree to different arrangements.

	<i>staff:pupil ratio</i>
EYFS	1:8*
Prep School (day trip)	1:10
Senior School, including boarding (day trip)	1:15
Sixth Form	1:20
Residential (within UK)	1:10
Overseas	1:10
Sports fixtures	1:15

* Any EYFS visit or off-site activity requires at least two members of staff.

As a result of the above ratios, on occasion, a visit or off-site activity may involve just one member of staff. A decision to lead a visit or off-site activity with just one member of staff should only be taken if the destination is local (within one hour's drive of the School) and with the approval of the Headmistress and EVC. In such situations, arrangements must be in place for another member of staff to join the group in the case of emergency.

If a visit leader is in any doubt about the staff:pupil ratio required for a visit or off-site activity, he/she should discuss the matter with the EVC early in the planning process.

These ratios are in place to ensure the health and safety of pupils, and staff, taking part in visits or off-site activities. It is expected that the ratio will be exceeded (i.e. will be lower), if an assessment of the risks involved in a visit or off-site activity indicate that this is needed.

Appendix 4: Trip Accident Form

Name of trip and dates	
Tour operator (if applicable)	
Date and time of accident	
Location	
Description of accident	
Names of pupils/staff involved in the accident and age	
Nature of injury/injuries	
Treatment provided	
Has contact been made already with the insurers? Provide details	
What further action needs to be taken?	

Visit leader signature:

Date:

Copies of the completed form should be returned to the Bursar and the School Nurse upon return to school, together with details of any claims being made, bills, receipts, etc.

OFFICIAL USE:

Was this accident reported to RIDDOR?

YES	
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NO	
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DATE	
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Appendix 5: EVOLVE Procedures and Timeframes

EVOLVE Procedures and Timeframes

EVOLVE submissions are required for all offsite, by water, adventurous and residential activities. See table below for relevant **timeframes**;

Type of trip	Submission of trip information before departure date
Off site trips	2 weeks in advance of departure date
Trips involving water or near the water margins	1 month in advance of departure date
Trips including adventurous activities	1 month in advance of departure date
Residential trips in the UK	1 month in advance of departure date
Residential trips abroad, including foreign exchange trips	At least 3 months in advance of departure date (please seek advice at the earliest opportunity i.e. during the initial planning stages)

The table below shows the submission chain and which EVC different staff members should make their submissions to on the EVOLVE system;

1. Visit Leader (Submission)	2. Outline Approval	2. EVC (Scrutiny)	3. Head (Approval or authorisation)
Senior Teaching Staff	EVC, Bursar, DAOP, Cover Coordinator	EVC, (Head of CC&OE)	Headmistress (DH)
Prep Teaching Staff	EVC, HofP	EVC, (Head of CC&OE)	Head of Prep (DH)
Boarding Staff	EVC	EVC, (Head of CC&OE)	Deputy Head (HM)

Appendix 6: THS Emergency Procedures in the Event of Offsite Accident or Incident

