



'Working together to safeguard children'  
"RESPECT, BELIEVE, ACHIEVE."

# Cardinal Heenan Catholic High School

## Trips & Visits Policy

Approved by:	Name: Governing Body	Date: 04/12/25
Last reviewed on:	Date: December 2025	
Next review due by:	Date: December 2026	



**'Working together to safeguard children'**  
***"RESPECT, BELIEVE, ACHIEVE."***

## **Contents**

**Introduction**

**Responsibilities**

**Competence to lead visits**

**Consent**

**Planning and approval Procedures:**

- **Trip application**
- **Risk management**
- **Supervision strategies**
- **Headcounts**
- **Pre visits**
- **External Providers/Tour Operators**
- **Accommodation**
- **Preparing students for trips abroad**
- **Ratios and supervision / STAGER**

**Types of visits**

**Emergency procedures/Incident Management**

**Administration of Medication**

**First Aid**

**Accident Reporting**

**Evaluation**

**Monitoring**

**Charging and Remissions**

**Inclusion and SEND**

**Behaviour**

**Safeguarding**

**Disclosure and Barring Service**

**Insurance**

**Transport**

**Joint visits**

**Hill walking, lowland walking, trekking and mountaineering**

**Swimming**

**Staff children attending visits / residentials**

**Bouncy Castles**

**Data Protection**

**Induction, training, apprenticeship, succession planning**



‘Working together to safeguard children’  
“RESPECT, BELIEVE, ACHIEVE.”

## **Introduction**

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 us 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 are:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing 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 team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

This policy will help us conduct educational visits in a safe and well-structured manner, giving our students and staff the best experience possible.

More detailed information on visits can be found in the local authorities Educational Visits Policy 2025 which can be accessed via Evolve.

## **Responsibilities**

All employees and volunteers involved in the planning, management and leadership of all educational visits and all outdoor learning and adventurous activities must follow this policy.

In addition, National Guidance sets out the responsibilities and functions for all key roles when planning a trip or visit. Please refer to National Guidance for further details <https://oeapng.info/guidance-by-role/>



‘Working together to safeguard children’  
“RESPECT, BELIEVE, ACHIEVE.”

The school will have an Educational Visits Coordinator, that meets the requirements as set out in National Guidance, <https://oeapng.info/downloads/download-info/3-4j-evc-responsibilities/>

The nominated EVC must complete training and revalidation every three years.

This Policy sets out the management and approval procedures. The establishment policy will be issued to all staff involved with educational visits.

The school will review this policy annually and make any adjustments necessary to comply with National and the Local Authority guidance.

All those involved with organising and undertaking educational visits must understand their legal obligations as regards health and safety, being ‘in loco parentis’ (where applicable) and in the importance of undertaking regular headcounts.

### **School Specific Roles and Responsibilities**

**The Governing Body’s role** is that of a ‘critical friend’, (see National Guidance 3.4f for additional information) ensuring that the head teacher and the Educational Visits Co-Ordinator have taken all reasonably practicable measures to include children/young people with special educational, physical or medical needs on an educational visit.

**The Head Teacher** has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE. The head teacher is responsible for:

- Ensuring the planning and risk management for this visit has been checked and approved according to the current Educational Visits policy.
- That the visit complies with the LA's current planning checklist for off-site activities.
- The visit leader and staff are competent to supervise the visit.
- The Risk management is fit for purpose.

The Head Teacher’s role is described fully in National guidance 3.4g head teacher or manager

**The Educational Visits Coordinator (EVC)** will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc. The EVC’s role is described in detail in 3.4j EVC role in National Guidance.

### **Trip Lead**

Trip leads are responsible for the planning of their visits, and for entering these on EVOLVE. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements. Our expectations are that visit leaders are both competent and confident in leading a visit and have either led, assisted, supported or shadowed on previous school trips gaining relevant experience.

### **Volunteers**

In order for us to support our students on school visits we may from time to time engage the services of volunteers. These volunteers must comply with our school safeguarding policy.



## 'Working together to safeguard children' "RESPECT, BELIEVE, ACHIEVE."

Responsibility will be delegated to them by the visit leader. They must be sufficiently competent and confident to carry out their responsibilities and the visit leader will decide if they will be allowed to work independently or under supervision.

### **Competence to lead visits**

Leaders must be accountable, confident and competent to lead the specific visits or activity.

The Head or EVC (when the responsibility is delegated) will make a judgement about the suitability of that person to lead that group on that visit/ activity in that environment.

The single most important factor in ensuring the safety of participants involved in an Educational Visit is the competence of the Visit Leader. The following are considerations when assessing the competence of a member of staff to lead, or accompany a visit:

- What are the leader's reasons for undertaking the visit?
- Can the leader/leadership team appropriately manage the teaching and learning in addition to the health, safety and welfare of the young people?
- Do all accompanying adults have a defined role?
- Is the leader organised?
- Are the leader/ leadership team competent in managing risk?
- What experience has the leader of the young people he / she intends to lead?
- What is the leader's and leadership teams prior experience of similar visits or activities?
- What experience has the leader of the environment/geographical area chosen?
- Do the leader/ leadership team possess appropriate qualifications?
- If appropriate, what are the leader's and leadership team's personal levels of skill in the activity, and fitness level?
- If leading adventurous activity have all the leaders been 'approved' by the Employer.
- Has the leader addressed medical, first aid and inclusion issues?
- Is the leader aware of, and able to comply with all relevant guidelines?

Refer to National Guidance; 3.2d Approval of leader

### **Consent**

Under the schools' educational visits policy, all educational visits require parental consent. It is essential that parents are sent letters with information regarding the visit which must include details, time of visit and return, location, any specific requirements and to remind parents to ensure medical information is up to date.

A standard consent form and code of conduct contract will be sent to parents and monitored through MS Forms.

Parents will be asked to provide more than one emergency contact telephone number. If parents withhold consent the student must not be taken on the educational visit.

More information can be found in the National Guidance; 4.3d 'Parental Consent'.

### **Blanket consent**



‘Working together to safeguard children’  
“RESPECT, BELIEVE, ACHIEVE.”

This reduces the burden on staff and parents, and this will be obtained annually at the start of each school year. This will only be used for Local Area Visits which are routine visits that can be defined as low-risk visits to venues in our local learning area and will include:

*PE sporting fixtures to local schools*  
*Visits to John Moores University buildings within the City Centre*  
*Events at Liverpool Football Club*  
*The Everton Free School*  
*Visits to the Empire*  
*The Walker Art Gallery*  
*Choir and band performances*

Where blanket consent is sought it will be made clear the nature and extent of the applicability of the consent.

#### **Verbal Consent**

While this can be viewed as a practical way to manage a problem on the morning of a visit, it is far from ideal and should be regarded as a last resort. A note should be made of the time and date of the phone call, who made it and who gave consent. Where possible this should be followed up by an email, text, app message from the person giving consent.

#### **Specific Informed Consent**

This consent should be obtained where the visit falls into the below categories –

- Residential visits including camping and in school sleepovers
- Adventurous activities
- Overseas visits

In all instances, parents will be asked to provide more than one emergency contact telephone number. If parents withhold consent the student must not be taken on the educational visit.

A standard consent form can be found in Appendix A.

#### **Planning and Approval Procedures**

##### **Trip application**

To ensure all trips are properly authorised by the Local Authority/SIL, it is essential that notice periods are followed. The Local Authority requires a minimum of 28 days’ notice for any trip that involves residential stays or adventurous activities. Applications submitted after this deadline may not receive approval, which could prevent the trip from taking place.

To meet these deadlines, the EVC and head teacher requires the following notice periods to ensure all authorisation processes can be completed:

- **Local Area Visits:** *Minimum of 2 weeks’ notice*
- **Residential or Adventurous Activity Visits:** *Minimum of 35 days’ notice*
- **Joint visits between Cardinal Heenan and Broughton Hall:** *40 days’ notice*



‘Working together to safeguard children’  
“RESPECT, BELIEVE, ACHIEVE.”

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

Trip leads must first complete a **Trips and Visits Proposal Form (see appendix B)** which should be handed in to the head teacher for initial discussion and will contain relevant information for the trip, including:

- Staff attending
- No of students
- Budget information
- Educational value

Once approval is granted, then the trip lead can proceed with the trip planning:

- Compile a letter for parents/guardians with the trip/visit information and initial consent for the student to attend
- Inform Finance staff if there are any payment plans to be put in place via parent pay
- Make arrangements with the administration team to send out full medical consent and code of conduct documents via Microsoft Forms
- Be familiar with the location or centre where the activity is to take place
- Be aware of issues relating to safeguarding and also inclusion
- Undertake and complete, with the assistance of the Educational Visits Co-ordinator, an appropriate risk assessment of the educational visit and related activities.
- Have sufficient information on the students who are to participate in a proposed educational visit to assess the suitability of the visit.
- Ensure that the ratio of supervisors to students is appropriate for the activities
- Appoint a deputy
- Clearly define each Group Supervisor’s role and ensure all roles have been assigned.
- Ensure that the group’s teachers and other supervisors have the relevant details of any special educational or medical needs of students which will be necessary for them to fulfil their roles.
- Ensure parents/guardians are aware of how to prepare their child for the educational visit
- Pre visit parents’ meetings to be arranged for all overseas residential trips

### **Risk Management**

Risk assessment and risk management are legal requirements and are also an inherent part of visits planning. Risk assessments will be proportionate to the hazards and complexity associated with the visit and evidenced. This evidence may include;

- Generic risk assessments / procedures
- Specific risk assessments
- Other visit planning documents

The aim of the risk assessment is to ensure nobody gets hurt or becomes ill during the course of, or as a result of the educational visit.

Examples of risk assessments common to Educational Visits can be found under the resources tab on EVOLVE. The school also have records of previous trip risk assessments which are also available for reference and can be found in the staff shared file under the folder *Trips and Visits*. In all instances,



**'Working together to safeguard children'**  
***"RESPECT, BELIEVE, ACHIEVE."***

previously used risk assessments should be reviewed and modified accordingly to suit the demands of individual trips.

For low-risk activity (described as routine local visits) risk assessments must be also be compiled/recorded. Risk management is the responsibility of the whole staff team led by the visit leader. Refer to National Guidance' Risk management 4.3c, 4.3f, 4.3g

### **Supervision strategies**

We acknowledge there are three types of supervisory strategy; Close, Distant and Remote. Although the choice of strategy will not be based solely on age, older, more experienced young people should be expected, under normal circumstances, to understand and achieve more and may not require such close supervision. The overall group management, routes of communication and headcount procedures will be agreed and known. The destination location must be known, pre-visited where possible and risk assessed along with any activities to be undertaken.

### **Headcounts**

Whatever the length and nature of the educational visit, regular head counting of the students will take place.

Headcounts must be taken by a responsible member of staff using a checklist of names. Headcounts will be taken at every departure and at suitable times during a visit. When undertaking the headcount, the checker must physically see the person before ticking their name on the checklist. All Supervisors will carry a list of all children and adults involved in the educational visit at all times.

### **Pre-visits**

All visits should be fully researched to ensure the suitability of the venue and activities and wherever reasonably practicable, site visits will be carried out to assist in this process.

This also allows for checks to be made so that facilities and any third-party provision will meet the group requirements.

### **Self-led adventurous visits**

School staff proposing to lead adventurous activities must be approved by their EVC, Headteacher and Educational Visits Adviser prior to embarking on detailed arrangements.

### **External providers**

When using a provider for teaching and instruction;

- The provider is responsible for the risk management of their provision
- The visit leader is responsible for pastoral care (wellbeing, behaviour, medical, SEND) and the risk management of any aspect of the visit which they lead themselves, including all non-taught time and travel. (Refer to National Guidance; 3.2a underpinning legal framework and duty of care).

Where a provider holds the Learning Outside the Classroom (LOtC) Quality Badge there is no need to seek further assurances regarding safety.

If a provider is being used that doesn't hold Learning Outside the Classroom quality mark the trip lead must obtain an additional provider statement.



**'Working together to safeguard children'**  
***"RESPECT, BELIEVE, ACHIEVE."***

Certain adventurous activities require an Adventurous Activities Licence (AALA/AALS) which will either be captured through an LOfC quality badge or a provider statement.

### **Tour Operators**

Before using a tour operator/travel agent Group Leaders will: -

- Ensure the tour operator/travel agent is reputable
- Ensure the tour operator/travel agent used is a member of ABTA and/or ATOL and that the whole package being supplied is covered by an ABTA or ATOL. These provide security against the licence holder going out of business.

### **Accommodation**

Appropriate checks and / or assurances should be sought. The accommodation at an LOfC quality badged provider will have been deemed appropriate for educational visits.

For non LOfC quality badged providers the questions on the provider statement can be used to help to gather key information. Professional judgement should be used taking into account all the relevant issues.

### **Preparing students for visits abroad**

The following factors will be considered when preparing students and other group members for visits abroad: -

- Language
- Local culture of the area or country to be visited
- Use of drugs or alcohol
- Food & drink
- Personal security
- Communication
- Emergencies
- Vaccinations
- Language abilities
- Visa/passports
- Nationality/immigration status
- Care orders and wards of court
- Emergency medical facilities
- Students with disabilities

For all residential trips abroad, trip leads will arrange for a pre-trip meeting with all students, parents and staff to discuss the itinerary and general details of the trip.

### **Ratios and Supervision**

For every educational visit there will be a designated Group Leader who oversees the entire visit and has the overall responsibility for supervision during the visit. It may be necessary for groups to be split during the educational visit when undertaking particular activities.

Each sub-group will have a competent supervisor who will be selected based on their competency.

Supervision will be most effective, when all supervisors and group members clearly understand the aims and objectives of the educational visit and supervisors have a reasonable knowledge of the children/young



‘Working together to safeguard children’  
**“RESPECT, BELIEVE, ACHIEVE.”**

people, (including any special educational, medical needs or disabilities), and when the educational visit and activities are carefully risk assessed and managed safely.

Clear guidelines for standards of behaviour will be in place, which all on the educational visit must adhere to.

As long as there is adequate supervision not all supervisors need be on duty all the time, however duty supervisors need to be able to respond appropriately to emergencies. Duty supervisors must not consume alcohol or be under the influence of any other substance.

Supervisors who are off duty are expected to behave in a professional manner.

As part of assessing the risk of educational visits, outdoor learning and adventurous activities, visit leaders will determine the appropriate supervision arrangements by considering all factors.

**The number of adults should be increased if: -**

- It is found that the environment or location of the educational visit site or activity presents significant hazards; e.g., poor visibility, poor security including risk of terrorism or prevailing physical hazards.
- If it is known that a groups, or an individual group member’s behaviour or needs (education, physical or medical), requires particular management. This could mean a ratio as low as 1:1 in some circumstances with additional staff not being tied into other agreed supervision ratios.
- Teachers are inexperienced and are accompanying the group as part of an ‘apprenticeship’ to gather experience; this may mean them not being included in calculated supervision ratios.

As a general guide for visits to low-risk sites; for example, a museum or cinema, supervisory ratios will be: -

*1 adult for every 15 students in school year 7 onwards.*

Residential visits or visits abroad there should be a minimum of 3 adults; this is in case a member of the supervisory team is injured, taken ill or requires to be accompanied to hospital. In cases where 3 members of staff are not available, a robust system must be in place and clearly risk assessed to cover any eventuality.

The table below offers more detailed guidance which applies where the Group Leader and Supervisors are experienced and competent and should be used as a starting point when considering ratios:

<p><b>Local Visits</b>          Visits in the local area close to support at school/base (minimum 2 staff recommended)</p>	<p>Years 7-13                      1:15          (one supervisor per activity or supervision group)</p>	<p>A minimum of one qualified and competent Group Leader is needed for every group or class; they can be supported by other responsible adults.</p> <p>Please note minimum ratios are not recommended but small working groups of 6 -12 remain the target.</p>
<p><b>Day Visits</b></p>	<p>Years 7-13                      1:15</p>	



‘Working together to safeguard children’  
*“RESPECT, BELIEVE, ACHIEVE.”*

<p>More than 60 miles or one hour from school/base (minimum 2 staff recommended)</p>	<p>(one supervisor per activity or supervision group)</p>	
<p><b>Residential Visit, UK or abroad</b>          (minimum of three supervisors recommended, any less needs a thorough risk assessments and emergency management plan)</p>	<p>Years 7-13                      1:10          (one supervisor per activity or supervision group, these do not include any centre residential staff)</p>	<p>Supervisors should reflect the gender of the group wherever possible</p>
<p><b>Open Country</b>          Working by water or away from a road or building</p>	<p>Years 7-13                      1:12          (one supervisor per activity or supervision group, these do not include any centre residential staff)</p>	<p>Overall group sizes above 20 are not recommended at any one location at a time (supervision and sustainability issues). Similarly, large groups should not be moving together in convoy. The numbers of qualified leaders will depend on the risk assessment.</p>

**STAGER**

The table above provides a starting point however the framework for assessing requirements for ratios and effective supervision is STAGER

- Staff Experience/training? Competent? Vetted? Approved? Staff/participant ratio? Know each other?
- Timing Time of year? Daylight hours? Likely weather/travel conditions? Availability of facilities? Curriculum constraints? Religious days/festivals? Term time/holiday? Day/evening/weekend? Cost variation? Staffing issues? Availability of support/emergency response?
- Activity Suitability? Complexity? Adventure activities? Residential? Transport? Staff/participant training? Equipment? External provider?



‘Working together to safeguard children’  
“RESPECT, BELIEVE, ACHIEVE.”

- Group Age? Gender? Number? Behaviour? Individual needs/abilities? Experience/training? Known to staff? Consent?
- Environment Weather? Ground conditions? Water levels? Tides? Pandemic? Accommodation? Other hazards? Disabled access?
- Remoteness Travel distance/time/cost? Routine/emergency communications? Emergency access? Overseas? Language? EVC’s and Headteachers are responsible for ensuring effective supervision is in place on all visits.

Refer to National Guidance 4.3b

Ratio’s and effective supervision 7a

Adventurous Activities 3.3f

AALA Licensing 4.4c Insurance 4.4b

First Aid DfE Early years and Foundation Stage Statutory Guidance

### **Types of visits**

As set out in the Local Authority Educational Visits Policy, visits can be categorised into three categories, these are:

**Category A – Routine Local Visits – Approved through Evolve and the EVC** - These are activities that present no significant risks. Examples include walking in parks, sports events or field studies in environments presenting no technical hazards.

**Category B – Approval responsibility is by the head teacher** - These comprise of some higher-risk or higher-profile activities e.g., a one-day trip out of the City boundaries).

**Category C – Overseas Residential or Adventurous trips** -The most demanding category which requires head teacher and LA. This must be submitted to SIL 28 days before the visit takes place. Trip leads should therefore ensure that the details are entered onto Evolve at least 35 days before the trip to enable EVC and head teacher approval prior to the 28-day deadline.

For joint visits the deadline for submission is 40 days.

See the table below for a list of Adventurous trips.



## ‘Working together to safeguard children’

ADVENTUROUS ACTIVITIES LIST		
Climbing Trekking Etc.	Water activities	Other activities
Abseiling	Activities in rivers, gorges, ghylls, canyons etc.	Any activity more than 3km or 30 mins travel from public access point
Activities in rivers, gorges, ghylls, canyons etc	Aqua/water park	Airborne activities
Bouldering/ Traversing	Pool jumping/ tombstoning/ plunge pooling	All powered vehicles including motorbikes, quad bikes, karts, hoverboards etc
Coasteering/ Sea level traversing	Snorkelling/ free diving/ scuba diving	Archery
Fell running	Swimming/diving/bathing (excluding NC lesson)	Bridge jumping / bungee jumping
Ice Climbing	Use of all watercraft including boats, boards, rafts, floats, inflatables, skis etc.	Camping in remote terrain
Mountaineering		Camping involving the use of stoves or fires
Rock Climbing	Cycling	Grass skiing
Ropes/Obstacle/assault courses	BMX biking	Ice Skating
Scrambling	Cycle racing	Mountain boarding
Tree climbing	Cycle touring/ bikepacking	Orienteering (except on school site or public park)
Walking on hills, mountains, fells, moors or near cliff tops	Gravel biking	Paint balling / war games
Walking in lowland country more than 30 min walk from a public access point (car park, layby, built up area)	Mountain biking	Pony Trekking/ horse riding
Zip wires	Off road cycling (except on designated cycle path intended for road bikes)	Sand/ land yachting
Snowsport activities (including artificial and indoor slopes)	Other Activities	Skateboarding
Skiing/ ski touring / ski mountaineering/cross country skiing	Farm visits	Trampoline parks
Snowboarding / split boarding	Theme park visits	Trapeze, high wire, tightrope walking
Tobogganing/sledging	Cycling on public roads	Use of fire / camping stoves
Ringos/tubing	Bouncy Castles / Inflatable assault course	Use of hazardous tools / substances
	Contact/combat sports	Use of power tools/ chainsaws
Underground activities	Residential visits	Weaselling
Cave diving	Any visits outside the UK	Zorbing
Caving/potholing (except show caves with an official guide)		
Mine exploration (except tourist mines with an official guide)		

### **Emergency Procedures / Incident Management**

In the event of an emergency the visit leader should follow the emergency planning contained within the visit planning, along with establishments School Emergency Management Plan (SEMP).

The following should be in place for all visits: -



‘Working together to safeguard children’  
“RESPECT, BELIEVE, ACHIEVE.”

**Carried by the visit leader & all accompanying staff:**

- Group list
- All contact details including medical consent/emergency information (these may be held in school for local visits during school hours)
- Visit leader emergency planning
- Mobile phone
- Group first aid kit

**Held by emergency base contact (e.g. Headteacher/ senior leader back at school)**

- Group list
- All contact details
- Emergency planning
- 24/7 access to all visit details Emergency planning should be tested from time to time.

Refer to National Guidance 4.1i Emergencies and critical incidents – an overview

Other emergency documents are included in National Guidance section 4.1

**Critical Incidents**

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (reference the School Emergency Management Plan).

When an incident overwhelms the establishment’s emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

Key staff contact numbers at SIL will be noted on the trip emergency plan held by the trip lead and also the base contact.

**In the event of an incident/emergency**

The Group Leader or deputy will: -

- Establish the nature and extent of the emergency as quickly as possible. Advise all other staff and/or supervisors of the emergency and ensure where possible that the emergency procedure is followed.
- Ensure all group members are accounted for.
- Immediately establish the names of any injured people and if possible, assess the extent of their injuries. Get immediate medical attention for them. On no account should injured persons be left alone.
- Ensure that if hospital treatment is required a teacher or adult known to the injured / sick person(s) accompanies them on the journey to hospital; this is in addition to the driver of the ambulance or vehicle. A communication should be made from the hospital to the Emergency School/Home-base Contact to advise them of the situation.



‘Working together to safeguard children’  
“RESPECT, BELIEVE, ACHIEVE.”

- Ensure the rest of the group are adequately supervised, kept together at all times, have understood what has happened and the implications for the rest of the visit programme.
- Notify the police or other emergency services if necessary.
- Notify the British Embassy/Consulate, if necessary, if an emergency occurs abroad.

### Communication

The Group Leader or deputy will: -

- Make immediate contact with the designated Emergency School / Home-base Contact and provide details of the emergency.
- Unnecessary group member access to telephones, including mobile phones, should be restricted as far as possible until emergency contact has been made.
- The Emergency Contact telephone number must be available at all times during the visit.
- Prepare a report as soon as possible following an accident, incident or near miss noting names, addresses and telephone numbers of any witnesses.
- Please use the **Educational visits accident /incident report form (Appendix C)**.

### The Emergency School / Home-base Contact must: -

- Record all telephone communications and incident details clearly and accurately on record sheets.
- Arrange a call-back time for an update from the Group Leader.
- Make sure relevant information is to hand before telephoning anybody regarding the incident.
- Inform the LA via the School Improvement Liverpool Ltd, about serious accidents or incidents.
- Decide with the Group Leader which, if any, parents need to be informed about the incident.  
Record details of contacts made with parents on the emergency contact list. If contacting parents be clear, brief and reassuring.
- Inform parents of the local hospital telephone number if it is necessary.
- Not give out the venue telephone number or your contact telephone number to parents or others who do not require them. These lines are to be kept free from casual use.
- Not stay on-line too long with any individual; as others may be trying to call you; instead arrange a time to call back with more news.
- Not give out the venue telephone number or your contact telephone number to parents or others that do not require them. These lines are to be kept free from casual use.
- Accidents should be reported via the City Council’s Health and Safety Unit using the electronic form in line with the City Council’s accident reporting process as soon as possible.
- Contact the Media/News Centre and give all available information relating to the incident.



**'Working together to safeguard children'**  
***"RESPECT, BELIEVE, ACHIEVE."***

On contacting this service or any other pre-arranged Emergency Contact clearly state that it is an "educational visit emergency", the number of the telephone you are talking from, the name of your school or facility, your location and nature of the emergency. Other details you should relay include the time and date of the incident, names of casualties, details of injuries, the names of any other parties involved and the action taken so far and yet to be taken.

The names of any injured group members should not be released to the media.

### **Emergency Details**

If a participant is admitted to hospital, the Group Leader should inform the Emergency School / Home-base Contact and refer to the Emergency Contact List which includes details of contact telephone numbers to inform parents, these details should be kept by the Group Leader.

### **In the event of an accident or incident**

All accidents must be recorded and reported to the school. The more serious accidents are required to be reported via the Council's electronic accident form. Some accidents are required to be reported to the Health and Safety Executive.

A record will be made of every occasion when any employee, participant or other person receives first aid treatment whilst on an educational visit as part of a school-related activity.

A member of staff will accompany the injured or sick person for any visits to the hospital, pharmacy or to the doctor.

In the event of an emergency where support is required from the LA, telephone LCC emergency number 0151 236 2635 who will connect you with the Senior Response Officers. On contacting this service or any other pre-arranged Emergency Contact clearly state that it is an "educational visit emergency", the number of the telephone you are talking from, the name of your school or facility, your location and nature of the emergency.

Contact details for the Education visits adviser for SIL is Niki Horton [Nicola.Horton@si.liverpool.gov.uk](mailto:Nicola.Horton@si.liverpool.gov.uk)  
Mobile 07921284785

### **Near Miss Incidents**

A near miss is an occurrence that had the potential, but did not lead to an accident (there is no injury, ill health or damage to property). All near misses should be reported within 24 hours via the council's accident e-form available on the intranet and to SIL. This can be done by the home base contact.

Investigation of near misses is as important as the investigation of accidents as they may identify trends or prevent an accident occurring.

### **Administration of Medication during an Educational Visit**

If students need to take medication during an educational visit, parents must inform the head teacher of this requirement either in writing or in person. Parental permission and medicine administration instruction should be provided to the Group Leader. Medication should be collected in its original container, and details of dosage should agree with instruction given by parents. Medication must be kept in a securely controlled medical store or held where appropriate by a suitable person until it is required. A



‘Working together to safeguard children’  
“RESPECT, BELIEVE, ACHIEVE.”

written record should be kept of times and dosages of medications administered, the record should be signed and witnessed.

### **First Aid arrangements**

Before undertaking any off-site activities, the AVC, head teacher and Group Leader should assess the level of first aid that may be required and agree the first aid arrangements for the visit. For activities in remote environments such as during Duke of Edinburgh award expedition training, one supervisor should hold a first aid qualification specific to the outdoors, unless this is covered by a designated contractor or provider. Where the risk assessment identifies a comparatively low-risk to health and safety and identifies that a first aider is not necessary, the Group Leader will ensure that there is an Appointed Person on every Educational Visit. Utilising staff members who have previously held a first aid qualification and will have had some experience in dealing with first aid, can be considered.

### **First Aid Boxes**

Portable first aid boxes for use on educational visits will be readily accessible for the duration of the trip e.g. kept on board the coach during the journey or establishment minibus, carried by the person responsible for supervising first aid, or held at a suitable location which is accessible during the trip or activities.

### **Accident reporting procedure**

Schools are required to report accidents, near-miss events and violent incidents to the Health and Safety Unit on the accident e-form within 24 hours. Minor incidents should be recorded in the Visit Accident/Incident pack.

Minor injuries i.e. cuts, bruises or grazes needing no more than on-the-spot first-aid during an educational visit - enter details in the Visit Accident/Incident pack. Details can be transferred to the School/Facility Accident Book on return from the visit.

Any accident resulting in:

- Any injury (regardless of how minor) to a member of school staff OR
- Any significant injury to non-employees (e.g. students volunteers, members of the public injured as a result of the group’s activities) that results in the injured party requiring expert medical attention (e.g. more than just first aid; going to a walk-in centre, hospital or seeing their GP) is reported to the City Council’s Health and Safety Unit within 24 hours via the accident e-form. The link to this form is available the Health, Safety and Wellbeing web page of the Council’s Intranet or the base contact can complete on the trip leads behalf.

### **Health and Safety Executive Reporting procedures**

In addition to the above requirements to report to the City Council 'The Reporting of Injuries Diseases and Dangerous Occurrence Regulations 1995' (RIDDOR), requires that, any accident at work or in connection with a work activity to an employee or non-employee where there is a fatality, major injury, prescribed disease or dangerous occurrence or an accident which results in an employee taking more than three days off work, 4 days or more including non-working days e.g. weekends, or not being able to undertake their usual role e.g. being put on light duties for more than 3 days, as a direct result of that accident, must be reported to the Health and Safety Executive.



‘Working together to safeguard children’  
“RESPECT, BELIEVE, ACHIEVE.”

In cases of death or major injuries, you must notify the base without delay who can make arrangements for it to be reported online.

In addition, any accident must be reported to the HSE that results in an injury requiring a non-employee to go straight from the scene of the accident to hospital OR where an employee is admitted and stays in hospital for more than 24 hours.

### **Evaluation**

The EVC will also ensure that the trip leaders complete the Evaluation/Monitoring form to give some valuable feedback on student behaviour/incidents, staff competency, venues, providers and value for money.

### **Monitoring**

In order to ensure safe, quality visits, the Headteacher and EVC have the responsibility of monitoring visits to ensure that: -

- Visits and activities are carried out safely and effectively and in line with the Local Authority policy and procedures.
- Relevant policies and procedures are reviewed and updated to remain current and in line with good practice.
- Staff have access to the school policy
- Staff have access to relevant training that supports the implementation of this policy
- The school appoints, trains and revalidate EVCs in accordance with the LA policy
- The school keep proper records.

### **Types of monitoring**

The EVC will oversee the submission process via Evolve to ensure all the relevant documentation is in place. This will include checking that;

- Risk assessments are in place for the trip and the planned activities
- Transport provision where required
- Suitability of venue and location
- Emergency procedures including base contact
- Personal Protective Equipment and other safety critical equipment are included where necessary
- First Aid provision
- Pastoral supervision

The EVC may also undertake field observations wherever possible/practicable, to help confirm that practice on the ground meets expectations.

Refer to National Guidance document; 3.2b Monitoring

### **Charging and remissions**

The Education Act 1996, sections 449-462 set out the law on charging for school activities in England. The Department for Education provide guidance to Heads of Establishments and Governing Bodies as to the



‘Working together to safeguard children’  
“RESPECT, BELIEVE, ACHIEVE.”

requirements of a charging and remissions policy, voluntary contributions and what can or cannot be charged for.

For school visits we use Parent Pay to collect all finances for the visit. All charging and voluntary contributions requested for the visits are in line with National guidance 3.2c.

Payment plans will be used for higher cost trips and Pupil Premium will be taken into consideration when planning trips.

### **Inclusion and SEND**

Activities will be available to all, irrespective of special educational or medical needs or protected characteristics (disability, gender re-assignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation).

The school will not discriminate against a young person because of one of the protected characteristics and will make reasonable adjustments, adaptations or modifications where reasonably possible.

We will have due regard to equality considerations whenever significant decisions are being made or policies developed.

Consideration will be given to the equality implications from the start of the planning process, not as an afterthought. Any individual risk assessment, behaviour/care plan will inform the planning process. Appropriate levels of supervision and staff with the necessary competences / training should be in place (intimate care / feeding; manual handling; team teach/restraint; administering rescue meds etc. should all be considered).

If a decision is taken to exclude a young person (e.g. if the necessary reasonable adjustment(s) would unduly impinge on the learning outcomes for the rest of the group) then;

- All relevant parties must have been consulted throughout the process
- There must be a clear rationale
- The process should be carefully recorded with a clear audit trail evident

### **Behaviour**

As a school we expect all children to behave to the standards described in our code of conduct.

We have a School Behaviour Contract that must be completed for all residential visits.

Before any trip, parents are made aware of consequences of breaking the school code of conduct. This may include parents being asked to remove a child in prescribed circumstances.

It may be reasonable to exclude a young person on the ground of behaviour if the behaviour is unmanageable and present a significant health, safety and/or welfare risk to the young person, the group or the leaders. Where behaviour issues are not associated with a protected characteristic then it is unlikely the Equality Act will apply.

In relation to behavioural issues, leaders will consider: -

- addressing the issue at the earliest stage of planning;
- involving all interested parties;
- establishing a behaviour management plan with agreed action points that may enable inclusion on the visit;



‘Working together to safeguard children’  
“RESPECT, BELIEVE, ACHIEVE.”

- establishing behaviour targets and timescales to be met to either allow inclusion or trigger a decision to exclude;
- consider providing an additional adult, such as a parent or support worker, with a specific brief to manage behaviour issues;
- ensuring that what is expected of staff is reasonable and within their competence;

Refer to National Guidance; 3.2e Inclusion, 4.4i Special Educational Needs and Disabilities DfE Equality Act 2010; Advice for Schools

### **Safeguarding**

Safeguarding procedures are considered as part of the planning process with additional considerations for residential visits. Visit Leaders will:

- Liaise with DSL (Designated Safeguarding Lead) and pastoral leaders to identify any relevant safeguarding issues
- Ensure appropriate vetting and barred list checks are in place (including enhanced DBS and barred list checks for unsupervised adults engaged in regulated activities)
- Consider issues relation to on-line safety, social media, access to and sharing of inappropriate content know how, when and who to report safeguarding concerns to during a visit
- Be familiar with Safer Working Practice principles.

### **Disclosure and Barring Service (DBS) Checks**

All establishment staff require an enhanced DBS check with barred list check as a result of their day-to-day work.

Any volunteer attending a residential visit must have an enhanced DBS with a children's Barred list check. A safeguarding volunteer risk assessment must be completed by the school to evidence they are applying for the correct level of check.

If a volunteer is deemed as having regular contact (more than 3 occasions in one month) an enhanced DBS with children's Barred list check is required. A safeguarding volunteer risk assessment must be completed by the school to evidence they are applying for the correct level of check.

Any volunteer who has had the above checks completed will be recorded on the school's single central record.

If a volunteer has a break in volunteering these checks should be redone before they attend a visit.

For further details see National Guidance document 3.2g vetting and DBS checks Further guidance to consider: - National guidance documents-

- 4.3e Safeguarding
- 3.2g Vetting and DBS checks - Keeping Children Safe in Education - Safer Working Practice Guidance

### **Insurance for offsite activities and visits**

The school has appropriate insurance in place through the RPA (Risk Protection Arrangement) which includes cover for trips/visits abroad, adventurous or hazardous activities e.g Winter sports (including artificial skiing and snow slopes in the UK).



**‘Working together to safeguard children’**  
**“RESPECT, BELIEVE, ACHIEVE.”**

Unusual activities will be discussed with the insurance provider to ensure that insurance is in place prior to the trip taking place.

Refer to: National Guidance document; 4.4c Insurance

Risk Protection Arrangement; Join the risk protection arrangement (RPA) for schools - GOV.UK

**Transport**

Careful thought will be given to planning transport to support off site activities and visits. All national and local regulatory requirements must be followed.

The EVC and Trip Lead will ensure that coaches and buses are hired from a reputable company.

Transporting young people in private cars requires careful consideration. Where this occurs, there should be recorded procedures.

Refer to National Guidance documents;

4.5c Transport in Private Cars

4.5a Transport; General Considerations

4.5e Hiring a coach

Refer to ACPO/ DfT / DfE document ‘Driving School Minibuses’

**Minibuses**

The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus. In addition, on longer journeys consideration should be given to factors such as driver fatigue and comfort breaks.

Refer to National Guidance document; 4.5b Transport in minibuses.

**Joint Visits**

For joint visits, the due diligence and planning is initially the responsibility of the lead school who will ensure all the required information for the trip is entered onto Evolve for head teacher approval. It is important that the second school completes their own due diligence prior to their own approval so they are satisfied that the trip is safe for their students to attend. The provider of the visit will ensure that the LoTC quality badge is valid or a provider form is completed to the required standard.

**Hill walking, lowland walking, trekking and mountaineering**

To ensure that these visits are undertaken in a safe manner, suitably qualified / experienced staff will attend who will be required to undertake a competency course as a minimum qualification. A competency course is run specifically for the location the group is visiting, following a designated route as covered during the course.

When determining the location please ensure that the ability of the student is taken into account. The expected ratio for these visits would be 1 qualified member of staff per 30 children supported by 2 suitably experienced members of staff. There are also the requirements to have at least 1 member of staff with a current outdoor first aid qualification.



‘Working together to safeguard children’  
“RESPECT, BELIEVE, ACHIEVE.”

**Swimming on educational visits**

The opportunity may arise for students to swim during an Educational Visit, either using swimming pools or in open water.

Prior permission must be obtained from the parents or guardians of any student, prior to including them in swimming activities.

The trip lead will ensure that any venues utilised or water sport providers will have the necessary safety measures in place and either be in possession of an LoTC badge or have completed a provider form.

The Group Leader has overall responsibility for students during the educational visit and must check for due diligence of the providers during the programme of activities. If there are any concerns regarding the provider delivery, then the trip lead will stop the activity and raise concerns with the provider and inform the base emergency contact.

**Staff children attending visits / residentials**

A member of staff wishing to take their own child onto a school trip or visit will be considered if the child is on roll at the school however, neither the child or the parent would be covered under the LA insurance as this would be classed as a private trip. The overall decision for approval in this instance or if the child is not on roll at the school will be the responsibility of the head teacher.

**Bouncy Castles**

Bouncy castles / Rodeo Bulls will be classed as an adventurous / hazardous activity. When hiring a bouncy castle this should be run and managed on the day by the independent company and not the school.

Due to the company being an external provider an additional provider form will need to be completed and the following information should be ascertained:

- The provider has a numbered PIPA tag attached to the inflatable or ADiPs declaration of compliance to show they comply with British Standard BS EN 14960.
- The provider website should be used to check the provider website to check safety tests have been carried out - No inflatable should be used in winds above 24 mph, which is Force 5 on the Beaufort Scale (small trees in leaf begin to sway) Link to HSE Website:  
<https://www.hse.gov.uk/entertainment/fairgrounds/inflatables.htm> Please ensure that the above link is used to consult on the HSE guidance in full before planning your event.
- There should be risk assessments conducted by the school regarding the supervision and use of the inflatable, as well as the ones from the provider. Bouncy castles hired by other organisations e.g PTA for a school fayre, do not need to be submitted on EVOLVE. They are solely the responsibility of the organiser and there must be separate insurance in place. It is recommended that all of the usual risk assessments etc are completed, however this is NOT a school activity

**Data Protection**

Information about staff and participants, including recognisable photographs, is subject to data protection law.

See document 4.4j “Participant Information and Data Protection”.



‘Working together to safeguard children’  
“RESPECT, BELIEVE, ACHIEVE.”

It is vital for the health and safety of those involved in visits that relevant information is available to leaders and external providers for planning activities, and in the event of an emergency.

Your establishment policies should allow appropriate sharing of personal data for visits and set out procedures for handling it.

**Induction, training, apprenticeship, succession planning**

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 have attended/assisted or worked 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/previous trip 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.

The EVC will attend refresher training every three years to ensure their qualification is up to date.

**APPENDIX A – Consent Form**

**PARENTAL/GUARDIAN CONSENT FOR A SCHOOL VISIT**

**Full name (Capital letters):** .....

**Year group:** .....

**PLEASE NOTE – IF A STUDENT DOES NOT MEET THE EXPECTED LEVEL OF ATTENDANCE AS OUTLINED IN THE HOME SCHOOL AGREEMENT, THEY WILL BE WITHDRAWN FROM THE TRIP.**



'Working together to safeguard children'  
"RESPECT, BELIEVE, ACHIEVE."

1. Details of visit to: .....

Departure Date: ..... Time: .....

Return date: ..... Time: .....

- I agree to (print student's full name)

taking part in this trip and I have read the information sheet. **Y / N**

- I agree to their participation in the activities described. **Y / N**
- I acknowledge the need for them to behave responsibly and follow the school's Code of Conduct for Trips and Visits (attached). **Y / N**
- I agree to the student having their photograph taken. **Y / N**
- I understand if the student's attendance and behaviour does not meet the standard required, they will be withdrawn from the trip and any deposits or monies paid towards the trip will be non-refundable. **Y / N**

2. Medical Information about the student:

a) Any conditions requiring medical treatment, including medication? **Yes No** (give brief details):

---

---

---

b) Please outline any special dietary requirements:

---

---

c) What type of pain/flu relief medication can be given if necessary:



'Working together to safeguard children'  
"RESPECT, BELIEVE, ACHIEVE."

---

---

d) To the best of your knowledge has the student been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that maybe contagious or infectious? **Yes** **No**

**If yes, please give details:**

---

---

e) Is the student allergic to any medication? **Yes** **No**

**If yes, please give details:**

**3. Emergency Contact Telephone Numbers:**

Name:

---

Work: Home:

---

Home address:

---

Post code:

**Alternative Emergency Contact:**

Name:

---

Work: Home:

---

Home address:

---

Post code:

---

**Name of Family Doctor:**

---

Tel No:



'Working together to safeguard children'  
"RESPECT, BELIEVE, ACHIEVE."

---

Address:

---

### 3) Declaration

I have read the details of the trip and understand the standards of behaviour expected of the student. I understand the risks included in the trip and its activities and the way the trip is to be conducted and supervised in general, including - at times - remote supervision. I hereby consent to the attendance of the student on the trip and hereby authorise the party leader to act on my behalf in taking responsibility for the student.

I also agree to the student receiving medication as instructed and any emergency dental, medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present. I understand the extent and limitations of the insurance cover provided.

Signed: \_\_\_\_\_ Name: \_\_\_\_\_

Date: \_\_\_\_\_

**THIS FORM MUST BE TAKEN BY THE GROUP LEADER ON THE VISIT.**

**A COPY SHOULD BE RETAINED BY THE SCHOOL CONTACT.**





'Working together to safeguard children'  
"RESPECT, BELIEVE, ACHIEVE."

--

**TRIP FINANCES**

Cost of travel	£
Cost of accommodation	£
Other costs (details)	£
Less any trip subsidy (e.g. 3 <sup>rd</sup> party funding Pupil / PP contribution)	£
<b>TOTAL COST</b>	£

<b>COST PER STUDENT</b>	<b>£</b>
-------------------------	----------

Signed ..... Trip Organiser

<b>APPROVED:</b>	
Educational Visits Coordinator	:
Finance	:
Governor / Headteacher	:
Date	:



'Working together to safeguard children'  
"RESPECT, BELIEVE, ACHIEVE."

### APPENDIX C – Educational visits accident / incident report

#### School and Trip information

School	
Visit name	
Visit Date	
EVOLVE visit ID	

#### Accident / Incident Information

Name of person injured	
Pupil/ staff / volunteer	
Contact details Address: Telephone Number:	
Date of Incident	



'Working together to safeguard children'  
"RESPECT, BELIEVE, ACHIEVE."

Incident details	
Witness details	
Was medical assistance provided	
Name of medical provider	
Emergency contact informed?	
Actions taken following incident	



'Working together to safeguard children'  
"RESPECT, BELIEVE, ACHIEVE."

--	--

Trip Leader Signed.....

Print Name .....

EVC Signed .....

Print Name .....

Headteacher Signed .....

Print Name .....