



Northampton School *for Boys*

Educational Off-site Visits and Residential Education Policy

Approved by: NSB Trust Board

1 Policy Statement & Purpose

The aim of this policy document is to assist those involved in the planning and management of educational visits, through the clarification of policy and procedures, identification of roles and responsibilities and the exemplification of best practice.

The term 'Educational Visits' refers to *'all academic, sporting, cultural, creative and personal development activities, which take place away from the young persons' school, and make a significant contribution to learning and development of those participating'*.

This Policy applies to all off-site visits and all Residential Education carried out with students attending Northampton School *for Boys*, with the exception of work experience placements. It also includes and applies to any visit taking place abroad.

Every student should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Learning Beyond the Classroom is the use of places other than the classroom for teaching and learning. It is about getting students out and about, providing them with challenging, exciting and different experiences to help them learn. It is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn, but importantly, how and where we learn. It is not an end in itself but rather a vehicle to develop the capacity to learn. Good quality learning outside the classroom adds much value to classroom learning. Young people derive considerable benefit from taking part in educational visits. In particular, they have opportunities to participate in activities and gain from experiences not available in the normal classroom setting. Such educational visits help young people to develop a wide range of valuable personal and social skills.

The majority of educational visits take place without incident and it is clear that those involved in planning and managing such visits are already demonstrating a high level of care, competence and safety awareness. This policy will outline the most up to date guidance in regards to all 'educational visits' and 'off site trips' to ensure all staff conform to recognised best practice.

At Northampton School *for Boys* we believe that potential risks should not discourage teachers from undertaking educational visits. Good planning and attention to safety will reduce the likelihood of accidents and lessen the seriousness of any that may occur.

This policy document has been revised in order to further underpin the planning and implementation processes required for the successful and safe completion of educational visits, and therefore adherence to this document should reassure teachers that they have followed best practice and national guidelines.

This policy document and the associated appendices will form the basis for all off-site visits and Residential experience at Northampton School *for Boys*. It will provide clarification for off site visits and Residential experience in their style of trip, funding agreement and paperwork to be completed prior to approval.

Any final changes that may be made are at the discretion of the Headmaster who may withdraw an off-site visit or residential trip based on any highlighted risk or considered barrier to the off-site visit or residential trip taking place.



Additionally, the withdrawal of a student from an Off-Site Visit or Residential trip is also at the Headmaster's discretion but would be applied sparingly and on the basis of risk. Further advice can be sought through national guidance including Keeping Children Safer in Education

As a facilitating factor to Off-Site Visits and Residential Educational Trips the Headmaster appoints an Educational Visits Coordinator who is trained and experienced to enable them to competently discharge their responsibilities. The coordinator is overseen by members of Senior Leadership to ensure best practice is observed and current legislation is met.

Please refer to Tracey O'Neill as Educational Visits Coordinator (EVC)

SPONSOR Governors' Welfare Committee

DATE: January 2023

2 Types of Residential Trip

All students attending Northampton School *for Boys* will have access to a programme of Off-Site Visits and Residential Educational Trips. These will broadly fall into the categories below of entitlement trips and those that are accessed as optional experiences.

Entitlement trips have available funding support (if required) based on financial circumstances of the student's family.

Entitlement Trips

- Core Residential Educational Trips which are accessed in Year 8 and Year 12
- Core Curriculum Residential Educational Trips which are required to be completed to fulfil a GCSE or A Level course

Financial Support to Entitlement Trips

Parents who have been in receipt of the following benefits are likely to be entitled to financial support on Residential Experiences that are Entitlement based on;

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £23,255)
- Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit

If parents can provide the school with evidence of entitlement to means-tested state benefit, or Tax Credit Award Notice confirming household income of less than £23,255; or evidence of self-employment income of less than £23,255 (SA302 or certified accounts only) for your last accounting period, then the school is able to provide the following financial assistance:

If this is met, a subsidy of 50% towards entitlement Core Residential Educational Trips and Core Curriculum Residential Educational Trips will be applied.

Optional Experiences

- Curriculum Awareness Residential Educational Trips which are raising awareness in the subject specific field
- Sports Residential Educational Trips and Tours which are based on engagement in sport or sporting aptitude
- Arts Residential Educational Trips which are participation trips based on engagement and awareness raising



- Cultural Residential Educational Trips broaden horizons of students and help develop an understanding of global citizenship

The Educational Visits Co-ordinator will ensure that there is a system in place for appropriate monitoring of visits and activities. Induction, training and succession planning are essential to continued success of this programme at NSB.

Below are examples from staff who have delivered Residential Educational Experience at Northampton School *for Boys* and their importance:

Core Curriculum Residential Fieldwork – Geography

Northampton School *for Boys* has long held belief that academic ‘curriculum based’ residential trips are of immense value to our students. They provide opportunities and benefits that are just not available in other educational contexts. In Geography there is clear evidence that academic fieldwork enhances the skills, knowledge and understanding and that it fosters an engagement with subjects that lasts throughout their school life and beyond. Academic achievement has been found to have improved for the majority of participants also.

These residential experiences foster increased self-confidence and resilience and often encourage students to be more independent workers. Frequently the relationship between student and teacher is greatly enhanced with all the positives that may bring.

The House of Commons Select Committee recently concluded that academic residential fieldwork contributes significantly to a range of subjects including Geography, Science, History Art and Design. They have found what we at NSB have always known; that the residential experience is a vital part of the curriculum and of great benefit to our students across a range of their subjects.

Geography trip leaders

Sports Residential Education Trips and Tours

What is the role of education beyond the development of reading, writing and arithmetic for the provision of certificates? It is to contribute to the development of the rounded individual, capable of standing on their own two feet, communicating confidently and openly with people they don’t know in environments that are unfamiliar. Thus, preparing our students for life in a modern, diverse and increasingly global society.

Sports tours provide students with character developing experiences that cannot be replicated within the predictable and comfortable surroundings of either the home or school environment. Travel, in particular international travel, can help develop resilience, self-confidence, empathy, aspiration, and communication skills. Students are immersed in novel sociological and cultural experiences which can develop their understanding of human and physical geography, history and language.

Sports tours provide an experience of adventure, fun, challenge and accomplishment which enhances the normal educational experience and can encourage those students to ‘engage’ more openly with their peers, teachers and the school community in general. The by-products for some students being an improved approach to schooling, attendance, punctuality and behaviour.

Mr J Wilcock - Director of Sport

Cultural Residential Educational Trips – China and the Far East

The world we live in today is a big place and it is advantageous to students to have an appreciation of cultures other than the western one they may have experienced in other trips and family holidays. These family holidays will often be to European countries. Some of the other countries

in Asia, whilst being equally fascinating, are not as easy to travel through with large school groups compared to China. China is now a huge force in global economics and has an impact on our own country at all levels.

Broadening awareness and learning about another culture, history, lifestyle, food and way of life develops our students as global citizens. Having taken part in and run this trip for some 18 years, there have been several instances where students who took part in the trip have later returned to China or the far east either for travel or work.

Mr P Loughney - China & Far East Trip Leader

3 Categories of Residential Trip

Categories of Educational Trips

Category 1: Basic - Visits which take place on a regular basis and occur largely within the school day e.g. sporting fixtures.

Category 2: Day Trips/Evening Visits – Visits which take place that require an extended period of time away from school during the day e.g. field study trips, theatre visits, business/education visits, regional sporting fixtures.

Category 3: Residential Visits (local) – These are visits of one or more nights away within the UK e.g. visits to residential centres or field study centres.

Category 4: Residential Visits (international) – These are visits of one or more nights away outside of the UK e.g. sporting events, cultural activities and international community work.

Best Practice Principles

All Off Site and Residential Trips will undergo a rigorous process of a risk assessment, the outcome of which acts as the basis for the staff to establish what needs to be put in place to allow the visit to proceed in a way which sufficiently manages the risks to which participants may be exposed.

The basic principles of child protection must always be borne in mind when undertaking an educational visit particularly where it includes a residential element.

The pupil's welfare must always be paramount and this overrides all other considerations. All pupils have the fundamental right to be protected from harm. Pupils have a right to be heard, to be listened to and to be taken seriously.

Careful consideration must be given to pupils who have special educational needs, as such children may be especially vulnerable.

4 Applying for Category 1 and Category 2 Visits

Step 1 - Identification of Educational Visit - Objective

A member of staff identifies an area or areas of the curriculum for which an educational visit(s) may be an essential or relevant component.



Step 2 - Approval

Proposed Day/Activity Trip Application Form – ([see appendix 1](#))

This must be signed off for approval by the teacher leading the trip and making the application, Curriculum Senior Staff line manager, Cover Administrator and Headmaster before the trip can be confirmed.

Finance Form (B) ([see appendix 3](#))

Once approval of the initial application is granted, a finance form (if applicable) must be electronically submitted to the school Finance Director

Step 3 - Implementing Appropriate Risk Management

It should be ensured that all visits are organised in accordance with relevant school policies (e.g. Health and Safety and Child Protection) and take advice of best practice, as set out in this document.

Step 4 - Informing the Parents

Parents should be informed about the educational visits their children will participate in by means of a letter. Once parents have been informed of these visits they should be asked to give their consent in writing.

Step 5 - Maintaining Records

Copies of all forms and any other relevant information should be filed at the school.

In the case of an incident/accident occurring, all appropriate documentation must be completed.

Step 6 - Evaluation

On return it is important to undertake an evaluation of the key aspects of the visit.

5 Applying for Category 3 and Category 4 Visits

Step 1 - Identification of Educational Visit - Objective

A member of staff identifies an area or areas of the curriculum for which an educational visit(s) may be an essential or relevant component.

Step 2 - Approval

Proposal Form (A) ([see appendix 2](#))

An outline proposal form must be submitted to the EVC during the application window. This would normally be 2 years in advance of departure during the summer term. However, if an opportunity arises which doesn't fit with this time scale an application form may still be submitted to the EVC as soon as possible so it can be presented to the Residential Education Committee at the next available opportunity.



This is only the initial stage and is not automatic approval for the trip to be organised, even if the residential has run previously.

The aim at this stage is to judge whether or not the trip is viable. The Residential Education Committee will look at the proposal.

Finance Form (B) (see appendix 3)

Once approval of the initial application is granted, the finance form (B) must be submitted electronically to the school Finance Director.

Although there has to be some flexibility as some flight/hotel and associated costs are not released until nearer departure, an estimated costing must be carried out with relevant supporting paperwork.

In the event that the trip has a high student cost then there must be sufficient time built in to allow parents/guardians time to raise the money.

When both forms A & B have been approved, the trip leader can move to step 3.
(see appendix 5)

Step 3 - Implementing Appropriate Risk Management

It should be ensured that all visits are organised in accordance with relevant school policies (e.g. Health and Safety and Child Protection) and take cognisance of best practice, as set out in this document.

Step 4 – Residential Planning Agreement

Once the planning of the visit is completed and submitted to the EVC for approval, the Trip Leader will be required to sign the Residential Planning Agreement Form to confirm they have read and understood this policy and guidance document and all other relevant information to the safe running of the trip. (see appendix 6)

Step 5 - Informing the Parents

Parents should be informed about the educational visits their children will participate in by means of a letter. Once parents have been informed of these visits they should be asked to give their consent in writing.

Step 6 - Maintaining Records

Copies of all forms and any other relevant information should be filed at the school.

In the case of an incident/accident occurring, all appropriate documentation must be completed.

Step 7 - Evaluation

On return it is important to undertake an evaluation of the key aspects of the visit.

It is essential that all receipts are kept and returned to finance along with the updated trip form showing actual spend. Excess funds may, in certain circumstances, be returned to students.

6 The Planning Process

Whatever the visit, it is essential that planning takes place to identify the major issues that need to be addressed.

This involves considering the educational aims, the programme and itinerary to support these aims, the risks that may arise and the measures necessary to reduce these.

The terms risk assessment and risk management are used to describe the process of addressing the risks of any visit/activity and the steps taken to counter them. The process of risk management is paramount in the overall planning of any educational visit.

7 Risk Assessment

(see appendix 8)

Educational visits cannot be entirely risk-free. The aim, therefore, must be to contain risks within acceptable levels. This is achievable provided that trip leaders give careful consideration to this policy and guidance document. Effective risk management will enable new experiences and will maximize the impact of educational visits, whilst poor risk management may suppress opportunities for learning.

Care must be taken not to expose students to unacceptable physical or psychological risk, particularly on those occasions when the educational visit aims to exercise the individual's sense of adventure.

Fundamental to the planning process of any educational visit is the process of risk assessment.

Risk assessment enables trip leaders to make a reasoned judgement about the level of risk involved and what actions need to be taken to reduce the risk to an acceptable level which permits the visit to go ahead.

This is achieved by either:

- i) eliminating the identified hazards altogether: -

for example, by choosing not to use a water sports centre if the centre staff do not possess current life-saving qualifications or

- ii) managing hazards by introducing effective control measures: -

for example, by ensuring that participants are led by competent and experienced instructors when participating in adventurous activities such as skiing.

Risk Assessment comprises the following steps:

1. define the activity to be undertaken
2. identifying the hazards associated with the activity
3. identifying the people who may be at risk

4. evaluating the potential risk
5. establishing additional safety and/or control measures
6. disseminating information to all relevant persons and compile information packs as appropriate

The vital issue is whether the risk can be managed. If there are doubts that the risk is manageable, then it is advisable to change the activity and/or the location. Where there is considerable concern as to the outcome, it is better to abandon and redesign the educational visit than to expose students to an unacceptable level of risk.

Trip and Group leaders must fully record their risk management decisions on paper.

As with much health and safety legislation and regulations, the paper at the end of the process is of minor significance compared to the professional judgement of the trip and group leader.

The trip and group leader should understand that risk assessment is a dynamic process and therefore must carry out on-going risk assessments during an educational visit and ensure that appropriate action is taken as necessary e.g. cancelled public transport, pupils or staff illness, closed venue, adverse weather conditions. The ability to re-assess and manage changing risks whilst the visit is taking place is a key element of the competence for leaders of educational visits.

7 Supervision and Staff Ratios

Supervisory roles should be closely aligned to the roles and responsibilities undertaken by staff on a visit. Student to staff ratios for educational visits are not prescribed in law. Those planning visits, on the basis of risk assessment, should decide the ratios taking into account the range of variables which are determined through an informed risk assessment.

Supervision ratios should relate to:

- the category of the educational visit;
- the specific educational objective(s) and;
- the outcome of a risk assessment.

On the basis of a risk assessment, it is likely that additional supervision may be required, particularly in relation to categories 3 and 4 with reference to residential visits and hazardous activities.

Risk assessment must include the assessment of individual pupils, particularly those with behavioural considerations or in receipt of a medical care plan. This will have a direct influence on supervision ratios.

The key factors which should be taken into consideration in the establishment of appropriate ratios are as follows:

- nature and location of activities to be undertaken;
- age and ability of the group;
- students with special educational and/or medical needs;
- day visit or overnight stay;

- mixed or single gender group;
- experience of supervisory staff in off-site supervision;
- duration and nature of the journey type of any accommodation;
- competence of supervisory staff, both general and in relation to specific learning activities;
- requirements of the organisation/ location to be visited;
- competence and behaviour of the pupils;
- prevailing weather conditions and time of year;
- duration and location of planned activities;
- first aid cover.

Under normal circumstances and where it is possible, at least one male and one female leader should accompany mixed sex groups, where an overnight stay is involved. Where this is not possible, parents must be made aware and give their consent to the proposed arrangement prior to the visit.

Arrangements should be made to ensure that appropriate ratios are maintained if a staff member needs to leave the group e.g. to accompany a student to hospital, escort a student home, personal illness or attend to a personal emergency.

Supervision can be close or remote but it is always for the duration of the visit. Close (direct) supervision occurs when the group remains within sight and contact of the supervisor.

Remote (indirect) supervision is planned and is subject to stringent controls, while the group is not necessarily within direct contact or vision of the leader at all times. Both the leaders and the group will know of each other's whereabouts and clear lines of communication including rendezvous points will have been established.

Leaders are required to remain in the area, in which the indirect supervised activity takes place, throughout period.

The need to involve volunteers e.g. parents or governors with clearly defined roles and responsibilities is an accepted practice.

8 Vetting

In the context of educational visits, it is essential that the school's Child Protection Policy and procedures are followed. This includes the requirement to ensure that staff who work with, or have access to pupils have been subject to appropriate vetting procedures.

The need to vet volunteers should be made on the basis of their having 'substantial access to children'. Participation in an educational visit, particularly those with a residential element, would provide such access.

Therefore, it is required that all adults who accompany groups of pupils under the age of 18 are vetted in line with DfE Keeping Children Safe in Education guidance with regards to vetting checks for volunteers working in schools.

In addition, the school will need to be satisfied that places to be visited, particularly residential centres, have similar procedures in place for their own staff, who also have substantial access to pupils.

9 Accommodation

When considering appropriate overnight accommodation it is the Trip Leaders responsibility to plan appropriate and regulated accommodation that is fit for purpose. This must form part of the planning and risk assessment process.

Northampton School *for Boys* does not support family housing or billeting as a form of student accommodation whilst on a residential trip.

10 Transport

The trip leader must be satisfied that all the transport arrangements meet the legal statutory requirements for the type of journey proposed.

Areas to Consider:

- that the operator holds a valid Operator's Licence
- the mode of transport is appropriate to the needs of the pupils;
- there is adequate supervision during transit;
- those involved in driving hold the relevant licence to drive the vehicle;
- those involved are insured appropriately;

Where a trip requires the use of outside operators to provide transport, it is crucial that the trip leader is satisfied that the operator(s) can demonstrate how they meet the above criteria.

All students must wear seat belts when travelling in vehicles and conform with any and all legal health and safety regulations in regards to any transport used.

11 Insurance Cover

The school's insurance policy will fully cover all students and adults whilst on a school sanctioned trip. The trip leader must ensure that all appropriate paperwork is on their person at all times and that insurance contact and policy details are shared with all supervising adults.

12 Independent Providers

The term independent providers refers to other organisations or companies which provide a service that is outside the direct control of the school such as tour operators, specialist activity providers, residential centres etc.

Where a residential trip has opted to use the services of an independent provider the trip leader must ensure that:

- providers are reputable and have the necessary insurance in place for the services they provide;
- staff involved in the delivery of the service are competent and are aware of their roles and responsibilities in relation to the group and child protection;
- risk assessments are available for the activities the group will partake in;
- adequate emergency and contingency plans and procedures are in place in the event of unforeseen circumstances.

Cancellation of a trip of a student place

Where a residential trip has been cancelled by the school the school will attempt to refund all costs. If a parent makes the decision and withdraws their child from a school trip, then there will be a loss by the parent of a non-refundable deposit and any further costs incurred by the school.

A trip leader will attempt to make clear the non-refundable costs to parents at each stage of the process leading up to the trips departure.

13 Behaviour Expectations

The school's Behaviour Policy for all students participating in educational visits is an effective basis upon which to ensure the achievement of safe and successful outcomes.

In advance of an educational visit, accompanying staff, volunteer supervisors, pupils and parents should all be made fully aware of the policy, including possible sanctions. All pupils participating in an educational visit must agree to abide by the Behaviour Policy at all times during the visit and understand the possible consequences of failing to do so.

The Child Protection Policy should also be followed with the aim to ensure that respect for the individual is maintained at all times and that neither peers nor others expose the pupils to risk of physical, sexual or emotional abuse or harassment.

It is the responsibility of the trip leader, supervising staff and appropriate adults to maintain standards of behaviour and discipline while on educational visits. The trip leaders cannot avoid setting an example to group members in everything they do or say.

While on a residential, leaders remain responsible for the conduct and safety of pupils 24 hours a day. This should be taken into consideration when deciding on appropriate behaviour, practice and supervisory arrangements.

It may be necessary to devise a duty rota in order that staff can have a break away from supervisory duty, while ensuring that an appropriate level of supervision is maintained at all times.

In developing and sharing behaviour expectations, the aim should be to reflect the ethos of the school, the nature of the place(s) visited and/or the activities undertaken.

The behaviour expectations should address issues relevant to the age and development level of the group members.

After carrying out a behavioural risk assessment, the school has the right to refuse any pupil from participating in the visit, whose involvement may be considered to be a danger to him/herself or to the group.

Additionally, the withdrawal of a student from an Off-Site Visit or Residential trip is also at the Headmaster's discretion but would be applied sparingly and on the basis of risk.

Under no circumstances should persons other than official group members join the party.

14 Communication and Consent

COMMUNICATING WITH PARENTS

An effective, two-way communication process between the school and parents is important for all visits. Effective communication will ensure that parents are made aware of the purpose and nature of the visit and will ensure that parents inform the school about any particular needs and issues of their child relevant to the visit.

Information to parents may include:

- the aims and benefits of the visit;
- dates of the visit or series of visits;
- destination details;
- times of departure and return and whether parents will be required to meet their children on return;
- the location where the pupils will be collected and returned;
- mode(s) of travel including the name of any travel company;
- the size of the group and the level of supervision;
- details of accommodation;
- details of provision for special educational or medical needs;
- names of leader, of other staff and of other accompanying adults;
- the planned programme of activities;
- agreed arrangements for non-emergency contact during the visit;
- arrangements/protocols for parents to make contact with the child;
- arrangements/protocols for the school or pupils to make contact with their parents;
- the code of conduct for the visit detailing expected standards of behaviour and sanctions;
- arrangements for the early return of a pupil for any reason during the visit;
- details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover;
- clothing and equipment to be taken;
- what pupils should not take on the visit or bring back;
- advice on pocket money and how it is allocated during the visit;
- the information required from parents about their child;
- details on the cost of the visit;
- the risks associated with the visit (but tempered with information about the school's good safety record, and the overall benefits to the participants).

Information should (where relevant) be sent as far in advance of the visit as practicable involve convening a meeting to clarify detail if appropriate. This is particularly important for residential visits, or when the pupils are to travel abroad or engage in adventure activities or visits to

demanding environments. Where a briefing meeting is required, alternative arrangements might need to be made for parents who cannot attend or who have difficulty with communication.

PARENT CONSENT

Parental consent must be obtained for educational visits. This may be done on a blanket basis for regular visits or on a one-off basis for non-regular visits. The contents of a consent form for a parent to sign will vary according to the type of visit.

MEDICAL CONSENT (see appendix 4)

For visits that require parental consent, parents should be asked to agree to the young person receiving emergency treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities. If parents do not agree to this, the school may decide to withdraw the child from the visit given the additional responsibility this would entail for the group leader.

CONTACT WITH PARENTS DURING THE VISIT

All parents of pupils taking part in an educational visit should be briefed or provided with a copy of the communication procedure in advance of the visit. These should be clearly defined arrangements/protocols for parents to make contact with their child. Parents should therefore; know the destination details and be aware of the emergency contact arrangements.

STUDENT CONTACT WITH PARENTS

There should be clearly defined arrangements/protocols for students to make contact with their parents. Parents should be made aware of and consent to the mobile phone protocol if applicable.

15 Roles and Responsibilities

The successful planning and implementation of an educational visit requires a contribution from a number of key personnel and groups. Careful co-ordination and clarity of roles are vitally important.

The duties, roles and responsibilities of staff are clearly defined in advance of any educational visit, articulated, recorded in writing and understood by all those leading and/or assisting with such visits. This includes those responsible for the provision of first aid, administration of medication and communication with parents.

School

The responsibility for any educational visit rests with the school organising the activity.

Senior Leadership Team

Under the direction of the Senior Leadership Team a designated Educational Visits' Co-ordinator (EVC) will have a central role to play in endeavouring to ensure that the best practice, in relation to educational visits, is developed and implemented within the school.

The EVC should be satisfied that:

- acceptable behaviour expectations for pupils are in place;
- the visit complies with best practice as outlined in this policy;
- a competent group leader is selected;
- child protection procedures are adhered to in the planning process, including the vetting of volunteers;
- all necessary arrangements and preparations have been completed including risk assessment, before the visit begins;
- all relevant checks have been undertaken if an independent provider is to be used;
- the group leader has experience in supervising pupils of similar age and ability to those participating and will organise and manage the group effectively;
- where relevant, the group leader or one of the leaders is suitably qualified and competent to supervise and/or instruct the pupils during specific activities;
- the group leader has taken reasonable steps to familiarise him/ herself with the location/centre where the activity will take place;
- prior to any educational visit, all volunteers should be clearly advised of their role and responsibilities during the visit and this should be communicated to them and all accompanying staff;
- the ratio of leaders to young people is appropriate;
- proper procedures have been followed in planning the visit;
- there is adequate and relevant insurance cover;
- the group leader has the address and phone number of the venue to be visited and has a contact name;
- a school emergency contact has been nominated and the group leader has details;
- that an emergency contingency and critical incident plan has been created and that the group leader, accompanying staff, volunteers and nominated school contact are aware of the agreed emergency contingency arrangements;
- the group leader, leaders and nominated contact have all relevant information on the group members;
- establish any arrangements which may be required for the early return of individual participants.

Trip Leader

A member of staff should be designated in agreement with the EVC as Trip Leader. This role should be allocated to an experienced member of staff.

The trip leader will have overall operational responsibility for the supervision, discipline and conduct of the participants for the duration of the visit and should be experienced in organising such visits, the supervision of students, and all relevant health and safety matters.

They should be able to direct and supervise students, and be suitably qualified/competent to instruct them in activities, as appropriate.

The trip leader has a crucial role to play in the successful and safe completion of an educational visit.

The Trip Leader must:

- obtain prior agreement and approval before any off-site visit takes place;
- appoint a deputy, if appropriate, with the consent of the EVC;

- adhere to best practice as outlined in this policy and guidance document;
- undertake and complete the planning and preparation for the visit including the briefing of leaders, pupils and parents;
- ensure that all relevant checks have been undertaken if an independent provider is to be used;
- take steps to become familiar with the location/establishment where the activity will take place;
- inform parents as to the terms and conditions of insurance cover taken out by the school;
- undertake and complete an appropriate risk assessment;
- collect relevant information on the pupils proposed to participate in the visit to assess and confirm their suitability;
- ensure the ratio of leaders to pupils is appropriate for the needs of the group and the nature of the activity to be undertaken;
- clearly define the role of each member of accompanying staff and volunteers and ensure that all tasks have been clearly assigned;
- have proper regard to the health and safety of the pupils and ensure that adequate supervision is provided at all times;
- ensure that the established code of conduct for both staff and pupils is adhered to;
- ensure child protection procedures are followed;
- ensure that adequate first-aid provision will be available;
- ensure that all students have paid in full for the trip prior to departure;
- ensure that, during the visit, leaders have up-to-date emergency contact details of:
 - nominated contact
 - parents
- ensure that accompanying staff and volunteers and the nominated contact are aware of the emergency procedures;
- ensure that the group leaders have the details of group members' special educational or medical needs, which will be necessary for them to carry out their tasks effectively;
- consider stopping the visit if the risk to the health or safety of the pupils is unacceptable and have in place procedures for such an eventuality;
- ensure that all relevant financial paperwork is completed after the conclusion of the trip along with receipts relating to the trip;
- regularly review visits/activities.

Accompanying Staff

Accompanying staff on educational visits are responsible to the school whether the visit takes place within normal hours or outside those hours.

Accompanying staff must endeavour to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances.

'In Loco Parentis' applies to all adults who work with pupils.

Accompanying staff must:

- accept the authority and follow the instructions of the group leader;
- under direction of the group leader, assist with the organisation of activities and discipline of the pupils;
- ensure that the established code of conduct, for leaders and participants is adhered to;
- consider stopping the activity and notify the group leader, if they think the risk to the health or safety of the group members in their charge, is unacceptable.

Volunteers in a Supervisory Role

To satisfy staffing ratios, it may be necessary to involve persons other than staff members as volunteers, e.g. parents. These adults can play a very valuable part in ensuring the safety of group participants while on a visit. However, prior to any visit they should be clear about their role and responsibilities during the visit.

Volunteers must:

- be vetted on the basis of having substantial access to children when participation in an educational visit, particularly those with a residential element, would provide such access;
- endeavour to ensure the health and safety of everyone in the group;
- not be left in sole charge of group members except where it has been previously agreed as part of the risk assessment;
- follow the instructions of the group leader and other accompanying staff, and help with control and discipline;
- speak to the group leader or accompanying staff if concerned about the health or safety of the pupils, at any time during the visit;
- endeavour to ensure that the established behaviour expectations are adhered to.

Nominated Contact at School Base

Dealing with unexpected situations can be aided by a central figure normally a nominated senior member of staff if not on the visit, who will act as the contact person for both the group and the pupils' families. The trip leader should ensure that all parents have the contact details of the nominated member of senior staff in case of an emergency.

Nominated Senior Staff Contact must:

- retain details of the place to be visited, trip itinerary and contact personnel and telephone and mobile numbers as appropriate;
- retain a copy of the contact details of all the pupils' parents;
- retain a copy of the contact details of the trip leader;
- be fully briefed and aware of his/her responsibilities including the action to take in the event of a serious incident.

16 Emergency / Contingency Arrangements

Establishing emergency procedures is an essential part of planning an educational visit. Everyone involved in the educational visit should be aware of the procedures that are to be followed in the event of an emergency.

Such procedures should outline clearly what is to be done during the actual emergency and after the event.

Contingency planning relates to areas and circumstances which should be anticipated in advance of an educational visit, e.g. unsuitable weather, transportation problems, cancellation of an event, illness or injury etc. It should also define roles and responsibilities for all staff involved in the organisation of the trip including the nominated senior member of staff contact remaining in school.

Those responsible for organising educational visits should familiarise themselves, and others involved, with relevant contingency arrangements.

Visit organisers should ensure that a clear communications plan is established with key contact numbers available. All staff members and parents of those taking part in the visit should be briefed and be provided with a copy of the procedure. It should clearly define the circumstances where contact should be made.

In the event of a medical emergency designated staff responsible for managing first aid/ medical emergencies should have knowledge of:

- medical conditions;
- parental advice relating to a medical condition;
- an emergency contact number for parents;
- how to access any medical equipment e.g. the defibrillator at the facility;
- the emergency procedures within the facility.

MAJOR INCIDENT (see appendix 7)

“A major incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within a school community and which overwhelms the normal coping mechanisms of that school.”

In the event of a major incident (as defined above) occurring during a school visit the school’s major incident policy should be followed

17 Guidance for Trip Leaders when planning school trip / finance

You must complete a trip planning form and submit to the Director of Finance prior to the trip being approved by the Residential Education committee.

Please take into account all costs that you will incur, including the cost of accommodation, cost of transport, cost of food and cost of activities.

Be sure to take into account any additional administrative costs, such as letters, printing, photocopying
There are no subsidies for non-entitlement trips so all costs must be borne by the parents of students participating in the trip.

It is acceptable for students to carry out fundraising activities, particularly for Sports Tours, however, fundraising targets must be realistic and achievable.

Educational trips may receive a subsidy. This would apply to entitlement trips and trips that are an essential part of the taught curriculum e.g. Geography Field Studies.

All trips should set up a payment plan to spread the cost to those involved.

Parents should be encouraged to make all payments for a trip by using ParentPay rather than cheques or cash. Payment plans can be set up on ParentPay and show the balance remaining on a trip. Automatic payment reminder emails can be setup.



All money should be collected in 6 weeks before departure. It is the responsibility of the Trip Leader to ensure this and not the Finance Team. Where payments are not made, parents should be chased up by the Trip Leader.

If a student is withdrawn from a trip by their parents, then the parents will be expected to cover all costs incurred by the school unless a replacement student can be found.

If a student is withdrawn from a trip due to illness, unforeseen or special circumstances, then the school will seek to recoup costs through their trip insurance policy. A replacement student may also be found.

If a student is withdrawn from a trip by the school due to concerns about their behaviour or their safety on the trip, then parents will be refunded all costs associated with the trip that have not already been allocated and incurred. This decision will only be made by the Headmaster. A replacement student will be sought.

If a student is withdrawn from a trip by the school due to concerns about their behaviour or their safety on the trip, then parents will be refunded all costs incurred. This decision will only be made by the Headmaster. A replacement student will be sought.

Year 7 to Year 11 students who are entitled to receive Free School Meals will be entitled to receive a 50% discount off educational and entitlement residential trips.

Please see the Pupil Premium SLT link for the names of these students.

Band 1 Year 12 and Year 13 Hardship Fund students will be entitled to receive a 50% discount for educational and entitlement residential trips. This does not apply to non-entitlement trips where they will be expected to pay the full costs.

Band 2 Year 12 and Year 13 Hardship Fund students will be entitled to receive a xx% discount for educational and entitlement residential trips. This does not apply to non-entitlement trips where they will be expected to pay the full costs.

Students whose parents are on a low income (currently below £21529 Sept 2018 to Aug 2019) will be entitled to receive a 50% discount off educational and entitlement residential trips. This does not apply to non-entitlement trips where they will be expected to pay the full costs.

Please see Finance Office for the names of these students. Bursaries will be added to trip accounts.

Any student whose parents have not paid for the trip in full at the time of departure will not be allowed to participate in the trip. This should be an absolute last resort and the six weeks after final payments should be made must be used to chase outstanding payments. It is the Trip Leader's responsibility to do this, with the support of the Finance Team and the Director of Finance.

All expenditure on the residential should be captured with receipts kept.

Accounts must be reconciled and closed within 6 weeks of the trip returning to the UK. The trip form must be completed with actual expenditure recorded.

If there is more than £10 per student left in the account, this will be refunded to parents prior to the account closing.