



THE CONSORTIUM  
ACADEMY TRUST

Shaping Positive Futures

# Educational Visits and Offsite Activities Policy

The Consortium Academy Trust (TCAT)  
An Exempt Charity Limited by Guarantee  
Company Number 07665828

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*\*NB – This document can only be considered valid when viewed on The Consortium Academy Trust website. If the copy is printed or downloaded and saved elsewhere the Policy date should be cross referenced to ensure the current document is referenced. The linked policies can be viewed at [www.consortiumtrust.co.uk](http://www.consortiumtrust.co.uk)*

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# POLICY STATEMENT

## 1 Why the Policy Is Needed

The Consortium Academy Trust, (the “Trust”), takes the health, safety and wellbeing of its staff and learners very seriously and is fully committed to providing its learners with exciting opportunities that build confidence, develop skills and promote curriculum excellence. Educational visits with a clear purpose are an integral part of a broad and balanced curriculum. Visits and activities outside the classroom help to bring the curriculum to life by providing opportunities for deeper subject learning, increasing learners’ self-confidence and helping them to develop their risk awareness thus shaping their positive future.

## 2 What the Policy is About

**Support and Enrich Curriculum:** The policy enables schools to provide a program of activities and visits that support, extend, and enrich the school curriculum. This encourages the development of life skills for learners.

**Safeguard Health and Safety:** It defines procedures that safeguard the health, safety, and welfare of learners and staff during trips and offsite activities.

**Promote Outdoor Activity:** The policy actively promotes outdoor activities, which are integral to a broad and balanced curriculum.

## 3 What the Policy Will Achieve

This policy provides clear identification of the roles and responsibilities of the different stakeholders involved in the organisation and delivery of Educational Trips and Visits.

It provides clarification of responsibilities and expectations regarding safeguarding practices and safety measures.

The policy provides an outline of the requirement for risk assessments to minimise the risk of emergencies and emergency processes should an emergency occur.

## 1.0 Introduction

The Trust recognises the significant and long-term value to young people of off-site visits and related activities and supports our schools in ensuring that they are well planned and managed.

## 2.0 Definitions

**'In loco parentis'** means that the group leader of any school trip or educational visit has a duty of care over the pupils in place of a parent.

**'School trip'** means any educational visit, foreign exchange trip, away-day or residential holiday organised by the school which takes pupils and staff members off-site.

**'Residential'** means any school trip which includes an overnight stay.

Activities of an **'adventurous nature'** include, but are not limited to, the following:

- Trekking
- Caving
- Skiing
- Water sports
- Climbing

## 3.0 Legal framework

This policy was written with reference to relevant legislation and guidance, including but not limited to:

- The Health and Safety at Work etc. Act 1974 [Health and Safety at Work etc. Act 1974](#)
- The Health and Safety (First-Aid) Regulations 1981 [The Health and Safety \(First-Aid\) Regulations 1981](#)
- Department for Education (DfE) (2018) 'Health and safety on educational visits' [Health and safety on educational visits - GOV.UK](#)
- Health and Safety Executive (HSE) (2024) 'Tackling the health and safety myths' [School trips - HSE](#)
- DfE (2013) 'Driving school minibuses' [Driving school minibuses: advice for schools and local authorities - GOV.UK](#)
- Working Time Regulations (1998) [The Working Time Regulations 1998](#)
- Outdoor Education Advisers Panel national guidance <https://www.oeapng.info>
- DfE (2018) 'Charging for school activities' [Charging for school activities](#)
- DfE (2014, updated 2024) 'Early years foundation stage (EYFS) statutory framework' [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

## 4.0 Key roles and responsibilities

### 4.1 The Trust Board is responsible for:

- ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation
- handling complaints regarding this policy in line with the Trust's Complaints Policy

- ensuring that this policy complies with the Equality Act 2010.
- promoting good safeguarding practices to ensure the safety of learners when participating in extra-curricular trips and activities
- subscribing to an appropriate advisory service and system (this will be supported by the Trust Business Team), through which a competent Outdoor Education Advisor or other post holder is available to guide, advise and support the Trust, its schools, learners and staff.

#### **4.2 The Headteacher is responsible for:**

- the day-to-day implementation and management of this policy
- where required, completing CPDL with the relevant body to ensure they have the necessary skills to review trip and off-site activity information
- ensuring educational trips and visits make a positive impact on learners' lives, teaching them new life skills and providing new experiences
- ensuring that educational trips and visits and off-site activity have an explicit link to the curriculum, personal development or social and emotional development
- final approval for all school educational visits and offsite activities
- liaising with the Chair of the Local Governing Board when necessary, regarding the organisation of extra-curricular trips, including settling any disputes
- appointing an Educational Visits Coordinator (EVC)
- ensuring the EVC has attended the relevant and appropriate training course for Educational Visits Coordinators; has relatable experience in running educational visits and is capable of overseeing the coordination of off-site education
- ensuring the EVC maintains their skills and knowledge by attending relevant training and CPDL sessions
- being satisfied that all paperwork, including risk assessments, are complete, accurate and relevant to the event
- ensuring suitable safety measures are in place prior to each trip, visit or activity
- ensuring functioning school-provided mobile phones are available for Emergency Contact Person(s)
- liaising with, and overseeing the work of the EVC, ensuring a whole-school approach is utilised when planning and coordinating educational visits and offsite activities
- ensuring there are contingency plans in place in the event of a member of visit staff being absent on the day of the trip or activity

The Risk Protection Arrangement (RPA) is provided at Trust level to cover all activities which follow this policy and abide by appropriate risk assessment. However, where the visit is 'out of the ordinary' the Headteacher should seek advice on cover from the Head of Operations.

Further information and guidance is available in the following link <https://oeapng.info/head-manager/>

#### **4.3 The Educational Visits Coordinator has overall responsibility for:**

- overseeing all issues and controls regarding educational visits and offsite activities
- liaising between all appropriate parties, including the Local Authority's Educational Visits Officer during the planning and organising of educational visits and offsite activities
- working with the Local Authority's Educational Visits Officer to help staff assess and manage risks
- ensuring the systems and procedures for dealing with educational visits adhere to the requirements of this policy
- checking paperwork, including risk assessments, are complete, accurate and relevant prior to educational visits and offsite activities taking place
- ensuring that all external providers have sufficient public liability cover

- ensuring learner and staff safety is considered as part of the risk assessment and advising staff on additional measures as appropriate
- provide annual refresher training for trip and visit leaders and all staff who undertake trips and visits or off-site activity
- conduct 'spot checks' as appropriate at visits or off-site activity to review successful implementation of risk assessments
- debriefing staff on their return where there have been identified 'near misses' or incident to ensure that lessons are learned and staff well-being is considered.
- ensuring that the requirements of this policy are carried out across all schools.

Further information and guidance is available in the following link <https://oeapng.info/evc/>

#### **4.4 The designated Trip Leader is 'in loco parentis' and has a duty of care to all learners on the trip. They are also responsible for:**

- checking the schedule is free on the school calendar prior to planning an educational visit
- in consultation with the Finance Business Partner, ensuring the financial viability of all proposed trips and off-site activities
- identifying the educational purpose of the extra-curricular trip or activity and presenting its risks and benefits to the Headteacher, Senior Leadership Team and where necessary, the Local Governing Board
- completing all essential documentation for the trip, including risk assessments, and submitting this, prior to the trip, to the EVC, Headteacher, and when necessary, the Local Authority's Educational Visits Officer in accordance with the following timescales,
  - Category 1 and 2 (Day visits) – at least 3 weeks before departure
  - Category 3, 4 and 'A' (UK Residential/Overseas/High Risk) at least 6 weeks before departure
- the designated Trip Leader has a specific responsibility to consider the unique and individual circumstances of each trip, and particular consideration must be given to ensure that Specific Visit Risk Assessments are carried out and control measures addressing the individual circumstances of the trip and the specific needs of the attending learners and staff are in place
- informing parents/carers of the proposed extra-curricular trip or activity
- distributing permission slips to parents/carers prior to the trip and chasing up any unreturned permission slips as and when necessary
- understanding and operating safeguarding measures throughout the planning, organisation and delivery of the educational visits and offsite activities.
- delegating responsibilities to other staff members on the school trip, and ensuring they understand their roles and responsibilities
- ensuring all adults on the trip are aware of their responsibilities and that the necessary DBS checks have been carried out on volunteers in line with the Trust's Child Protection and Safeguarding Policy
- fulfilling attendance responsibilities on the day of the trip for safeguarding purposes
- communicating effectively with parents/carers about the details of the trip and confirming arrival/departure information for overnight visits.

Further information and guidance is available in the following link <https://oeapng.info/visit-leader/>

#### **4.5 The Emergency Contact Person is responsible for ensuring:**

- they are contactable for the duration of the visit or activity
- that the school-provided mobile phone is used for the purpose of emergency contact
- the phone used as the point of contact is charged and has adequate mobile reception

- they have copies of all contact information for learners and staff (including a next of kin) on the visit, and all school and Trust staff that may need to be contacted in the event of an incident
- they have access to all the relevant documents for the trip as per EVOLVE

#### **4.6 Staff whilst on visits are responsible for:**

- adhering to this policy and applying its principles when participating in educational visits and offsite activities
- ensuring the safety of learners and colleagues is a priority throughout all educational visits and offsite activities
- ensuring they understand their delegated roles and responsibilities
- liaising with the designated leader ensuring the smooth running of the school trip or activity

#### **4.7 Learners are responsible for:**

- following instructions from staff while on school trips
- having pride in their school and understanding that they are representing the school whilst on an educational trip
- behaving in a manner which matches the ethos of the school and follow the behaviour rules set out in the school's Behaviour Policy

## **5.0 Health and Safety**

**This is of primary importance on all trips and visits.**

- The individual school's EVC is available to guide, advise and support colleagues with the planning of trips and activities
- Using EVOLVE, the online system for the planning, approval and management of educational visits, sports fixtures and extra-curricular activities, the member of staff leading a visit or activity should obtain formal "outline approval" from the individual school's Headteacher as a first step
- The Headteacher of the organising school must approve all trips and activities in advance. Staff who wish to run a trip must submit the appropriate forms for approval in good time to allow considered and thorough assessment by the Headteacher. Timescales for approval are set by individual schools, and specific information can be found in their own trip guidelines documents
- The EVC and Headteacher will check all relevant paperwork, including risk assessments and permissions prior to the trip. For routine visits and sports fixtures, these must be checked at the beginning of the academic year, prior to any visits taking place. These risk assessments and permissions must be checked in the event of any accident or incident
- For routine visits and sports fixtures, time must be allocated for all staff involved to be given time to thoroughly read, question and sign the common risk assessment
- Staff planning residential visits, visits abroad and trips of a hazardous nature, should where appropriate, seek advice from the Outdoor Education Adviser (or other appropriate post holder) and should plan in time to do this as per their school's own guidelines
- Risk assessments must be completed for all visits and must include control measures for learners with medical care plans, special educational needs, behaviour and safeguarding concerns
- The school should nominate at least two school-based 24-hour Emergency Contact Persons (ECP) for all trips that include time outside the school day; one of which should be a member of the leadership team. The ECP must have access to all the relevant documents for the trip as per EVOLVE
- For all trips that take place during school hours, the Trip Leaders and learners' contact details must be left at reception/in the school office

**The Trip Leader must ensure that the following items are easily accessible by all attending staff for the duration of the visit:**

- an agreed emergency plan
- copies of the signed and approved risk assessments
- parent/carer emergency contacts
- care plans for any learners who have one
- details of how to contact the ECP
- a first aid kit, accident book and access to a First Aider
- a school issued mobile phone
- information on where and how to access the above appears in each school's trip guidance documents for staff
- learners will be expected to conform to the school's Behaviour Policy when taking part in trips and visits. The school Headteacher reserves the right to refuse participation on any trip by any learner whose behaviour would be a cause for concern and could endanger themselves or others
- where appropriate, learners will carry ID cards with details of how to contact the group leader in an emergency
- all incidents, accidents and near misses must be reported in line with the Trust's Accident and Incident Reporting Policy

## **6.0 Serious Incidents Emergency Response**

Information and guidance on managing accidents and emergency responses on trips and visits is in the site-specific school Serious Incident Policy and guidelines. Refer to Appendix A: Emergency Response Flowchart.

For all accidents and injuries while on a trip in the UK, the Trust's accident reporting process will begin.

In the case of all accidents and injuries while on a trip abroad:

- organisers will cooperate fully with local emergency services and understand that any injury or death of a member of staff or learner outside of Great Britain may be subject to the law of the land where the accident occurred.

In the case of a significant injury or fatality:

- the Trip Leader will contact the ECP, who will contact the Headteacher.
- the Headteacher will contact the Trust's Chief Executive Officer (CEO) or in their absence any member of SLT and if necessary, the police. In the event of a fatality, the recommended guidance is for specially trained members of the police to initially contact the family
- the CEO will inform the Local Authority, the Crisis PR team where necessary, and mobilise support for the school.
- no contact should be made with the media without prior approval of the CEO, or, in their absence, a Trust executive director
- learners will be asked not to make any contact friends or parents/carers until the family of the casualty has been informed (specific focus on the use of social media)
- for overseas visits, the Trust will contact The British Embassy/Consulate
- the Trust will notify the insurers immediately
- staff will be provided guidance on immediate ways to respond to the emotional needs of the children and young people on this visit
- on the visit return the Trust will make arrangements to meet the visit and support the school to liaise with parents



## 7.0 Staffing selection and supervision

Effective supervision is of the utmost importance in maintaining the safety and welfare of the children and young people on educational visits. There are no legal requirements regarding staffing ratios, the choice of staff and the decision regarding supervision ratios is a matter of judgment for the Headteacher and SLT, after consultation with the EVC and Trip Leader and the Outdoor Education Advisor (or other appropriate post holder) if necessary, and having taken into account:

- the risk assessment and control measures
- nature of the activity involved
- duration of the trip or off-site activity
- ability of the learners
- age of the learners

Under no circumstances will an ECT be allowed to be a trip leader.

Guidance on appropriate staffing ratios quoted by The Royal Society for the Prevention of Accidents (ROSPA) 2013

- KS5 may be able to use a lower ratio
- 1 adult to every 15-20 learners in Year 7 and above
- 1 adult to every 10-15 learner in KS2
- 1 adult to every 6 learners in KS1
- 1 adult to every 5 children in EYFS

If different to the above, the rationale to determine the staffing ratio should be identified on the Risk Assessment by the Trip Leader and will then be approved by the Headteacher.

In line with the DfE (2014, updated 2024) 'Early years foundation stage (EYFS) statutory framework', any early years student or trainee teachers are required to have completed paediatric first aid training for them to be included in the above ratios.

However, under normal circumstances at least 2 adults will be present. It should be made clear that in all instances a 'teacher' must take overall responsibility for the trip or off-site activity. There may be circumstances when volunteers, adult relatives or friends of staff attend a visit. In cases where the visit is a day or less in duration, a risk assessment should be used to determine if DBS clearance is a requirement, otherwise all adults must have an up to date and relevant DBS which must be seen, verified and logged by the school office. Any adults without DBS clearance who are accompanying a visit must not be allowed unsupervised contact with the children.

Where there is a gender mixed group of learners the staffing team will make every effort to represent this, this must be the case on an overseas visit.

Group leaders should ensure that children and young people continue to be properly supervised during 'down time' – before, between and after activities, including lunch periods and evenings on residential visits.

### 7.1 Conduct and behaviour

Staff on educational visits are required to remind students that there should be no smoking and no alcohol consumed on any visit whatsoever. Normal school rules regarding student conduct and behaviour apply to all school visits. Staff will follow normal school disciplinary procedures where these rules are not adhered to. In addition to this, a student's in-school behaviour may be taken into account prior to the departure of a visit.

A decision may be taken by the Headteacher to not allow a particular student to participate in an educational visit based on their behaviour.

Staff on educational visits will behave at all times in accordance with the Staff Code of Conduct.

## 8.0 Safeguarding

The Trust will ensure that all adults involved in the supervision of children and young people during school-related activities (including visits) are suitable to work with children and pose no threat to the children and young people in their care. Normal safeguarding checks must be carried out in line with national guidelines and the Trust's Child Protection and Safeguarding Policy. Concerns about possible safeguarding issues or poor practice by a member of staff, volunteer or other adult must be reported to the Headteacher immediately.

## 9.0 First Aid

- A first aid kit appropriate to the visit should be carried.
- For all visits there should be a responsible adult with a good working knowledge of first aid appropriate to the environment (eg. urban, remote, water, etc).
- General 'life experience', or a 3 hour non-assessed 'Basic Skills' course is suitable for routine urban visits. The nature of the visit may indicate that a higher-level qualification is appropriate, especially in circumstances where it is likely that access by the emergency services may be delayed.
- Based on the nature of the visit, the trip leader, in conjunction with the EVC, should make an informed judgement regarding the required level of first aid provision.
- The visit risk assessment will determine the required level of first aid provision.
- For EYFS outings, there must always be at least one member of staff present who holds a current Paediatric First Aid certificate.
- See The Health and Safety (First-Aid) Regulations 1981 [The Health and Safety \(First-Aid\) Regulations 1981](#) for further guidance.

## 10.0 Vetting Providers

As part of the overall risk assessment process, and in keeping with their legal duty of care, the Trip Leader must take reasonable steps to check that any accommodation that is used, and all venues that the group plans to visit, are suitable, satisfactory, and acceptably safe.

When planning a visit, the Trip Leader (and other group leaders) will wherever possible, undertake an exploratory visit to inspect and familiarise themselves with the booked accommodation and venues to be visited.

The EVC must check:

- insurance arrangements – service providers have adequate levels of cover for each trip
- service providers meet their legal requirements
- service providers have risk assessments and control measures in place
- staff competency levels are appropriate for service / activity undertaken
- service providers have Safeguarding policies in place
- service providers have appropriate and suitable accommodation for the group

There are a number of relevant quality marks that will give staff the confidence that providers are offering a high quality and safe provision, for example Learning Outside the Classroom (LOtC) Quality Badge [www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk) or further details can be found at the Outdoor Education Advisor Panel National Guidance <https://www.oeapng.info>. Providers running high risk activities such as kayaking, climbing or sailing for example must have an Adventure Activities Licensing Authority (AALS) license which should be requested.

In addition, recommendations from previous visits can be sought through your EVC.

## **11.0 Consent**

Consent is a requirement for off- site activities during school hours.

Written parent/carer consent will be obtained for adventurous activities, residential trips, foreign trips and trips outside of school hours.

Separate parent/carer consent will be sought for all trips that require payment.

No learner will be included on an educational trip or visit without prior written consent of the appropriate parent/carer. For regular activities such as PE fixtures in the local area, blanket consent for the whole school year of each learner will be obtained from the parent/carer. For existing learners who represent the school at away fixtures, PE staff will ensure that a “blanket” consent is obtained. For all other off-site activities, the Trip Leader will ensure that a consent form is included with the information sent to parents/carers, prior to each activity. Such consent must always be in writing, freely given and positive.

## **12.0 Trips abroad**

The Trip Leader will check validity of passports, visa requirements and vaccinations within six months of the initial notification of the trip, to minimise problems when the trip is due to take place.

Before the trip, staff and learners will be briefed on identifying suspicious behaviour and remaining vigilant whilst abroad.

Registers will be taken at the start and end of each day, as well as at appropriate times throughout the day, i.e. before, during, and after events to ensure the whereabouts of learners are known at all times.

Wherever possible, two members of staff attending the trip will have an intermediate understanding of the destination country’s language.

At the start of the trip, all learners and staff are provided with an emergency contact sheet, this includes the Trip Leader’s mobile phone number, as well as emergency numbers and phrases for the country they are visiting.

When travelling within the European Union additional consideration must from December 2020 be given to medical cover and visa which may be required as well as new guidance around passport expiration.

## **13.0 Charging**

Information on charging for trips and visits is in the Trust’s Charging and Remissions Policy but is shown below for consistency and ease.

The Trust’s approach is informed and compliant with the DfE’s guidance document ‘Charging for school activities’ (2018). This guidance splits school trips into one of three potential categories which are detailed below and is reflected as a flowchart in Appendix D.

Money for trips will always be paid directly to the school. Under no circumstances should educational visit trip income be processed through personal accounts.

All letters to parents/carers regarding educational visits will include a clause explaining what will happen in the event that the trip is cancelled or a learner cancels their place on the trip.

Any charge made in respect of learners will not exceed the actual cost of providing the trip divided equally by the number of learners participating.

### **13.1 Trips required by the curriculum**

There will be no charge for trips which are:

- part of the national curriculum.
- part of a syllabus for an examination that the learner is being prepared for.
- part of religious education.

Board and lodgings for such a trip would be chargeable though parents in receipt of certain benefits would be exempted.

### **13.2 Optional extra trips and visits primarily within school time**

If a trip is not required by the curriculum but takes place equal to or more than 50% within school hours, then the school may seek voluntary contributions towards the cost of the trip. No child can be denied access to the visit based on payment though an inability to collect sufficient funds to make the trip viable may result in the whole trip being cancelled and any contributions received to be refunded.

Charging for board and lodgings for such a trip would be compulsory though parents in receipt of certain benefits would be exempted.

### **13.3 Optional extra trips and visits out of school time school time**

These are trips and visits, not required by the curriculum, where more than half of the time for the trip is outside of normal school hours. Here the parents/carers can be asked to meet the full cost of the trip or visit.

## **14.0 Training**

The Trust is committed to supporting its staff with relevant training for planning and leading educational visits. All such training will be supported from school CPDL budgets. In particular, the Trust will ensure that the following training opportunities with regard to educational visits are made available:

- training for the Headteacher/SLT as signposted by the Local Authority's Educational Visits Officer
- training for the EVC (including update courses every 3 years)
- training for Visit Leaders and Group Leaders via contact with the Local Authority's Educational Visits Officer who will signpost appropriate courses e.g. leading a Ski Visit for First Time, First Aid etc.
- training for all ECTs as signposted by the Local Authority's Educational Visits Officer
- training for new staff as deemed appropriate by the EVC/Headteacher
- training for TAs/others as deemed appropriate by the EVC
- training for new School senior and middle leaders as deemed appropriate

## **15.0 Monitoring**

To assess and monitor the quality and effectiveness of educational visits:

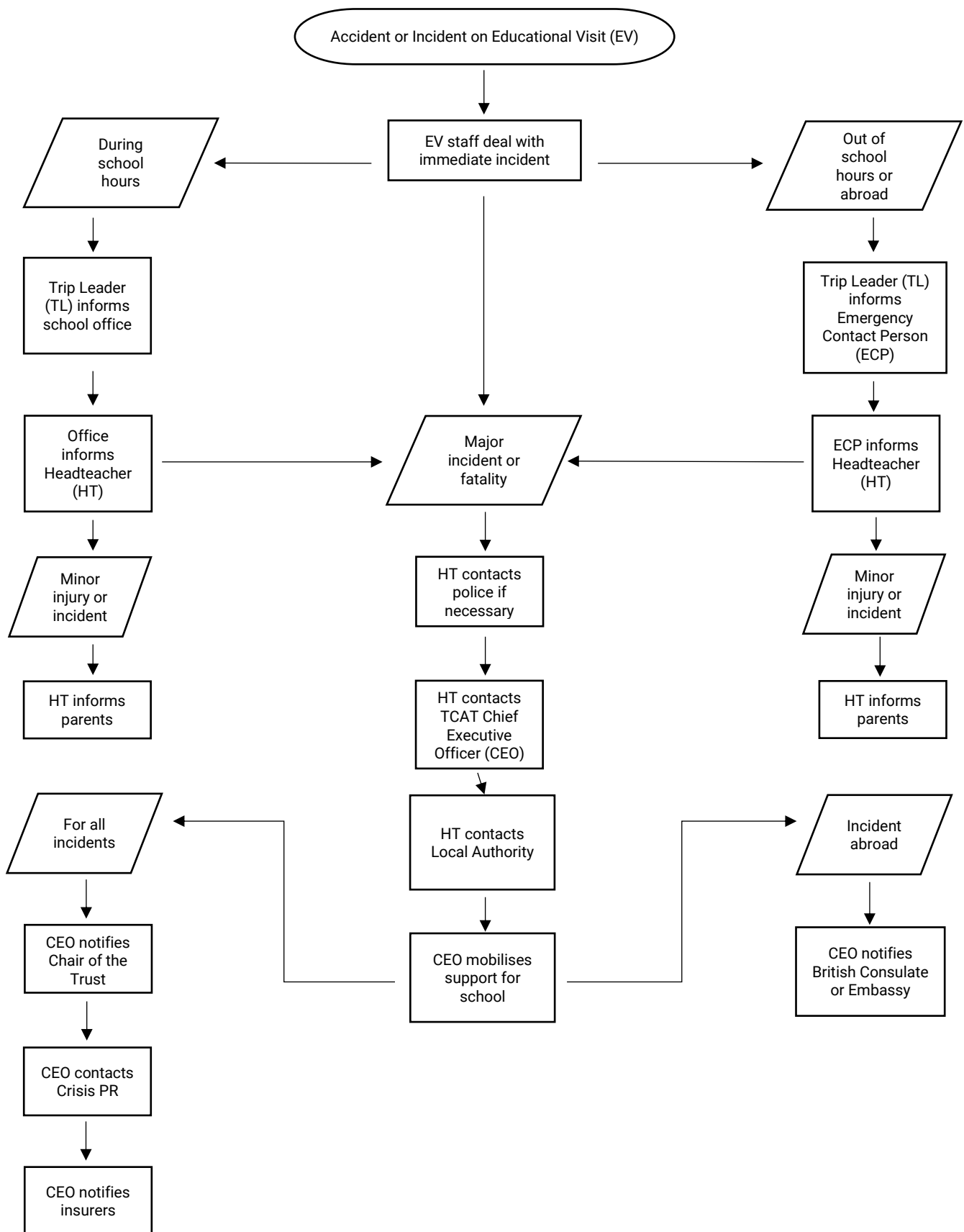
- where possible and subject to resources, the school's EVC will accompany at least two visits per year to monitor real practice and to assist with the review of policies and procedures;

- the school's EVC will provide written summary feedback to the visit leaders and management annually on the success of the trips and visits which have taken place
- records of monitoring visits will be produced and stored electronically.
- review the use and validity of the attached guidance and checklists and provide feedback to the policy owner on request.

## **16.0 Equal opportunities**

- the Trust promotes values of equality and does not discriminate against any individual or group of learners when organising a trip, unless their behaviour would compromise the safety of themselves, staff or other learners on the trip.
- extra-curricular trips and activities are organised, managed and conducted in accordance with the school's Equal Opportunities Policy.
- due to the popularity of some extra-curricular trips and activities, the school offers places on a first come, first served basis.
- preference should not be taken over one learner or a group of learners when planning school trips and off-site activities.
- where possible, activities and visits make reasonable adjustment to enable learners with SEND to take part.
- for school trips that are necessary to assist learners in completing examinations and coursework, voluntary contributions can be requested
- extra-curricular school trips will be a reasonable cost for the visit in question. For non-compulsory trips a small amount of discreet financial help may be available to some learners in cases severe hardship, but this will be dependent on the individual trip and what funds are available at any given time. Staff will endeavour to direct learners who cannot afford the fee to charities which may help with this, or assist and advise in learners' fund raising attempts.

## Appendix A Emergency Response Flowchart



## Appendix B: Transport

As part of the overall risk assessment process, the designated Trip Leader must take reasonable steps to check that any transport used during the visit is risk-assessed as suitable, satisfactory, and acceptably safe, and that any specific Trust, Local Authority, legal or insurance requirements are met. Leaders should refer to the risk assessment, and guidance available from the local authority, Evolve or the Trust that give detailed recommendations for all standard forms of transport.

Schools in the Trust will only hire coaches/buses from companies that provide seats all fitted with functioning seat belts. Service buses without seatbelts should not be used apart from short local routes and not on journeys involving high-speed roads.

Evolve has a list of coach and taxi operators who have completed a basic check of competence; Evolve>Resources>Guidance/Policies/Documents>

Headteachers, with assistance from school EVC's, must ensure the safety of learners travelling by private car, and should:

- satisfy themselves if the driver is suitably qualified, experienced, competent and aware of their legal responsibilities to follow the rules of the road
- inform parents and obtain their written consent
- carry out their own due diligence to confirm valid insurance, licence, and vehicles are roadworthy (Current MOT), taxed and fitted with appropriate seatbelts etc.
- carry out suitable safeguarding (DBS) checks
- ensure that passengers use only full 3-point seatbelts

For visits that require the use of staff cars, drivers must:

- have business use cover on their motor vehicle insurance policy
- possess a current valid driving licence
- be satisfied that the vehicle they are using is in a safe, roadworthy condition with a current MOT certificate and currently taxed

However, the instances when parents use their cars to support visits is expected to be very rare and only in exceptional circumstances.

### Use of minibuses

The Trust follows National and Local Authority regulations and guidance. The following procedures must be followed when using a minibus on an educational visit:

- only authorised drivers with the relevant vehicle category on their own current, valid driving licence may drive a minibus for the purpose of an educational visit
- all authorised drivers must hold a current, valid MiDAS certificate
- individual schools hold current lists of authorised drivers
- authorised drivers must declare any motoring convictions and any health conditions or prescribed medication that may affect their ability to drive
- all authorised drivers must ensure that a Section 19 Permit (of the Transport Act 1985 – Public Service Vehicle Licence exemption) is displayed in the front window of the minibus

Drivers are legally responsible for the vehicle and must ensure the vehicle is in a roadworthy condition before it is driven, and all vehicle checks are completed and recorded.

**The Driver should state the following to learners:**

- seatbelts must be worn at all times. This is a legal requirement. (It is the driver's absolute responsibility to enforce this)
- all passengers must remain seated whilst the vehicle is moving, and at all times as directed by the driver
- the vehicles entry and exit doors will be kept clear of luggage to give unrestricted access/egress at all times
- the Trust fleet is branded, and learners should be reminded that they must follow the school Behaviour Policy at all times while in transit

**Other considerations:**

If at any time the learners distract the driver:

- the driver should stop the bus until the learners are settled
- drivers should not try to continue. Learners may also be distracting other drivers
- where possible drivers should park the bus with the side doors to the curb. Where this is not possible, learners should remain seated until members of staff are able to supervise them from the road
- drivers **MUST NOT** drive for longer than 2 hours without taking a break for at least 15 minutes
- in normal circumstances journeys in a minibus should be staffed by the driver and at least one escort. On the occasions when this isn't possible, the journey should be risk assessed



## Appendix C: Consortium Arrangements

The Consortium arrangements in place for Sixth Form learners between Hessle High School and Sixth Form College and Wolfreton School and Sixth Form College means that some educational visits organised by a department in one school may include some learners from other Consortium schools. The following procedures should be adopted in such circumstances:

- The host school organising an educational visit should in the first instance, organise the visit according to current guidelines Educational Visits Policy.
- The designated Trip Leader from the host school should seek approval in the normal manner from their own Headteacher/Headteacher designate/EVC. However, the EVOLVE form should also be submitted for approval to all relevant managers from the other schools involved, using the “joint visits” section of the EVOLVE form.

The designated Trip Leader should submit the EVOLVE form to all parties within the following timescales to allow schools to complete a diligent check prior to approval:

Category 1 and 2 (Day visits) – at least 3 weeks before departure

Category 3, 4 and ‘A’ (UK Residential/Overseas/High Risk) – at least 6 weeks before departure

The EVC at Consortium schools will not routinely request supporting documentation for every visit but category 3, 4 and ‘A’ visits should be subject to spot checks for audit purposes.

The Headteacher/Headteacher designate of the other relevant school(s) will approve the visit providing they are satisfied with the planning and risk assessment arrangements.

Designated Trip Leaders should neither assume that visit approval from their own school’s Headteacher/Headteacher designate assumes approval from other schools.

The responsibility for checking approval has been granted lies with the designated Trip Leader. The updated EVOLVE form should be revisited online to establish this.

For Consortium residential and visits that return after school, the designated Trip Leader must obtain an emergency out of hours contact number from each school.

The designated Trip Leader should include their contact details that can be used for the duration of the visit on the EVOLVE form.

## Appendix D - Charging and Remission Flowchart

