

Educational Visits Policy

Applies to the whole school, including EYFS

Last Review: July 2025 (Assistant Head Co-curriculum)

Next review: September 2026

It is the policy of the GDST to ensure, as far as is reasonably practicable, the health and safety of all pupils, staff and other people who participate in educational visits organised by Oxford High School. The GDST and OHS are also committed to complying with the requirements contained within the DfES's guidance on the Health and Safety of Pupils on Educational Visits (HASPEV). Oxford High School will appoint competent, trained Educational Visits Coordinators (EVC) for the senior school and for the Prep and Pre-Prep schools and provide appropriate information, instruction, training and guidance to staff leading and accompanying educational visits and school trips. This will include:

- The procedures for planning, approving and managing all educational visits or school trip using Evolve software
- The procedures for assessing the risks associated with an educational visit or school trip;
- The procedures for informing parents, gaining their consent and when appropriate involving them in educational visits and school trips;
- Defining the roles and responsibilities of group leaders and other supervisors during educational visits and school trips;
- Practical issues associated with running a school trip; e.g. the common things that can go wrong and how to manage those with minimum disruption;
- Actions to take if there is a serious problem, incident or emergency;
- Appropriate first aid training.

The EVC is responsible for reporting any issues arising from trips being planned, or recently taken, to the Headteacher and school Health and Safety Committee and, when relevant, the Safeguarding team.



Ms Claire Nebesnuick is the Educational Visits Co-ordinator (EVC) for Day and Residential trips for the Senior School. **Ms Rebecca Cariad** is the EVC for the Prep and Pre-Prep School and EYFS.

Staff organising trips should liaise with the EVC and finance officer throughout planning stages. All educational visits and other school trips should be planned on EVOLVE according to the advice in this Policy and guidance in the OHS EVOLVE User Guide. These documents can be found in the Staff

Handbook and via Google Classroom/All Senior Staff/Co-Curriculum, accessible via OHS Links. Prep school staff access via Educational Visits folder in Prep Common Drive.

Guidance on Health & Safety of Pupils on Educational Visits

All staff who lead or accompany school trips should familiarise themselves with the following guidance:

- Planning and Leading Visits and Adventurous Activities - Guidance for Schools and Colleges - RoSPA – 2013  [RoSPA school-visits-guide.pdf](#)
- Outdoor Education Advisers' Panel (OEAP) - National Guidance Documents <https://oeapng.info/guidance-documents/>
- Outdoor Education Advisers' Panel (OEAP) - High Quality Outdoor Learning - 2015-  [OEAP High-quality-outdoor-learning.pdf](#)
- Association for PE (AfPE) – '[Safe Practice in Physical Education, School Sport and Physical Activity](#)' (2024) – each schools PE Dept. should have a copy. Contains detailed guidance regarding adventurous activities such as climbing and water sports
- [DfE – H&S Responsibilities and Duties for Schools – April 2022](#)
- [School Trips - Tackling the H&S Myths HSE](#)
- The HSE website also has guidance on school trips on its 'Education - Frequently Asked Questions' page <http://www.hse.gov.uk/services/education/faqs.htm>

Legal Responsibility

The **Council** of the Trust is ultimately responsible for the health and safety at work of all staff and pupils. The Council's day-to-day responsibility is delegated to the Heads.

The **Head** is responsible for staff, pupils and any accompanying adults, e.g. parents, on every school visit. The Head can choose to delegate some or all of the day-to-day tasks identified in this document to other suitably experienced members of the SLT, e.g. EVC, Deputy Head, Head of Prep School, but this must be documented in this policy.

The Head should ensure that the school has a comprehensive, up-to-date Educational Visits Policy and Procedures which reflect the GDST Educational Visits policy and their own local circumstances.

The Head is responsible for ensuring that all staff involved in educational visits are competent for the roles allocated to them, and that there is a robust system in place for approving leaders and approving plans for activities and visits.

It is important for everyone involved that the Head or designated member of SLT considers the EVC's recommendations in relation to each trip and only approves it when they are satisfied that all appropriate safeguards are in place. There should be a written record that they have been approved.

The **Party Leader** is responsible for the planning, preparation, organisation and co-ordination of the trip, completing comprehensive risk assessments for all aspects of the trip, and for taking day-to-day decisions once the trip is in progress. Party Leaders must:

- be a member of staff employed by the Trust. Whilst Party Leaders are normally a member of teaching staff, non-teaching staff may also lead trips;
- have prior experience of being an Assistant Leader on similar visits before leading a school party;
- have adequate training, experience and be competent for the type of trip and activities being undertaken (more information ed. visit staff training, experience and competence here: see GDST Hub)
- have been approved as Trip Leader by the Head or EVC.

They:

- have a common law duty to act as a “reasonably careful parent”;
- are responsible for the safety and wellbeing of staff and all pupils in their care throughout the entire trip;
- must take all reasonable steps to safeguard the health and safety of staff and pupils;
- must maintain good order and discipline at all times.

The **accompanying staff** are in loco parentis (i.e. responsible for taking immediate and appropriate decisions) of the pupils in their charge at any given time. Case-law has established that the Party Leader is unlikely to be held negligent if his or her decision is one within the reasonable range of options available in the particular circumstances.

They also:

- are responsible for the safety and wellbeing of all pupils in their care throughout the entire trip;
- must take all reasonable steps to safeguard the health and safety of pupils;
- must maintain good order and discipline at all times.

Even if **other adults** accompany the trip, the staff remain responsible in law for the pupils. It is, therefore, essential that adults are properly briefed on their role.

GDST Educational Visits Adviser (EVA)

Peter Cornall, one of the GDST H&S Advisers, is also the GDST Educational Visits Adviser. He can be contacted on p.cornall@wes.gdst.net.

The role of the GDST EVA is primarily a coordinating role with the fundamental aim of ensuring that the duty of care for the health and safety of children, young people, accompanying staff and parents while on educational visits is complied with throughout the GDST. Whilst the day-to-day tasks of advising schools on queries regarding educational visits and reviewing schools’ procedures, and plans/risk assessments for individual school trips is shared amongst all the H&S Team, the EVA looks more strategically at the management of educational visits. The role of the EVA includes:

- Setting training and competence standards and arranging training opportunities for EVCs and school staff who lead school trips, educational visits and adventurous activities;
- Support the schools to use the Evolve trip management system effectively;

- Ensuring that the guidance on Educational Visits on the Hub is up to date and in line with current best practice;
- Monitoring school's compliance with the Trust's Educational Visits policies and procedures;
- Facilitating the sharing of good practice between schools.

Educational Visits Co-ordinator (EVC)

The role of the EVC is pivotal to ensuring the good planning and management of school trips and educational visits; appropriate delegation of associated tasks; and enabling the school to fulfil its legal obligations.

All schools must appoint an EVC, or even two – one for the Senior School and one for the Prep School - to help them fulfil their H&S responsibilities in relation to school trips. The Senior School EVC is **Claire Nebesnuick, Assistant Head Co-curriculum** c.nebesnuick@oxf.gdst.net and the Prep School EVC is **Rebecca Cariad Deputy Head Academic** r.cariad@oxf.gdst.net

The EVC should normally be a member of SLT who has:

- An active interest and regular involvement, on a day-to-day basis, with school trips/adventurous activities,
- Plenty of experience of running both day and residential school trips and therefore is aware of the range of issues that can arise,
- Attended a 1-day EVC training course (Courses are run by organisations such as Outdoor Education Adviser's Panel (OEAP), the Royal Geographical Society, and occasionally the GDST as part of the CPD programme)
- Sufficient time to commit to the role.
- Good IT skills, or have close IT support available, to manage the Evolve trip approval system and manage its integration with SIMS.

The EVC should:

- Report any issues arising from trips being planned, or recently taken, to the Head and school Health and Safety Committee.
- Regularly attend EVC update training sessions run by the GDST and, where relevant, other organisations.

The EVC's roles include:

- Ensuring all educational visits, trips and adventurous activities organised by the school meet the GDST requirements and follow the guidelines set down in the Hub;
- Ensuring that the Evolve trip management system is used by all staff to effectively plan, manage and approve school trips and store all relevant information and records;
- Assessing, and make recommendations to the Head on the competence of leaders and other adults proposed for a visit. This will include reference to accreditations, particularly for outdoor adventure activities, from an awarding body, and may include practical observation, verification of experience, and analysis of the quality of risk assessment;

- Supporting the Head in assigning competent people to plan, lead supervise and accompany visits, making decisions about trips and visits, and approving them;
- Ensuring that all staff organising school trips plan them thoroughly and carry out comprehensive risk assessments on all aspects of the trip and checks on venues and activity providers.
- Ensuring that adequate safeguarding checks have been made and satisfactory Enhanced Disclosures have been obtained from the Disclosure and Barring Service (DBS) of all adults going on a visit;
- Ensuring that any accidents or significant incidents that occur on school visits are recorded on the RIVO accident reporting system;
- Ensuring arrangements are in place in case of an emergency on a school trip, and ensuring there is an emergency contact for each visit. This should normally be the Head or member of SLT (at least one of the emergency contacts should be level 3 safeguarding trained or able to contact the DSL or DDSL);
- Identifying training needs and ensure that appropriate training is provided for trip leaders and other adults going on a visit. This will commonly involve:
 - Use of the Evolve system
 - trip leader training,
 - first aid,
 - specific training for hazardous or adventurous activities;
- Reviewing systems and, on occasion, monitoring practice, including by going on trips.

GDST Requirements for All Categories of Trips and Off-Site Activities

All trips and educational activities must be logged on Evolve, the web-based planning, approval and management system.

Headteachers (or their appointed delegates) must be aware of all times pupils are off site and must give **written approval** to the arrangements. This is given at the final approval stage on Evolve.

Comprehensive **Risk Assessments** must be completed for all trips.

All members of staff, instructors and adult volunteers that accompany school trips or lead activities must be suitably **qualified, competent, fit and well enough** to do so and have been DBS checked at the appropriate level. Competence means an appropriate combination of personal qualities, knowledge, skills and experience e.g. organised, practical, positive, calm, experienced at the activities involved in the trip and managing age range of pupils, a good communicator, risk aware, willing and able to take responsibility and make decisions, aware of the potential problems that might arise during the trip and possible solutions, etc.

Party Leaders must have prior experience of being an assistant leader on similar visits before leading a school party. The Party Leader must always be a member of staff employed by the Trust. Whilst the Party Leader would normally be a member of teaching staff, non-teaching staff may lead trips providing they have adequate experience, are competent for the type of trip being undertaken and have been approved by the Headteacher.

Parents complete the Educational Visits General Consent Form for their child on entry to the Prep and Senior Schools. Consent forms must be available for all pupils. The Party Leader must have access to this information at all times, either via Evolve Go or by carrying a copy. Annual updates are requested from parents each May and additional information from parents is updated on SIMS so the Evolve visit pack is always up-to-date.

USING EVOLVE

The GDST is committed to using **Evolve** to manage all educational visits and school trips. School visits and off-site activities are defined by the initial five questions asked when undertaking trip-planning using the Evolve online trip management software system. These questions determine the level of trip planning, risk assessment and trip management detail that is required.

1. Is the trip activity onsite, a Local Area Visit, or offsite?
2. If offsite whether it is overseas?
3. Is it a residential activity?
4. Does it include adventurous activities?
5. And will this activity be led by an activity provider or by a member of staff?

On the basis of these answers Evolve then determines the level and detail required to safely plan and manage that trip. The more questions you answer yes to, the more rigorous the requirements are. Therefore, the amount of guidance you should seek and follow increases similarly.

Subsequently, when entering details of the proposed activities on a trip, a question arises about whether the trip goes to a **venue** or an **activity provider**. In terms of a definition a 'venue' is a location such as a museum, art gallery etc. where some activities may be provided but these will be low risk, whereas a 'provider' is a facility where a structured higher risk activity is carried out i.e. a climbing session at an indoor climbing wall or DofE expedition.

Evolve also determines the approval chain to be followed and will not allow trip planning to continue until the steps to gaining outline and final trip approval are completed.

Due to its link to SIMS Evolve is updated daily and so is able to display the most up to date information, if any paperwork is to be printed off and taken on the trip, it is important that this is printed off just prior to the trip, and not too far in advance, to ensure that it is current.

See Appendix for links to Evolve user guides.

Requirements for Different of Categories of Visits / Off site Activities

Previous guidance referred to specific categories of trips:

- A. Lower risk** curriculum work in the vicinity of the school e.g. local shopping survey; Day trips e.g. to museums and art galleries;
- B. Residential** visits in the UK or abroad

C. Adventurous and Higher risk activities, which may take place during enrichment activities, on day trips or residential trips, in the UK or abroad, including DoFE expeditions.

The A,B and C categories are no longer used as a determinant of how you plan the trip, as this is done by Evolve, but they are still useful as a description of trips and show a hierarchy of risk.

Learning Outside the Classroom Quality Badge (LOtC)

The LOtC Quality Badge scheme, launched in 2008, is managed by the Council for Learning Outside the Classroom. Its aim is to recognise venues (e.g. museums, art galleries, sacred spaces, nature reserves, science learning centres and farms) who offer good quality learning outside the classroom opportunities and manage risk effectively. However, trip leaders should be aware that the award for lower risk providers, e.g. theatres, art galleries, museums, historic houses, science learning centres, botanic gardens or places of worship, is based on self-evaluation by the applicant, and not impartial third party assessment.

The LOtC quality badge alone is **not** an acceptable check on a residential centre or an external activity provider (a person or centre that provides higher risk and / or adventurous activities that pupils participate in, e.g. rock climbing). These centres and providers must undergo additional checks and complete the **GDST Activity Provider Declaration Form**, unless they are on the GDST Preferred Supplier List.

The Evolve system links into LOtC and provides details of a providers Quality Badge and public liability insurance. Adventurous activity providers who are Quality Badge holders have a site visit as part of their LOtC assessment process, however Quality Badge holders do not have to meet the same standards as AALA Licence holders, and are therefore still required to complete the **GDST Activity Provider Declaration form**.

Requirements for to ALL Categories of Trips and Off-site Activities

1. All trips and educational activities must be logged on '**Evolve**'.
2. All **trip information, itineraries, registers, risk assessments, contact details**, etc should be uploaded onto Evolve so that they can be accessed at all times by those with relevant permissions. Trip information details and contact information must adhere to GDST **GDPR policy**. See Appendix 1 to see links to policies.
3. **SLT** must be aware of all times pupils are off site. The calendar function on EVOLVE allows for quick access to see all current, previous and up and coming trips and their progress with approval. They **must give written approval** to the arrangements. They must approve the details and arrangements of the trip through Evolve.
4. **Party Leaders** must:
 - be a member of staff employed by the Trust. Whilst Party Leader are normally a member of teaching staff, non-teaching staff may also lead trips;
 - have prior experience of being an Assistant Leader on similar visits before leading a school party;

- have adequate experience and be competent for the type of trip and activities being undertaken;
- have been approved as Trip Leader by the Head or EVC.

All residential and overseas party leaders must complete the GDST Trip Leader course run regularly by Peter Cornall, GDST EVA. Please see the [CPD site](#) for the next available course.

5. **All members of staff, instructors and adult volunteers** that accompany school trips or lead activities must be suitably **qualified, competent, fit and well enough** to do so and have been DBS checked at the appropriate level. Competence means an appropriate combination of personal qualities, knowledge, skills and experience e.g. organised, practical, positive, calm, experienced at the activities involved in the trip and managing age range of pupils, a good communicator, risk aware, willing and able to take responsibility and make decisions, aware of the potential problems that might arise during the trip and possible solutions, etc

SUPERVISION

1. Supervision Ratios for Day Trips

Consideration of the appropriate adult: pupil ratio must be included in the risk assessment and take into account the nature, duration and location of the visit, the activities being undertaken, and any special needs of pupils. **A minimum of two members of staff should accompany all visits.**

The recommended Adult : Pupil ratios for lower risk activities are:

- 1:20 (Senior pupils under 18)
- 1:10 (Prep pupils in Years 4-6)
- 1:6 (Pre-Prep pupils in Years 1-3)
- A higher ratio may be appropriate for pupils under 5.
- Heads should use their discretion for Years 12-13.

Depending on the circumstances a higher ratio may be necessary. For example, additional staff may be required if e.g. there are pupils with additional needs participating on the trip/activity or a venue requires greater staffing.

Very occasionally, a visit may be accompanied by a single member of staff but only with the permission of the EVC in consultation with other senior colleagues. For example, a local event (within the Oxford ring road) for a small number of students during the extended school hours; a GDST event where the school minibus team provide the transport and are the de facto second member of staff; where the students are in Y12-Y13.

Where the **adult: pupil ratio** requires more than one adult, at least two of these should be members of staff. Parents or other adult volunteer helpers may make up any necessary numbers in addition to these. However, unless the Headteacher agrees otherwise, the majority of adults should be staff. If

parents or other adult helpers accompany the trip, they must be aware who the Party Leader is and be briefed in advance on their responsibilities.

Male members of staff should normally be accompanied by a female member of staff for residential visits. The EVC and Deputy Head/Head of Prep and Pre-Prep School review the suggested staffing for all visits.

Remote supervision may be appropriate for certain activities or elements of a visit. The Party Leader should fully risk assess this including pupils' and parents' understanding of the arrangements and agree to them in advance.

- A member of staff being on duty at fixed place in the locality
- Pupils to be in groups of 4 or more so that if one has an accident, one can remain with her and the other two can go for help.
- Pupils to return by a specified time.

2. Supervision Ratios at Away Matches and Off-site Sport Fixtures

Due to the likelihood of accidents during sports fixtures that require injured pupils to go to hospital best practice dictates that, wherever possible, there should always be **two members of staff accompanying the pupils attending sports fixtures** away from school. In reality, due to the number of fixtures taking place at any one time this is not always feasible. In order to ensure that schools are not limited in the number of fixtures that they can agree to whilst at the same time ensuring that safety is not compromised one member of staff accompanying pupils in the minibus to sporting fixtures may be acceptable provided the following is adhered to:

- A robust risk assessment is in place which takes into account:
 - **The distance travelled** eg, local journey - less than approximately 10 miles/30 minutes (taking into account local traffic conditions);
 - **The number and age of girls** - generally 2 members of staff would be expected for all fixtures involving Junior school pupils unless there were 5 or fewer year 4-6 pupils attending;
 - **Ability to call for help in an emergency** - staff member must carry a mobile phone and have relevant contact details;
 - **Availability of staff to call for assistance in the event of an emergency** situation - ensure that there are staff available who can be called and will attend if requested;
 - **First aid facilities** - ensure that the member of staff accompanying the pupils has some first aid training - minimum a current one-day first aid qualification - and has access to a first aid kit;
 - **Parents attending the fixture** - the availability of parents to assist at the fixture may be helpful in the event of an emergency but does not take away the need to have a back-up member of staff.
- The Head (or designated senior member of staff) must be in agreement with the level of supervision and;
- All instances where only one member of staff will accompany local sports fixture or visit must be discussed with the EVC.

3. Supervision Ratios for Higher Risk and Adventurous Activities

The supervision ratios for higher risk and adventurous activities must not be less than 1 **qualified** adult to 10 pupils, and may need to be higher (e.g. 1:6) depending on the activity and the experience/competence of the pupils. Activity staff, e.g. instructors or group leaders, may be used to calculate the ratios.

For fixtures out of the locality (eg, more than approximately 10 miles/30 minutes travel time from school) then **two members of staff must accompany the group.**

4. Supervision Ratios for Residential Trips and Overseas Visits

In addition to the general supervision requirements for lower risk activities, it is strongly recommended that at least **two** members of staff accompany all **residential trips** (in case a pupil or member of staff is injured or falls ill and needs to stay at base, be closely supervised, accompanied to the doctors or hospital, or even escorted back home), and at least **three** adults accompany **trips abroad** (due to the time factor that would be involved in getting additional staff to the group in the event of an incident). Residential trips with very small groups need to be discussed with the EVC. Procedures must be in place to provide cover if a member of staff has to return home.

On overseas trips, at least one member of staff should be reasonably **fluent in the appropriate language.**

There will be times where it is more appropriate for the Residential Centre's / Activity Provider's staff to be responsible for the pupils. When and in what circumstances the centre's staff will be responsible for the pupils should be agreed in writing prior to the start of the trip. Where it is necessary to share sensitive personal information with activity providers, please be aware of the 'GDPR Guidance on School Trips'. The pupils must know who is in charge of them at any given time e.g. supervision on a DofE expedition or staying with a family on a language exchange.

If school staff do not accompany the pupils on any element of the trip, this must be made clear to parents in advance, and the school must be satisfied with the safety precautions that will be in place.

STAFF TRAINING, EXPERIENCE AND COMPETENCE

All members of staff, instructors and adult volunteers accompanying school trips or leading activities must be suitably qualified and competent to do so. Competence is an appropriate combination of knowledge, skills, experience and qualifications, and other personal qualities such as maturity, general supervision and communication skills, and the ability to lead and supervise different types of group.

The school will provide appropriate information, instruction, training and guidance to all staff leading and accompanying educational visits and school trips.

All staff will undertake appropriate first aid training, including management of allergy incidents.

- All **trip leaders** on **residential** and **overseas trips** should complete the IHASCO **Food Allergy Awareness** e-learning course and IHASCO **Anaphylaxis & Allergy** Training (both available on the CPD HUB)
- All other staff accompanying ed visits / school trips / off-site activities should complete either the IHASCO **Anaphylaxis & Allergy** Training (available on the CPD HUB) or the **Allergywise for Schools** e-learning training.
- All **residential and overseas trip leaders** must complete the **GDST Trip Leader course** run regularly by Peter Cornall, GDST EVA. Please see the CPD site on the Hub for the next available course.

Training for Ski Trip Organisers

It is recommended that staff organising school ski trips attend a 1-day 'Ski Course Organiser' training course delivered by a Snowsport England coach. This course covers the issues to take into consideration when organising a ski trip, e.g. your choice of tour operator, choice of destination resort, organisation of money, people and ski and snowboard equipment. NB This course is occasionally included in the GDST CPD programme.

Qualifications of Leaders and Instructor for Higher Risk and Adventurous Activities

Activity leaders and instructors, whether school staff or centre / provider staff, must have relevant qualifications approved by the sport's National Governing Body (NGB) within the UK. This is also relevant to UK based companies working overseas. Purely overseas companies are not likely to follow UK standards, however, check to see if they comply with their national or international standards, e.g. PADI for sub-aqua/diving. Wherever possible, qualifications should be checked in advance by the Party Leader. If this is not possible, they should be checked in arrival at the venue by the party leader.

Further information about outdoor and adventurous activities are contained in the AfPE's book "Safe Practice in Physical Education and Sport". The PE Department has a copy.

RISK ASSESSMENT

Risk assessment for school visits is the key to successful safety planning. A **visit specific risk assessment** must be documented for each visit by the group leader, ideally assisted by other members of staff who will accompany the group. However, it is important to appreciate that **risk assessment is an ongoing dynamic process**, which must continue throughout the visit; it is not just a paper exercise.

Day Visits/Risk Assessments and **Residential Visits/Risk Assessments**. As all risk assessments should be seen as dynamic documents, the party leader has the responsibility for updating the document in order to indicate updates immediately prior to the visit (these can be added to EVOLVE as an Event Specific Note) and control measures agreed for issues that arise during the visit.

Specific factors to consider when completing risk assessments for educational visits/school trips are:

- Activities and level at which it is being undertaken, e.g. beginners, intermediate, advanced
- Activity venue(s) / locations, e.g. remote terrain, near water, urban setting
- Quality and suitability of available equipment
- If planned activities fail, e.g. due to closure or weather conditions, what alternative arrangements can be put in place?
- Duration of the trip
- Staff: pupil ratio
- Age, experience, competence and the physical and emotional fitness of the pupils
- Any special needs (including medical and health issues) that individual pupils or adults accompanying the group may have. [Click here for info on food allergies.](#)
- Number, qualifications, competence and related experience of accompanying staff and/or instructors, e.g. at an activity or field centre, or on a trek or challenge adventure
- Time of year / weather conditions
- Travel and transport arrangements - what happens if transport plans fail, or weather conditions have serious implications for the safety of the transport arrangements?
- Accommodation
- Language skills of adults accompanying group (if trip is to a country where English is not the primary spoken/written language).
- What happens if someone is injured or taken ill (pupil or adult) or there is an emergency situation on the trip?
 - availability and qualifications of first aiders,
 - availability of first aid equipment / facilities,
 - proximity to hospital,
 - ease of communication with and access to emergency services
 - arrangements to notify parents / look after pupil / send pupil home,
 - arrangements to replace a sick or injured member of staff.

PARENTAL CONSENT FORMS

Parental Consent Forms and Swimming/Water Activities Consent forms are now electronic Google forms and must be completed for each residential and activity involving water.

Consent Forms for Day Trips

OHS operates an **Educational Visits General Consent Form** covering low risk day trips, sports visits and activities, which do not involve an overnight stay or travel abroad (see copy below). The form is sent out to all parents as part of the registration process with the Medical Information Form and the request to update **personal and medical details** and **emergency contact details**. The consent will be entered in SIMS with the updated personal data. An '**Educational Visit General Consent Form**' which **must** be fully completed, signed and returned to the school by each pupil's parent/guardian **before** they can go on any school trips or off-site non-curriculum sporting activities, e.g. sports matches at other schools (not PE lessons at off-site locations). If the form has not been completed satisfactorily, or has not been returned to school before the trip, **the pupil should NOT go on the trip**.

No further consent needs to be sought unless a water-based activity is planned, although parents need to be fully informed of every trip by a specific **letter**, usually emailed.

The correct template is to be used as the basis for the letter to parents as it includes a reminder that consent has been given and that parents will update the school about any emergency contact details or medical information for the trip. The letter templates are available in **Templates and Forms/Day Visits/Letter Templates**.

Consent Forms for Residential Trips

These are needed for **each** student on **each** trip and are in **Residential Visits/Consent Forms/Residential School Trips parent Consent Form**. Customise a form for a specific trip giving details about destination, dates, etc., including the precise points in the pupil's code of conduct. Duplicate enough forms for each student on the trip. A **letter** outlining the full details, including costs, payment and cancellation terms, of the trip must accompany the consent form. A template of the letter is available in **Residential Visits/Letter Templates**. The template includes details of costs and terms and conditions for cancellation. The **templates MUST be used** and discussed with the Finance Department and EVC before any communication with parents. Additional consent must be sought for any water-based activity.

A **Swimming, Water Sports and other Activities in and around Water Consent form** must be issued and returned for any activities where swimming, water sports or water-based activities will, or might, take place.

Consent forms must be accessible to the Party Leader at all times. Please note these documents contain sensitive information and must be kept secure. All completed consent forms are saved in a Shared Folder specific to the trip, and a downloaded version is saved on Evolve. It is recommended that a paper copy is taken on residential trips where internet access may be difficult.

GDPR

Care should be taken with the storage of sensitive personal data. The following basic personal info can be carried in **paper** form:

- List of names, e.g. for roll calls,

- Girls' photos with names on to help people accompanying trip / working with girls identify the girls
- Health care plans / info about emergency medicines e.g. inhalers, adrenaline auto injectors etc

All other personal information must be carried in secure electronic form where possible, eg, Evolve Go. However, safeguarding will always be prioritised over GDPR.

SAFEGUARDING ON SCHOOL TRIPS

The Safeguarding Policy and Procedures apply to off site activities as well as on the school site. In addition, schools should specifically address safeguarding considerations as part of the risk assessment for any trip, and ensure that any incidents are communicated, shared and recorded in the same way as if they had happened at school. The Safeguarding Policy can be found in the [OHS Policy Bank](#).

Considerations for all school trips:

- Schools should request and scrutinise the Safeguarding Policy of any activity provider used (using the GDST Activity Provider Form)
- Written confirmation must be obtained from activity providers that their staff are suitably vetted according to their responsibilities and level of contact with pupils (Using the GDST Activity Provider Form)
- Parent (and any other) volunteers must be subject to the correct level of safeguarding checks, and briefed on relevant safeguarding procedures
- The list of pupils due to go on a trip must be reviewed by the nurse and DSL well in advance of the planned date in case there are physical or mental health concerns the trip leader may not be aware of. Where a pupil's physical and/or mental health presents an additional risk, this should trigger a separate risk assessment, and arrangements must be discussed and formally agreed with parents. Schools should bear in mind the implications of the Equality Act in assessing the situation, and contact the Legal Department, if advice is needed.
- Schools should ensure that the pre-trip briefing explicitly addresses safeguarding and personal safety, including, if travelling abroad, advice on differing cultural norms and communicating personal boundaries. This should be followed up with written guidance for reference.

TRANSPORT

For fixtures out of the locality (e.g. more than approximately 5 miles / 30 minutes travel time from school) then two members of staff must accompany the group.

This section should be read in conjunction with the guidance on 'Staff in Sole Charge of Pupils in a Minibus' available to view on the Hub.

Detailed guidance on the GDST Driving at Work Policy and the requirements for hiring coaches and driving minibuses can be found on the Hub

Walking and cycling to/from venues, or as part of the trip will be separately risk assessed.

Transport Arrangements

The use of **staff cars is not recommended** for transporting pupils on school trips / educational visits / sports trips, and staff should **not** transport pupils in their personal cars for **non-work related journeys**, except in an emergency. Where a member of staff's car is used for work-related purposes, staff must have:

- A clean driving licence,
- Current comprehensive and business use car insurance (see the guidance on insurance in the Finance section of the Hub when a vehicle is being used for school business)
- An MOT if vehicle over 3 years old,
- Parental consent should be obtained.
- At least one adult additional to the driver to act as an escort, or if the driver has to be alone with a pupil, ensure this is for the minimum amount of time.

Evidence of the above should be retained.

More information in the GDST Safeguarding Procedures section A3, and section 21 of 'Guidance for Safer Working Practice for those Working with Children and Young People in Education Settings – May 2019' – Safer Recruitment Consortium.

- Use of **parents' cars is not recommended** for school trips and educational visits, but where they are used to transport pupils, parents must have clean driving licences and current comprehensive insurance, an MOT if vehicle over 3 years old and parental consent should be obtained.
- **Pupils' cars** - Schools should normally arrange transport for all pupil participants to all events and activities. Careful judgment is required if sixth form pupils, who have passed their driving test and have their parent's permission, wish to use their own cars for travelling to off-site activities. See separate guidance on 'Sixth Form Drivers'.
- **Trips taking place outside of the normal school day** – Schools usually arrange transport for these activities, but occasionally parents may be asked to make arrangements for transporting their daughter to the activity venue, e.g. the local theatre, the airport, or an 'away match' at the weekend.

MINIBUSES AND COACHES

Driving Minibuses for sports fixtures and visits

Clearly some members of staff only drive for work very occasionally, or may drive regularly but only for very short journeys, eg, a few miles between school sites. The risk for these members of staff is different compared to those who drive regularly, ie, on several occasions a week and over long distances. In order to differentiate between the controls required for staff who drive within the GDST the following categories have been identified:

1. **Occasional drivers** - those members of staff who may drive on rare occasions, eg, once or twice a term, to attend a training session or conference, to visit a school, or for an educational visits.

2. **Regular short-distance drivers** - those who routinely, ie, one or more times a week, drive short distances, eg, less than 5 miles per journey, ie, between school sites.
3. **Essential drivers** - those who drive longer distances and where driving is an inherent or the sole part of their job (eg, Trust Office Surveyors and H&S Team, and school minibus drivers employed to undertake the daily home-school transport service). Essential drivers are not always based at one specified site but are often expected to travel between sites.

When transporting pupils in minibuses and people carriers, they should be appropriately and proportionately supervised. Relevant guidance can be found in the supervision section. Clearly, the minibus driver must concentrate 100% on the road and traffic conditions and therefore cannot supervise passengers at the same time. The second member of staff should act as the **passenger escort** and promote good standards of behaviour which will limit distractions for the driver. This is best practice.

Wherever possible, there should be a relief driver in the minibus. However, this may not be possible for local trips (less than 10 miles/within 30 minutes) to other schools and school playing fields, etc. In all cases drivers are advised of the following:

1. The length of driving period should be no more than 2 hours at a time with a 15 minute break and 4 hours daily if they have been teaching or will be teaching during the day or leading an activity as part of the trip.
2. If showing signs of fatigue, drivers should stop in a safe place immediately and either change drivers or rest for a minimum of 15 minutes.
3. In the event of an accident, drivers should immediately telephone the company identified in the minibus folder. Once details have been reported, contact the school.

The driver must be aware that, by law, the safe condition of the vehicle is his or her responsibility. The driver will be required to complete a checklist before taking the minibus out and upon its return. It is the responsibility of the driver to ensure the safety of their passengers throughout the day. Any concerns should be reported to the Transport Team Leader and to the DFO.

However, due to the higher likelihood of accidents on sports fixtures, this policy rather than the minibus policy takes precedent.

GUIDE TO PLANNING RESIDENTIAL FIELD TRIPS, EXCURSIONS, FOREIGN EXCHANGES including ON TRIPS ABROAD, etc. AT Oxford High school

Please make sure you are familiar with all the requirements of a day trip first. Complete a Residential Visit Proposal form and submit to EVC and Head for consideration.

Timing and duration of trips

Trips arranged out of term time incur no cover costs and are therefore likely to be welcomed enthusiastically!

Recreational trips (such as skiing) have always taken place wholly out of term time and should continue to do so.

Other trips should be arranged wherever feasible out of term time, but it is appreciated that some of these are long (e.g. foreign exchanges) and some use facilities not available during holidays. So where holidays and weekends are 'out', a two-day maximum rule should be observed, where of course the two days can be tacked on to a weekend or half term or longer holiday. This will be at the Headteacher's discretion.

The week long residential trips for Year 7 and Year 8 are in a different category as they are serving a special function of knitting the forms together by providing an extremely enjoyable shared experience and developing cross curricular skills and a love of learning outside of the classroom.

FINANCE

Significant residential trips which involve whole year groups, travel abroad and/or are very expensive should be **launched at least a year in advance** with a deposit and two stage payments. Costs should be kept to a minimum. When trips are launched and initial deposits have been paid, a review of students will be undertaken to ensure that any potential payment problems are picked up at an early stage and managed appropriately.

Shorter or Weekend residential visits such as sporting tournaments and field trips can be arranged with less notice and fewer payment stages, ideally at least **two whole terms**.

The Finance Office would like to avoid last minute rushes before half term and end of term. It is important that parents and pupils should know about possible trips and their approximate cost before embarking on subject courses.

The Head's Executive Assistant has the names of students on bursaries and special consideration should be given to these families. For those in financial need, an application can be made to the Headteacher, and this is on the relevant template letters. Please refer to the grid in Residential Visits/Letter Templates/Which letter should I use for which letter to send for your visit.

The stages are:

1. Initial discussion with Finance Office to agree payment schedule and costings for the trip. Trust advise that we should look to build in a small margin for contingencies.
2. Initial letter, plus request for deposit, giving parents four weeks to make up their minds and pay. Visit leaders should refer to dates outlined below. The deposit needs to be reasonably significant to demonstrate commitment, a minimum of 10%.

3. Final payment for residential visits to be at least a term before trip runs, again avoiding two weeks before half term or end of term. This may have to be earlier to pay for flights etc., if needed. Regular meetings with the Finance Office are advisable.

RESIDENTIAL TRIPS: General

Visit leaders should complete all preliminary planning before talking to the students. We all have a responsibility not to arouse expectations which might have to be dashed, causing frustration and alienation.

1. Complete and submit the OHS Residential Visits Proposal Form to the Headteacher well in advance, **ideally 2 years to 18 months** prior to when the trip is being proposed. This will aid the planning of the overall strategy, highlight clashes of interest and ensure sufficient staffing, and avoid unnecessary disappointment Available in Residential Visits/Visit Proposal Form. Once the trip is approved, start planning using the guide and procedures.

2. Once approval has been given in principle, detailed research and planning should then go ahead, including full costing and meeting with Finance Manager, who will help you fill in a breakdown of costs form, including admin and First Aid costs and a payment terms and cancellation schedule. Consent will not be given until this costings document has been approved by the EVC. Dates for the residential visit also need to be confirmed on the school calendar with the Assistant Head Co-Curriculum. An EVOLVE visit form needs to be created and submitted for Outline Approval **at least one year in advance**, although final details can be left until later.

Reconnaissance Visits

Reconnaissance visits are a useful part of the visit planning process to enable risks to be identified and obtain practical and logistical information if it is the first time that a venue, provider or higher risk activity is included in the itinerary. However, a physical visit will not be necessary if key information is already available, e.g.:

- From staff in the school, because the school has run this trip in the recent past
- From another GDST school has run this trip in the recent past – ask the EVC to make enquiries
- A GDST preferred supplier is used – see the **Finance>Procurement Frameworks** section of the Hub.
- A tour company specializing in school trips is used and the party will be accompanied by a tour company representative.
- Information can be obtained by conversations and correspondence with the providers. The Outdoor Education Advisers' Panel (OEAP) have many helpful checklists to ensure you ask the right questions.

If a reconnaissance visit is considered appropriate or necessary, the following points should be borne in mind:

- The trip should be a 'basic' and short trip by just 1 or 2 members of staff in order that they can collect key facts and information about the trip – it is not a 'free holiday'.
- If a tour operator offers a 'reconnaissance trip' as part of the selection process, staff should be aware of the requirements of the GDST *Anti Bribery Policy* and the *Gifts and Hospitality Policy*.
- Reconnaissance trips abroad should be approved by the school's Head, the GDST EVA – Peter Cornall and GDST Head of Internal Audit – Kate Hailstone providing the rationale for the need to undertake an overseas reconnaissance visit.

If a **reconnaissance visit** is carried out, try and collect information such as:

- travel time, drop off and collection points, parking availability,
- access and permission,
- facilities and equipment,
- staff support,
- guides or programmes of work,
- shelter, toilets, food/ refreshment options
- costs,
- arrangements for emergencies – accidents, medical incidents, fire, security incident,
- contingency arrangements ('Plan B' options),
- references from previous users (some are available on Evolve)
- accommodation, leisure opportunities and recreational facilities (residential visits).

Outline Approval/Template letters

As part of the Outline approval stage, a letter written using the template found in Residential Visits/Letter Templates will be sent to parents. The letter should outline the proposed trip in detail, so that they have time to budget and plan family holidays, etc. Trips cannot be made 'compulsory'. Deposits can be collected (from the extras invoice account) and the viability of the trip finalised. If the trip goes ahead, then these deposits are non-returnable if the girl subsequently pulls out of the trip and a replacement cannot be found. Full liaison between the trip leader, the Office and the Finance Department is essential, so that numbers of parents agreeing to the trip can be finalised.

The letter will be sent following approval.

- For visits abroad this should be at least three terms in advance of the proposed visit.
- For Year 7 and 8 residential weeks this should be at the start of the academic year.
- For field trips and residential sports tournaments this should be at least two terms in advance of the proposed visit.

Regular communication with parents about payments and visas, etc. is helpful. Letters should be sent to the EVC for approval and attached to EVOLVE once complete.

Passports and Visas

For foreign visits, passports must be seen and the relevant pages photocopied and kept by the group leader. Most countries require passports to have at least 6 months to run before renewal and time is needed to allow parents to do this. If there are non-UK passport holders on the trip, special arrangements are needed with [the British Council](#), see EVC. Students will be reminded to bring their passports with them on the trip and the group leader will check this before departure from OHS.

Plenty of time must be allowed for visas to be obtained for those countries who need them. It is up to the group leader to find out the visa requirements of the places they plan to visit and communicate in good time with parents as in most cases it is their responsibility to obtain the relevant visa for their child. There may be different requirements for different nationalities and different passport holders. The reserve member of staff must also have a valid visa.

Information is collected via electronic Google forms.

GHIC Cards

GHIC cards are needed for trips to the EU and the group leader will take photocopies well before the trip departs and check that each girl has brought hers with her on the trip before departure. Refer to Trust HUB and EVC for guidance. UK Global Health Insurance Cards will be replacing European Health Cards when an individual's EHIC expires. Applications for a card should be made via <https://www.gov.uk/global-health-insurance-card>

Information is collected via electronic Google forms.

Risk Assessment

All Group Leaders must complete a risk assessment form prior to departure. For residential visits the Group Leader should arrange a meeting with the EVC, during which this document will be discussed in full. Note that it is a requirement that the Group Leader should have attended an appropriate first aid course. It is good practice to involve the students in the risk assessment process.

Residential Visits/Risk Assessments:

- Briefing for accompanying staff and reserve, including sharing copies of risk assessments.
- Reminder to staff at the morning briefing two weeks or so before the trip; post up list of students who will be out of school.
- Double check that all GDST and local school requirements have been met. (See Staff Handbook and the HUB Health and Safety Educational Visits)

Create an **Emergency Card** and attach to Evolve.

Submit for Final Approval **two weeks** before the visit departure.

The Admin team will produce copies of the trip pack, once the visit has been approved by the Headteacher. These will be given to the following: Visit Leader, EVC, the Headteacher, SLT contact x 2 and Reception.

The School Nurse will ensure that first aid kits are provided.

When you return, give written feedback to the EVC noting any accidents which need to be reported to GDST or HSE and any incidents which need to be used in future planning Residential Visits/Feedback.

Before Travelling

Re-confirm bookings with travel companies etc.

Visit leader (with Assistant Head Co-Curriculum) sets up a briefing meeting for parents and students. Briefings should be informative, clear and not longer than 30 minutes to allow time for questions.

Briefings should include the following:

- Outline schedule and arrangements
- Outline expectations for behaviour
- Safeguarding measures
- Kit and equipment
- Communication during the visit
- For an exchange it is helpful to combine information about hosting a partner in the same briefing

Briefing notes and PowerPoint (including details about flight info, arrangements, cost, etc.) should be agreed with the EVC at least two weeks prior to the meeting. It is helpful to send these to parents after the briefing.

Feedback

A feedback survey will be sent to students by EVC Admin support. Trip Leaders should complete a feedback form.

Prepare an entry for the school newsletter and material for an assembly or display, as appropriate.

Foreign Exchange Visits/Hosting Exchange Visits

Information on DBS requirements for Host Families can be found in Residential Visits/Exchange Visits – DBS Process folder. Exchange Trips Outside the UK

As there is no equivalent to the Disclosure and Barring Service (DBS) outside the UK, schools participating in exchange trips outside the UK should make suitable enquiries about host families.

This might include:

- Using a reputable (UK based) agency, if one is being used to find host families;
- If a school is finding host families, making sure that they think the host families are suitable;

- Giving pupils local contact numbers in case they need assistance whilst they are on the exchange.

If pupils live with families, but a member of staff is present in the locality, it should be made clear to pupils and host families when the member of staff will be available at an agreed location. It is important to ensure that all pupils know how to contact a member of staff immediately if they have any unease about the family with whom they are staying. Staff should be alert to any pupil whose behaviour appears to suggest that they are unhappy or out of sorts.

Information should be given to the host families regarding any medical needs that individual pupils may have and procedures for action to be taken in the case of illness/accident. Parents should be aware of the arrangements. A protocol should also be established for host families to clarify expectations, e.g. number of beds, meals, privacy.

If activities are planned with a foreign school, it is important that the extent of responsibility of the foreign staff is agreed with them in advance and that pupils are aware when the foreign school staff are in charge. The usual expectation is that the staff at the host school will be responsible for the safety of the pupils whilst attending the school. Outside the school day, other than on excursions organised by the host school, the accompanying Trust staff will be responsible.

Whenever a member of staff is advised of the illness of/accident to pupils, she/he should investigate personally immediately and inform the pupil's parents straight away.

Use of Tour Operators

- GDST Preferred suppliers. If a trip leader is using a GDST Preferred Supplier the necessary document and policy checks have already been undertaken by the GDST Procurement team.
- Trip leaders must seek written assurance that Tour Operators follow safe practices, and obtain copies of their key safety documents for review. The 'Residential Visits/Tour Operators Declarations/GDST - Tour Operators Declarations must be completed by the Tour Operator during the trips planning stage, and the answers and supporting documentation reviewed and confirmed as complete and satisfactory by the trip leader before the booking is confirmed. See also the the FAQ document at the bottom of the page on this link <https://hub.gdst.net/node/941> If the tour operator is arranging accommodation and activities, the Party Leader should make the school's requirements and expectations very clear. The risk assessment for the trip should include seeking confirmation that all those requirements have been met, and particularly that all aspects of the visit organised by the tour operator meet relevant health and safety standards.
- Where the tour operator is arranging accommodation with overseas host families, the operator should be asked to confirm that appropriate local checks have been made on the suitability of such accommodation from a child protection perspective. If there is no local vetting procedure, the Party Leader should seek further assurances or consider if the trip should take place. If the families are those of the pupils of the host school, checks may not be appropriate.

Due to the particular requirements of the DofE programme, it may not be possible to follow these guidelines. If this is the case, DofE safety guidance will take priority, but the Headteacher must approve any departure from the Trust's guidance.

RISK ASSESSMENTS

- Prepare a **detailed plan of the visit**, which should reflect the age and experience of the pupils and the qualifications and experience of accompanying staff and/or venue staff. The plan should make it clear **what** the pupils will be doing, **when** and **where**, and **which** member of staff will be responsible for them every minute of the day, from leaving school until their return. It is important to build in time for regular briefings (pupils and adults (see point 10), and during residential visits, some 'off-duty time for individual members of staff.
- Complete comprehensive **risk assessments** for all aspects of the trip / visit and uploaded them onto Evolve. The more complex and the higher the level of risk, the greater the detail that should be documented to explain how the risks will be eliminated, controlled or mitigated. (link to section 12.7) Where practical strive to involve pupils in the risk assessment process.
- Ensure detailed **Emergency Procedures** are incorporated into the trip plans. It is important that all members of staff accompanying the trip are familiar with the emergency procedures.
- Examples of potential problems that need to have measures agreed in advance to deal with them:
 - Staff or pupils aren't physically fit enough or properly equipped for the planned activities
 - Unexpected disruptions, e.g. delays with travel, or a security incident - importance of having a 'plan B', and a 'plan C',
 - Late return or incident that affects the trip requiring communication with school and parents – it is essential to have a communication chain in place so that accurate information can be disseminated quickly to parents (This is very easy to do using the EVOLVE system)
 - Inappropriate behaviour, eg consumption of alcohol – it is important that the school's Code of Conduct or Behaviour Code for Trips covers all relevant circumstances (see section 12.10.3.16) (insert example code of Conduct)
 - Pupil falls ill on a trip and needs to return home – arrangements for this including who will accompany them
 - Member of staff falls ill on a trip and needs to return home –arrangements for this including who will replace them?

Children and parents on same trip:

In exceptional circumstances, parent volunteers can accompany a school trip if their own children are members of the group, however, it is recommended that parents do **not** supervise the particular groups that include their own children due to the potential conflicts of interest that might arise, particularly in an emergency, where a parent may feel the need to safeguard their own child ahead of other pupils.

Staff should **not** be one of the supervising members of staff on a trip if their own child(ren) is a member of the group. This is because of the potential conflicts of interest that might arise, particularly in an emergency, which may have consequences for supervision levels. If a member of

staff accompanies a trip which their own child(ren) is participating in they should not be included in the supervisory adult : pupil ratios.

If the only way for a particular trip to go ahead is for one of the supervising members of staff's own child(ren) to attend, the potential risks must be considered in detail by the Head or EVC before approval for them to accompany the trip is given. A risk assessment should be undertaken which includes:

- Age, gender of child compared to the group - Young children may need close supervision, and may not be able to participate in all group activities;
- Activities group will be undertaking - Children who are not part of the group may not have appropriate, or the same level of experience of various activities as the group members;
- Effect on supervisory ratios if member of staff needs to leave group due to an incident involving their child, eg hospitalisation due to illness or serious injury. (A potential replacement member of staff should be on standby and ready to join trip if required);
- Other possible conflicts of interest.

The Head (or designated senior member of staff) must be sure that whatever the eventualities, there will always be a sufficient number of appropriate adults accompanying the trip, wherever in the world the trip takes place. In addition, other members of staff accompanying the trip, and the parents of pupils on trip must be informed that the member of staff's own child(ren) will also be on the trip.

Regular Briefings for Pupils / Staff and Adult Helpers

These should include:

Pupils

- What to do if something goes wrong – gets lost, injured, feels ill etc
- Rendezvous procedure for lost group members.
- A system of recall and action in emergencies.
- Expected standards of student behaviour
- Groupings for study or supervisory purposes.
- Explanation of safety signage found in public buildings (e.g. mandatory action, prohibition signs, hazard warnings, escape routes etc.)

Staff and other adults

- Careful supervision to cover the whole time away.
- Anticipation of hazards;
- Have a plan B in place
- Regular head counts and roll call of students.

- Standards of student behaviour expected.
- How much help to give to students in their tasks.
- A list of names of people in sub-groups.

Emergency Procedures

Emergencies can occur in many forms, for example:

- An injury or medical emergency affecting an individual group member;
- A road traffic accident involving the vehicle the group is travelling in;
- A lost or missing person;
- A fire in the residential accommodation being used by the group;
- A terrorist incident in the locality of group

Good planning and preparation can help prevent an emergency occurring, or mitigate the consequences. This includes making appropriate **back up** arrangements in the event of problems arising both during and out of school hours, e.g. sending a replacement vehicle or additional staff to support the group, sending home group members, or contacting parents in an emergency.

Mobile phones

This section should be read in accordance with the GDST's Safeguarding Procedures (refer to section A3 'Promoting Safe Practice'). See OHS Safeguarding Policy in Policy Drive.

A **mobile phone, preferably a school phone**, must be taken on all educational visits. Ideally it should be a smart or android phone that can be used to access EVOLVE. More than one school mobile may be required in situations where staff supervise groups at different locations. Whilst staff may want to take their own mobile phones for their own personal use they should avoid giving their own personal number to the pupils **except in the event of an emergency**.

Staff should only contact pupils using the school mobile phone. This is to ensure that both staff and pupils are protected and that staff don't have access to pupil personal telephone numbers other than for the duration of the trip. In the event where any pupil or staff personal telephone numbers are used then it is imperative that these numbers are deleted at the end of the trip. Where lists of telephone numbers are provided for an educational visit then these lists should also be destroyed after the trip.

Where staff have used personal phones e.g. in the event of an emergency, then a member of SLT must always be informed.

Staff should be aware that no pupil telephone numbers should be stored on their personal phones.

Mobile phones are extremely useful during educational visits and particularly in the event of an accident, emergency or for contacting the emergency services. In addition a mobile phone is very useful for keeping in touch with pupils particularly where remote supervision is occurring.

Staff should also be aware of the GDST Staff ICT Acceptable Use Agreement.

Medical Information, First Aid and Accident Reporting

Medical information can be viewed on EVOLVE and should be used to create the specific risk assessment. Further information and advice can be sought from the School Nurse. Students **should be reminded and checked** before they depart that they have their necessary medication and equipment (inhalers/epipens which are in date) or they will not be allowed to go on the trip. The group leader should take the **medical information and contact details** for the students on the trip and ensure that any member of staff taking sole responsibility for a small group during the trip has the appropriate information with them at all times. If necessary, a doctor's letter will be needed to confirm that a girl is fit to go on the trip. The Sports Department have their own copies of medical and contact details for off-site games and fixtures and must ensure that they are up-to-date by regularly checking with the School Nurse and on SIMs.

Medical matters

The School Nurse will provide the visit leader with the necessary **first aid kits** for the visit. These must be carried with you at all times and should never be left on a coach. At times of remote supervision, students should be made aware beforehand of the location of the member of staff with the first aid kit.

Staff should be aware that they should not supplement the first aid kit from their own supplies e.g. headache pills. No aspirin should be given to any student under 16 years of age. If pain relief is provided from the first aid kit, then only one pill should be administered as a control measure by a trained teacher. Staff should note the time the student took the pain killer by the first aider. If treatment is given to a student, it must be recorded on the form in the first aid kit and returned to the Health Centre. If a serious incident or accident occurs, the first aider **must report full details** to the School Nurse and complete a RIVO form, available in **Residential Visits/Incident and Emergency Management** and **Day Visits/Incident and Emergency Management/RIVO Leaflet**. Any prescribed medicines should be given only if an **"Administration of Medicines Consent – Parent Form"** form has been completed by a parent.

The first aid kits need to be returned to the School Nurse or her assistant immediately after the trip and not left in the staff room. Epipens and inhalers should be returned to the cupboard in the office and signed back in.

The Sports Department has their own copies, but must ensure that they are up-to-date by regularly checking with the School Nurse.

Staff/adult volunteers accompanying the visit should ensure that the party leader is aware of any allergies/medical conditions they suffer before they go on the trip in case they need specific assistance in an emergency. The party leader is strongly advised to give their own information to another adult in the party. This could be in the form of a written medical declaration. If the party

leader or accompanying adults suffer from any allergies or medical conditions, these should be included in the trip's risk assessment.

A suitable number of appropriately qualified **first aiders**, equipped with travelling first aid kits, must accompany the visit. The first aid qualifications they need will be determined by the level of risk of the trip / activity. Discuss first aid requirements with the EVC when you are planning the trip. The 'Tables of 1st Aider Qualifications for Educational Visits' is a useful reference document (see Appendix). Trip planning on Evolve will not progress if relevant first aid information is not completed.

Copies of **Accident Report forms** for pupils and staff should be taken on the trip so that all relevant details can be recorded at the time of any accidents and logged onto the RIVO accident reporting system when the group returns to school.

Accompanying adults with medical conditions / allergies

Staff / adult volunteers accompanying the trip should ensure the party leader is aware of any allergies/medical conditions they suffer before they go on the trip in case they need specific assistance in an emergency. The party leader should give their own information to another adult in the party. If the party leader or accompanying adults suffer from any allergies or medical conditions, these must be included in the trip's risk assessment.

INSURANCE

Travel Insurance The Trust has a blanket travel insurance covering all schools. Details of cover are available in the [Finance section](#) of the Hub. Details of insurance must be given to parents for residential trips.

Personal Accident In addition to any cover provided by the travel insurance, all pupils, school staff and any authorised persons accompanying the Group are covered world-wide for personal accident resulting in permanent injury. (See Trust Travel Policy for details)

Personal belongings and equipment are covered under the GDST travel insurance policy, however the limit for single items is only up to £300 in value. This might not cover some items taken on trips, such as smart phones and tablets. Parents may wish to consider taking out or using their own travel insurance to provide adequate insurance cover. A claim can only be pursued with one or the other insurance providers, not both.

PUPILS WITH SPECIAL NEEDS

The Equality Act 2010 prohibits a school from discriminating against or victimising a pupil on the grounds of a protected characteristic (including but not limited to disability, gender reassignment, pregnancy and maternity, religion or belief) in various ways, including the way it gives or does not give access to a benefit, facility or service, which includes school trips.

When planning a trip, staff must ensure that they carefully consider the details of the proposed trip, including whether they have a duty to make any reasonable adjustments to make the trip accessible to all pupils. This includes:

- the preparation of an accessibility plan to increase the extent to which pupils with special needs can participate in the curriculum.
- the provision of auxiliary aids where a pupil with special needs would be at a substantial disadvantage without one.
- Considering each pupil's special needs on a case-by-case basis at the trip planning stage in order to anticipate and address where possible any difficulties.

Key steps are:

- Forward planning
- Consider what is 'reasonable'
- Risk assess any proposed actions/in-actions
- Communicate with parents at an early stage and manage expectations
- Talk to the GDST Legal team about individual cases at an early stage if you have any concerns

Factors to be taken into consideration when deciding what is 'reasonable'

- The resources of the school and the availability of financial or other assistance
- The financial and other costs of making the adjustment
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage suffered by a disabled pupil
- The practicability of the adjustment
- The effect of the disability on the individual
- Health and safety requirements
- The interests of other pupils and prospective pupils

Further guidance is available from the Equality and Human Rights Commission

<https://www.equalityhumanrights.com/en/advice-and-guidance> and in the GDST 'Equal Opportunities (Education)' and 'Accessibility' policies available in the [Innovation and Learning](#) section of the Hub.

STAFF DRINKING ALCOHOL ON SCHOOL TRIPS

There is no specific 'ban' in the general insurance policies that the GDST brokers for all schools. However, there may be clauses in insurances which may have been arranged at a local level or by external agencies such as World Challenge. Some countries and certain organisations also prohibit the possession and consumption of alcohol, whether by minors or adults.

It should be noted that it is a potential disciplinary offence for a member of staff to be at work (as they are when accompanying a school trip) when affected by drink (even if not 'drunk' in the

everyday sense of the word) or indeed by other substances which may affect their judgement and behaviour (other than those medically prescribed and of which the school is aware) because being in such a state potentially puts pupils and colleagues at risk and may also undermine discipline and good order and bring the school into disrepute.

The Head should consider the following factors when determining their approach to allowing staff to drink alcohol whilst on school trips:

- The core responsibility of staff, who are in loco parentis, must take priority over all other considerations.
- Staff must be able to respond in any emergency or unforeseen circumstances, for example during the evening, or where more than one member of staff is needed.
- The example which pupils take from the behaviour of staff
- The nature and age range of the pupils and the context of the trip
- Any particular factors, such as the presence of guests, younger children, etc
- The possible effect on the school or the GDST's reputation, including how this may be perceived by others.

In practical terms, where there are several members of staff accompanying a trip, it might be acceptable for staff to have one small glass of wine or beer at dinner, providing the trip leader and a nominated deputy drinks no alcohol, but who this will be depends on factors such as who has first aid qualifications, who can drive the available vehicles, whether there are girls and boys on the trip, etc. However, depending on the circumstances, a Head may choose to set down a more stringent set of conditions if she considers them necessary.

RECORD KEEPING - How long should paperwork/records relating to school trips be kept?

Risk Assessments and trip paperwork are all available on Evolve which can only be accessed via logging in using a GDST user account in line with the GDPR policy. Paper copies of trip paperwork must be shredded on return to school.

EVALUATION

An evaluation should be completed after each trip or visit and the information used to help plan future trips. This should include reviewing the Risk Assessment and checking it covered all the hazards/risks that needed to be managed on the trip. For day visits the online evaluation tool on Evolve should be used. For residential visits, trip leaders should complete the Trip Evaluation by Leader form and students will be sent a Google form to share their feedback.

RESIDENTIAL AND OVERSEAS VISITS

Residential and overseas visits require additional safeguards to be in place. Where adventurous activities take place on residential visits, further safeguards again are required. The guidance which follows is intended to apply to educational trips lasting several nights. Heads or the EVC should use

their discretion as to how much of this is relevant to a single overnight stay e.g. on the way to e.g. a sports tournament.

Residential Centres / External Activity Providers / Tour Operators

The GDST Declaration for Completion by Activity Providers and Tour operators form should be completed by any outside agency that is providing facilities or services during a trip.

Definitions

- A **venue** is somewhere such as a museum, art gallery or theatre, where pupils watch or view activities with little participation other than low risk activities or workshops. The LoTC quality badge is an acceptable check for a 'venue'.

- An **external activity provider** is a person, organisation or centre that provides higher risk and / or adventurous activities that pupils participate in, e.g. rock climbing, either at an external, natural location or an internal venue such as a climbing wall. The LoTC quality badge alone is **not** an acceptable check on an external activity provider; additional checks and completion of the **GDST Activity Provider Declaration Form** are required.

Trip leaders must seek written assurance that Residential Centres / External Activity Providers / Tour Operators:

- meet their legal requirements,
- have adequate H&S, safeguarding and emergency policies and procedures,
- have suitable and sufficient risk assessments, implement control measures and follow safe practices,
- have suitably qualified and competent staff,
- have suitable and safe vehicles, equipment and accommodation,
- have adequate liability insurance,
- have any licences they need, e.g. AALA

Asking Residential Centres / External Activity Providers / Tour Operators to complete the **Activity Providers Declaration form Appendix 4** and provide key H&S documents will provide much of this information, but the completed form and supporting documentation should be thoroughly reviewed by the trip leader, and more information requested if necessary, before the booking is confirmed.

Some schools have reported a reluctance by some LoTC Quality Badge Holders and members of the 'School Travel Forum' (STF) to complete the 'Declaration for Activity Providers' form and provide documentation such as risk assessments and insurance certificates for **residential visits** and **trips including higher risk activities** as they consider 'the badge' / membership should give the school all the reassurance they need. However, the GDST Legal and Health & Safety Advisers still consider that residential centres, activity providers and tour operators should complete the form and provide the school with additional documentation, such as risk assessments and insurance certificates - the greater the risk the more checks we need to make in order to make a good assessment of the risks and demonstrate due diligence.

Outdoor and Adventurous Activities – External Provider Led and School Led

This section applies to all higher risk activities that take part during day trips, residential visits or off-site enrichment activities. The requirements are in addition to those listed for 'All Visits' and 'Residential / Overseas' visits

DfES Guidance is available at www.hse.gov.uk/services/education/school-trips.htm

The Outdoor Education Advisers' Panel (OEAP) <https://oeapng.info/> and 'Independent Outdoor' www.independentoutdoor.org.uk are also useful sources of guidance.

Outdoor and Adventurous Activities are higher risk activities. When they are included in the trip planning process on Evolve you will be required to state whether the activity is run by an 'external activity provider' or is being 'led by school staff'.

Outdoor and Adventurous Activities include:

- Skiing, snow-boarding, sledging, tobogganing, snow-mobiling, ski jumping, use of bobsleighs and skeleton-bobs
- Watersports - canoeing, rowing, jet-skiing, kayaking, sailing, white-water rafting, windsurfing, snorkelling, sub-aqua, scuba diving, use of powerboats, surfing and stand-up paddleboarding (SUP)
- Climbing involving the use of ropes, abseiling, mountaineering, caving, pot-holing, gyhll scrambling, gorge walking, canyoning, and coasteering
- High-ropes activities
- Horse riding
- Aerial activities (other than as a fare-paying passenger on a commercial flight), ballooning, bungee jumping, base jumping, gliding, hang-gliding, micro-lighting, para-gliding, parachuting, parascending, skydiving,
- Motor car and motorcycle sport, go – karting, quad biking
- Expeditions to remote areas, e.g. mountains and moorlands, both in the UK and abroad.
- Hiking and trekking over 400m above sea level

Use of Activity centres and Specialist Sports Providers, e.g. Riding Schools, Dry and Indoor Ski Slopes, Water Sports Centres and Climbing Walls

During the planning stage, trip /activity leaders **must** seek written assurance that Sports / Activity Centres:

- meet their legal requirements,
- have adequate H&S, safeguarding and emergency policies and procedures,
- have suitable and sufficient risk assessments, implement control measures and follow safe practices,
- have suitably qualified and competent staff,
- have suitable and safe vehicles, equipment and accommodation,
- have adequate liability insurance,
- have any licences they need, e.g. **AALA**

Asking Sports / Activity Centres to complete the **GDST Activity Providers Declaration Form** and provide key H&S documents will provide much of this information, but the completed form and supporting documentation should be thoroughly reviewed by the trip leader, and more information requested if necessary, before the booking is confirmed.

AALA

Activity centres providing caving, climbing, trekking (foot, pony, bicycle or ski) or water sports (other than rowing) and associated activities for young people in England, Wales and Scotland **must** have a current **AALA licence** – for more information see <http://www.hse.gov.uk/aala/> An AALA licence is the highest level of safety accreditation for an activity provider.

Qualifications of Leaders and Instructors

Activity leaders and instructors, whether school staff or centre / provider staff, must have relevant qualifications approved by the sport's National Governing Body (NGB) within the UK. This is also relevant to UK based companies working overseas. Purely overseas companies are not likely to follow UK standards however, check to see if they comply with their national or international standards, e.g. PADI for sub-aqua/diving. Wherever possible, qualifications should be checked in advance by the Party Leader. If this is not possible, they should be checked in arrival at the venue by the party leader.

Further information about outdoor and adventurous activities are contained in the AfPE's book "Safe Practice in Physical Education and Sport. The PE Department should have a copy.

Information on Overseas Safety and Security Risks

Knowledge about possible safety and security risks in a location is very useful, both at the early trip planning stages and close to departure date - forewarned is forearmed, and being prepared gives trip leaders an added a layer of reassurance.

There are a number of organisations that, for a fee, can provide detailed information about risks that might affect a trip, including extreme weather events, local security threats and events that could disrupt travel plans and visit itineraries, e.g., air traffic controllers strikes, planned demonstrations and marches in cities. Refer to the Information on Overseas Safety and Security risks document in the Educational Visits/Residential drive. See Appendix for useful organisations.

Joint Trips with other Schools

There should be one overall Party Leader. The Head or EVC should be satisfied with the procedures in place at the partner school if these are to form the basis of the planning of the trip. The responsibility of the staff of each school for the pupils of the other should be agreed and made clear to the pupils and their parents.

INFORMATION TO AND FROM PARENTS

Parents need **detailed information** in order to decide if their daughter should participate in residential and overseas trips, e.g. costs, travel arrangements, accommodation details, itineraries and

specifics about the activities the pupils will be taking part in. The Package Holiday Regulations also require certain information to be given to parents in advance of making payment. Use the template letters found in the Educational Visits/Residential Google drive. If not all information is available at the time of writing, this should be stated and follow up information sent as soon as possible. Communication with parents can be managed through EVOLVE, and letters to parents should be uploaded into each trip's folder. Confirmation of payment and ticking the terms and conditions box on Parentpay legally signifies consent, providing adequate information has been provided in advance.

Residential Trip Briefings for Parents

A **meeting** should be held with parents in advance of the trip taking place in order to:

- give a full briefing of the trip;
- check medical advice has been understood and explain vaccination requirements. Pupils with individual health care plans may need their GP to advise on any special arrangements or precautions in advance of the trip;
- check passports / European Health Insurance Cards (EHIC) are available, in date, and have sufficient time before they expire
- advise on Visa requirements;
- check **consent forms** have been fully completed and signed (separate 'Residential Consent' form required for each trip).
- explain insurance cover (parents should be given a copy of the Policy);
- explain the importance of ensuring emergency contact numbers / details are up to date;
- go through the **emergency procedure**;
- advise on clothing/equipment needed;
- go through the Code of Conduct;
- explain arrangements if students are to be unaccompanied at any time;
- agree pocket money.

A meeting is useful both to reassure parents the pupils are in safe hands and as another check for the Party Leader that planning and preparation has been thorough.

ACCOMMODATION

A range of accommodation is used by schools on residential visits including:

- Accommodation provided as part of a package at a residential education centre
- Hotels and hostels
- Self-catering accommodation
- Tents and bunk houses on camp sites with more or less facilities depending on the location

The accommodation should be:

- Suitable for the age of the pupils and size of the group

- Support the learning objectives of the visit
- If appropriate, be accessible to people with disabilities.

When selecting accommodation, the trip leader should consider:

- Its nature, location and the hazards of the immediate surroundings. The internet can provide very useful information if a pre-visit is not feasible.
- Whether or not the sleeping accommodation is exclusively for the group's use, and whether or not the bedrooms are located next to each other, and on the same or different floors.
- If the group leaders sleeping accommodation provides easy access to the whole group.
- If shower and toilet facilities are not en-suite, what arrangements are necessary for managing the use of shared facilities.
- How secure the residential accommodation is against external intrusion. Better security may be provided by a 24 hour staffed reception and avoiding ground floor rooms, but if the building is shared with other users, can individual rooms be secured?
- Fire safety (see more information below)
- Building hazards, e.g.
 - Windows – If above ground level, is the opening width restricted?
 - Balconies - Does the structure appear solid? Are the railings high enough? (UK building regulations require 1.1m) Are the pupils who occupy the rooms mature and sensible enough to behave safely?
 - Railings – do they allow or encourage people to climb on them and lean over? Do they have big gaps?
 - Bunk beds – risk of falling off and serious injuries
 - Stone/ceramic tiled floors – risk of slipping and serious injuries
 - Bars and public spaces – how will access managed? Will mini bars in rooms be emptied?
- Will the catering meet requirements, including food intolerances, allergies and lifestyle choices, e.g. vegetarian.
- What are the dining facilities?
- Where will students be able to spend their free time? Can it be supervised?

Fire Safety

- Fire safety standards should be checked as part of the accommodation selection process. **The GDST Activity Providers Declaration form** asks for specific information regarding fire safety.
- From a fire rescue perspective it is better not to sleep above the sixth or seventh floor (the limit of external rescue by the fire services) so as to make evacuating the building easier.
- Many fires are started by electrical faults. Be aware of electrical appliances fitted in rooms (e.g. kettles, hairdryers, heaters, fridge) and ensure pupils are briefed about any issues with these and also their own electrical items (e.g. hair appliances, mobile phones, chargers).
- An **Emergency Evacuation Procedure** for accommodation on residential trips is outlined below - it will need to be adapted to the local circumstances.

Visit Leader Accommodation Arrival Checklist

- Is the accommodation as expected?
- What does the fire alarm sounds like and where is the assembly point?
- Check fire exit routes are signed, clear and working
- Make an initial assessment of the hazards of the accommodation and the immediate surroundings so you can brief the group about any safety issues
- Assess public areas (inside and outside the accommodation). Decide how these will be managed, boundaries and meeting places
- Check each room for:
 - Breakages, damage or missing items – record and report these
 - Windows and balconies
 - Door security
 - Electrical hazards
 - Fire/smoke detectors
 - Carbon monoxide sources
 - Routes to fire exits
 - Mini bar
- Check toilet and shower areas
 - Breakages, damage or missing items – record and report these
 - Windows
 - Door security
 - Electrical hazards
- Do you have / can you get access to a master key for the pupil's rooms?
- Check the security of the building overnight, from both external intrusion and internal movement

Recommended Emergency Evacuation Procedures for Residential Trips

1. Prior to the trip appoint a member of staff as an **evacuation coordinator**, ie not directly responsible for completing the roll call for a group. In the event of an evacuation they should:

- Do an overall head count (as a double check),
- Liaise with each of the group leaders to ensure everyone is accounted for,
- Help maintain order if girls start to panic and 'mob' the group leader,
- Liaise with centre staff, eg if anyone is missing, there is a need to move to another location, or to find out when it is safe to re-enter the building.

2. Prior to the trip prepare **emergency packs** that all staff should have and keep by bedside (so it can be taken with them in the event of an evacuation):

- Torch – in case emergency lighting is too dim or not working. This could be on a mobile phone, a head torch or a hand torch,
- List of all girls in group, and list of girls that each group leader will be checking are present in a roll call,
- Floor plan of residential accommodation indicating which room each girl is sleeping in,
- List of key codes for all doors to enable them to be opened from the outside, e.g. if someone is stuck inside and can't get out,

3. Prior to the trip all staff to be reminded of the **procedure for sweeping bedrooms and bathrooms/WCs** in the event of a night time evacuation:

- Identify who is responsible for checking each room/bathroom/WC,
- Ensure all staff know procedure for sweeping, including checking under the beds and patting all the way down/fully turning back bedcovers on every bed in the room to ensure that all the beds are empty (in this context safety concerns outweigh safeguarding issues)

4. Prior to the trip document a **Personal Emergency Evacuation Plan (PEEP)** for anyone in the group that needs one. (Think about sight and hearing impairments as well as mobility impairments).

5. On day of arrival:

- Ensure everyone knows what the fire alarm sounds like.
- Staff and pupils walk all fire exit routes they might need to use – familiarisation exercise,
- Staff and pupils familiarise themselves with all the muster points they might need to use,
- Review Personal Emergency Evacuation Plans (PEEPs) if anyone in the group needs one.
- Organise a ‘buddy system’ so that each girl makes sure her buddy(s) is with her in the event of an evacuation, and inform the person in charge of the roll call if they think someone is missing.
- Staff to remind girls to take a coat/blanket and wear shoes for night time evacuations,
- Staff to remind girls about fire risks associated with hair straighteners / tongs, etc and to ensure they are unplugged when not in use. Also mobile phone chargers should not be left plugged in overnight.
- Staff to check all fire escape routes to ensure they are clearly signed, free of obstructions, that fire doors can be easily opened by children in dim light (think – could the smallest child reach & open the highest locking device?), and that final exit routes are clear (no parked cars, bins or bushes preventing the door opening)
- Staff to check emergency lighting works on both internal and external exit routes/ muster points (ask the centre staff to show you recent test records or demonstrate this to you).

6. Conduct a fire drill on day of arrival.

7. At the end of every evening a member of staff should check that all fire exit routes are clear / unlocked.

WATER-BASED ACTIVITIES

The most major change from Trust has been to the Swimming consent form. This has been renamed as the ‘Swimming, Water Sports and Water-Based Activities Consent Form’ to reflect the wide range of activities it covers. It has been expanded as a result of the tragic deaths of several pupils on school trips in recent years who were participating in water-based activities. This includes activities such as field trips near water and also DofE expeditions near water.

Swimming, Water Sports and Water Based Activities

If pupils are going to (or might) participate in swimming, water sports or water-based activities (e.g. boat trips, field work in or very close to water) parents should be given full information about the activities before they commit to the trip, so that they can give informed consent. The **Swimming, Water sports and other activities in and around water Consent Form** must be completed and signed by the parents of each pupil going on the trip, and a detailed risk assessment of the swimming / water sports / water based activities must be undertaken. Relevant safeguards include:

- Knowledge that all participants are confident in water and can swim (confirmation should be obtained from the revised parental consent form, PE staff, or a test arranged before the trip),
- Provision of lifeguard,
- Qualifications of swimming / water sports instructors
- Availability of safety and rescue equipment
- Train pupils in water safety and rescue skills.

Parental declaration of competence should not just be used in isolation as proof of swimming capability. If the pupils swimming ability is not well known or the school leader has no knowledge of their water confidence and ability, consideration should be given to carrying out swimming tests.

The requirements for pool supervision and lifeguard qualifications in pools / swimming activities whilst on school trips is the same as when pupils are swimming in the school pool.

Pupils participating in adventure holidays, which include water-based activities in open/deep water, should demonstrate their ability to tread water for several minutes, or swim 100m or more in a swimming pool (as appropriate to the distance they may have to swim during the activity) to school staff prior to the trip. Parental declaration of competence alone is not adequate proof of ability.

Skiing and Snowboarding

It is strongly recommended that all members of the skiing party, including pupils, staff and any other adults accompanying the party, wear helmets when they are skiing/snow boarding. In many ski resorts it is compulsory for children of 14 years or less to wear helmets when skiing.

It is recommended that staff organising school ski trips attend a 1-day 'Ski Course Organiser' training course delivered by a Snowsport England coach. This course covers the issues to take into consideration when organising a ski trip, e.g. your choice of tour operator, choice of destination resort, organisation of money, people and ski and snowboard equipment. NB This course is occasionally included in the GDST CPD programme.

Information To Be Carried By The Pupil

On residential trips, Each pupil should be provided with a "feel safe/failsafe" card with the address and telephone number of the hostel or hotel the group are staying in, in case she gets lost.

Information To Be Carried By The Party Leader, Accompanying Staff and Emergency Contacts at School Whilst the Visit is in Progress

The **Party Leader** must carry:

- The school's **emergency management card and checklist** with them for use in the event of a serious incident
- Pupil's **consent forms** and **parents contact details** (to be kept secure)
- **Insurance** policy details on the Evolve visit form

Staff accompanying school trips should carry the **GDST Incident and Emergency Management Card and Checklist** with them at all times. A copy is in each first aid kit. In the event of a serious incident, this small document will remind staff of the key steps they must take, and will provide them with key contact numbers.

If the visit takes place out of school hours, the following information should be available to the **school's emergency contacts** at all times.

- The **itinerary** and **daily contact numbers** for the group (Party Leader will need emergency contact number for Head/Deputy and school contact)
- Pupil's **consent forms** NB note GDPR restrictions require these to be stored in **secure electronic form**.
- Insurance policy.
- Contract / booking forms relating to the visit.
- Head's Approval for the visit
- key Trust Office telephone numbers (Chief Executive, Director of Legal, Director of Education, Head of Communications, Head of Health and Safety) and the out of hours contact numbers of the Trust's Chief Executive.

Medical Emergency or Serious Accident

The following procedures should be used in the event of a Medical Emergency or Serious Accident. An emergency is unlikely to occur in circumstances where these procedures can be carried out to the letter, but staff accompanying the party should be so familiar with them that they are able to adapt them to the situation in which they find themselves.

The Party Leader (or staff member in charge of small sub-group if out of contact with the Party Leader) should:

- Establish the nature and extent of the emergency. Secure scene and safety of others. Take steps to prevent further injury to other members of the group and others in the vicinity. If appropriate / possible enlist others to help you
- If anyone is injured, establish the extent and administer first aid / contact the emergency services if appropriate
- Sort out documentation that might be required by the emergency services, eg pupil medical details, insurance, consent forms, EHIC if applicable
- If the casualty is being taken to hospital by the emergency services ensure you know **where** the ambulance/ helicopter/ mountain rescue team are taking the casualty(s). Ideally

they should be accompanied by a member of staff, but consider the needs/safety of the remaining group members

- Contact base / school contacts - who will inform key contacts in school , parents, Trust Office, and if appropriate abroad the British Embassy/Consulate. Give full details of the incident, i.e.
- Date and time of incident (if abroad give local and UK time)
- Location of incident, a brief description, current situation
- Name of injured person(s) / those involved in the incident
- Details of injuries
- Authorities / emergency services involved
- Action taken so far.
- Contact name, telephone number, email for future communication
- Agree a time / means of next/further communication
- Manage communication by rest of group; explain why you do not want pupils to phone home or use face-book, twitter, Instagram or other social media
- Ensure that the remainder of the party are adequately supervised throughout the incident and arrange for their early return to base;
- Where ever possible take photographs to record the scene and events
- For serious incidents where the media may be involved:
- Under no circumstances should the name of any casualty be divulged to the media.

Procedures for contact with the media are given below.

- Responsibility, legal liability should not be discussed or admitted.
- Try to identify alternative telephone numbers at "home" and "off site base" as other lines will quickly become jammed.
- As soon as practicable, the Party Leader should write down all relevant details while they are still fresh in the memory. Other party staff members might also be asked to do so. A record should be kept of names and addresses of any witnesses. Any associated equipment should be kept in its original condition.
- All accident forms should be completed and insurers should be contacted.

Communication with Parents, Trust Office and the Media

- The Head should arrange to contact parents/carers of those involved. For a serious incident, the Head should contact parents of all party members. It is also the Head's (or designated senior member of staff) responsibility to act as a link between the group involved, the Chief Executive Officer of the Trust and parents.
- The Head or designated senior staff member at school should alert the Chief Executive Officer of the Trust (or in her absence, the Director of Innovation and Learning) and the Head of Communications, giving details as above. They may identify further actions or help required (which might include financial assistance). Alternative and additional telephone lines may need to be identified at an early stage.
- If it is necessary to talk to the media, the Head (or designated senior member of staff) should agree with the Chief Executive Officer who should make the initial statement. A designated person should then act as the ongoing point of contact with the media to whom all involved should direct questions and requests.
- Contact with media - Do's and Don'ts

- Be clear and concise, avoid conjecture and apportioning blame
- Express:
 - Sympathy- for those involved and their families
 - Praise- for those undertaking rescue/incident control
 - Promise- full investigation/cooperation with other agencies
- Do not:
 - Reply to 'why' and 'how' questions
 - name individuals- explain that names will not be released until next of kin have been informed
 - Say 'no comment'- explain above reasons why you cannot comment and if possible state when an update will be provided and by whom

APPENDICES

GDST GDPR Policies - links to all relevant policies can be found [here](#)

GDST Safeguarding Procedures - all policies can be found [here](#).

Useful Websites

- [World Aware](#) (previously Red24) – offer a FREE daily news service (example attached) amongst other services
- [Control Risks](#)
- [Risk Advisory Group](#)
- [Anvil](#)

- [Foreign and Commonwealth Office](#)

All OHS documentation for educational visits can be found by following OHS Links - Senior School - Visits and Events - Educational Visits. In that shared folder you will find template letters and forms, guidance on risk assessments and all information regarding educational visits.

Educational Visits Folder contains:

2025 - 2026 Residential Visits

- Coach Bookings
- Consent Forms
- Feedback
- Financial Processes
- GDST Activity Providers Tour Operators Declarations
- Incident and Emergency Management
- Insurance
- Letter Templates
- Parents' Briefing Meetings
- Planning Checklists
- Risk Assessments (including students with additional needs)
- Visas and Passports
- Visit Proposal Form
- Visits 2024-2025 (contains individual folders for every trip)

2025 - 2026 Day Visits

- Coach Bookings
- Risk Assessments (including students with additional needs)
- Incident and Emergency Management

- Insurance
- Letter Templates
- Local Area Visits
- Risk Assessments
- Trip Planning, Preparation and Approval**

ONE DAY VISIT OR ON SITE OUT OF HOURS ACTIVITY PROCEDURE – Senior School

Refer to the OHS Evolve User Guide for more detailed information available in – Templates and Forms/Evolve USER GUIDES.

1. Contact Assistant Head Co-Curriculum for permission in outline and to obtain a date on the calendar. This should be done at least a term in advance.
2. Day visits and Out of Hours Activities should be submitted for Outline Approval on Evolve **at least 4 weeks** in advance of the visit. Evolve is a step-by-step process covering all that is required to plan a safe and successful visit.

ONE WEEK PRIOR TO THE VISIT

3. Submit the Evolve form for Final Approval.
4. Check cover has been submitted via cover@oxf.gdst.net
5. Check that the Blue form, if needed, has been received by the Catering Team.
6. Brief accompanying staff and go through risk assessment with them. Brief parents and other adult helpers in writing, including risk assessment.
7. Brief students fully about expectations of good behaviour and go through risk assessment with them:
 - Maintain safe sensible behaviour at all times: involve students in risk assessment.
 - Road safety: not crowding pavements, using pedestrian crossings, listening to instructions, no iPods or equivalent.
 - Safe sensible behaviour on coaches, remaining seated, no litter, seat belts MUST be worn.
 - Obeying staff at venue, including non-OHS staff.
 - Sticking to meeting times, organising loo breaks, plan full itinerary.
 - Inhalers and epipens must be brought by the girl and shown to you prior to departure. No inhaler/epipen, no trip.
 - School uniform for all Years 7 to 11 trips unless special dispensation granted (Year 11 Theatre trip, Geography field work, etc.). If a student is inappropriately dressed, she will stay behind.

ON THE DAY

8. Collect the Visit Pack, including visit form, medical and contact details and mobile phone, from the office.

9. Take a register of attendance before leaving school and leave an accurate list with Reception of all students taking part in the trip. Do not delay **departure** for missing/late students. School will contact parents of missing/late students if necessary. Check inhalers and epipens.
10. If meeting students at the venue or en route, contact Reception and confirm all are present or if anyone is missing. School will contact parents to investigate non-arrival.
11. Collect packed lunches from Dining Room.
12. Collect petty cash/Equals Money Card and camera, if appropriate.
13. Take first aid kits, additional medical equipment such as epipens, inhalers, medical information forms and confidential medical updates and printed list of emergency contact numbers. Students who do not have their own epipens or inhalers will not be allowed on the trip.
14. Do regular head counts of students and always before leaving a venue. Make times and locations of meeting points and loo breaks very clear.
15. Inform school and/or SLT staff contact of any unforeseen problems/delays/illness/ accidents and follow standard procedures for dealing with the situation.
16. Ensure parents collect pupils promptly, especially if late at night. Students can make contact by mobile phone, if appropriate.

ON RETURN

17. Return the medical and contact details to the office for shredding.
18. Return all first aid kits to School Nurse. Return epipens to the cupboard in the office.
19. Report any accidents as soon as possible to the School Nurse.
20. Complete a trip evaluation form on Evolve.
21. Prepare entry for school magazine and newsletter on return.
22. Check costs with Finance Officer and arrange a refund if applicable.

PROCEDURE – Prep and Pre-Prep School

At least one month in advance

- Identify a day on the calendar where there are no obvious conflicts – ensure you can see sport, parent, staff and educational visit entries on the calendar before deciding. Open Mornings should be avoided as should Monday as packed lunches are difficult to prepare.
- Try and seek a booking on a day where there is a weighting towards year group class teaching and consider which staff may not be working on that day – please note that the office is not manned after 4pm on a Friday – this is relevant to trips that may have a late return.
- Discuss with the Deputy the proposed day, purpose of the visit and timings (if agreed, the visit will go on as draft until booking is confirmed).
- Make your booking with the venue.
- Raise a purchase order on Compleat, if there is a cost.
- Confirm the visit with the Deputy Head so that the calendar entry can be firmed up.

At least three weeks in advance

- Compose your letter to parents.
- Make sure that the letter states the date of the trip and that the timings correspond to the calendar entry.
- Send the letter to the office for delivery to parents.
- Print out and fill in coach booking form from educational visits folder on common. Give this to the office.
- Once coach and venue is booked, the EVOLVE form can be started. You will need to know which coach company has been booked before starting your EVOLVE form. Please inform the Deputy Head if any regular coach transfers need to be cancelled on the day of the trip.
- You will need to know the breakdown of costings before starting your EVOLVE form.
- The risk assessment will need to be completed. Ensure that this is thorough and covers all eventualities for your specific trip and venue then attach to EVOLVE.

- Check to see if the venue also has a risk assessment that can be attached to EVOLVE.
- Is your venue in a large city? Consider Plan B in case of an emergency event that disrupts the visit (see emergency procedures document in Educational Visits on Common). Any visits to large cities must reference contingency plan(s).
- Ensure all sections of EVOLVE are completed before seeking outline approval - include the register.
- Ensure that the correct office staff have been selected for outline approval before sending, i.e. Prep or Pre-Prep

Two weeks in advance

- Check that the letter been sent to parents. Do not rely on office staff to take the document from EVOLVE.
- Inform specialists, peris and Senior School staff if lessons will be missed due to the visit. Copy in the Deputy Head or inform him/her that the staff have been made aware.
- When Deputy Head and office have approved you should then receive an email telling you to complete the rest of the form. Follow up with Deputy Head/office if you have not received an email within a day of submitting for outline approval.
- Complete the rest of the EVOLVE form and resubmit. This button will be at the bottom of the final page.

One week in advance

- Sandwich order at least 1 week in advance.
- Ensure that all staff attending have filled in a yellow slip and that they have arranged for any duties to be covered.
- Ensure that you have a register from EVOLVE, including the necessary contact and medical information by selecting the appropriate boxes. This information should be on a secure device.

The day before or on the day

- On the day of the visit ensure that you have all the necessary school contact numbers, including the office, Deputy Head, the Headteacher, After School Care and SLT after school member. SLT member will be stated on the calendar.
- Brief accompanying staff and go through risk assessment with them.
- Brief pupils fully about expectations of good behaviour.
- Maintain safe sensible behaviour at all times.
- Ensure that you take the driver's number.

- Medical bags, sick bags, inhalers, epipens, up-to-date register/numbers of children, staff with phones.
- Collect packed lunches.

Any changes made to date, timings, etc. need to be updated on EVOLVE and relevant staff advised.

If your visit will return later than expected: Do not rely on an email or text message. These can be sent but you must first try and speak to someone in the office. Failing this try the Deputy Head then JLT member on duty, then After School Care phone (07880 683980) and then the Headteacher.

EVOLVE can be accessed anywhere. Go to the following address and then choose Oxford High from the drop-down menu. <http://evolve.edufocus.co.uk/evco10/unknown.asp>

FIRST AID REQUIREMENTS FOR DAY AND RESIDENTIAL TRIPS

Type of Educational Visit	Level of Risk of Activity	MINIMUM First Aid Requirements	Issues That Indicate Min. No. of First Aiders Are Insufficient
† Insurance requirement NB Where an insurance requirement is identified and the school fails to comply with this, the school visit will not be insured in the event of a claim			
Walking to and from a destination local to the school, or walking to a venue whilst on a visit away from school in urban or non-adventurous locations	Low	All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone 1 one-day trained adult first aider	A large group of pupils
Transport in minibus to all types of educational visits/sporting events	Low	All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone 1 one-day trained adult first aider (Ref to H&S the HUB – Driving & Transport - section 3.4 Minibus Drivers)	More than 1 minibus, people carrier or coach being used

<p>Transport in coaches or public transport (buses, tubes, trains, ferries, planes) or a member of staff's car</p>	<p>Low</p>	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p>	
<p>Transport in a 'people carrier' (up to 8 passenger seats) to all types of educational visits/sporting events</p>	<p>Low</p>	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>1 half-day 'First Aid Awareness' trained adult first aider</p>	

Type of Educational Visit	Level of Risk of Activity	MINIMUM First Aid Requirements	Issues That Indicate Min. No. of First Aiders Are Insufficient
<p>All educational visits involving Early Years Children (age 5 or less)</p>	<p>Low, e.g. to local museums, etc.</p>	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone.</p> <p>Group leader should have a good working knowledge of first aid</p> <p>1 Paediatric first aider (2-day course) (DfE requirement)</p>	<ul style="list-style-type: none"> · Group dividing and undertaking activities remotely from each other · Large number of pupils · Pupils with special medical needs in the group

<p>Sporting activities, e.g. inter-school competitions, tournaments or galas in the UK</p>		<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>Group leader should have a good working knowledge of first aid</p> <p>†A person(s) with the minimum first aid qualifications specified by the relevant sporting body of the activity being undertaken</p> <p>The first aider could be the first aider at the venue hosting the competition</p> <p>It is recommended that a 'sports first aid' qualified person to be present</p>	<ul style="list-style-type: none"> · Pupils with special medical needs in the group · Large number of pupils · Individual sport's national governing body recommends more than 1 first aider should be present at all times · Risk assessment identifies that more than 1 first aider should be present at all times
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Type of Educational Visit	Level of Risk of Activity	MINIMUM First Aid Requirements	Issues That Indicate Min. No. of First Aiders Are Insufficient
<p>Day trips in the UK not including Early Years Children</p>	<p>Low e.g. to local museums, art galleries, theatres, etc.</p>	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>Group leader should have a good working knowledge of first aid</p> <p>No first aider necessary providing first aiders available at venue and they agree to provide first aid assistance should GDST staff and pupils required it</p> <p>Where first aid assistance is NOT available at the venue, or pupils are given 'free time' e.g. to go shopping, 1 one-day trained first aider required</p>	<ul style="list-style-type: none"> · Group dividing and undertaking activities remotely from each other · Large number of pupils · Pupils with special medical needs in the group · Higher risk activities or environments · Remoteness from emergency services/hospital
	<p>Medium e.g. sponsored walk in non-challenging environments (established footpaths through the countryside) and lower risk DofE activities</p>	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone.</p> <p>Group leader should have a good working knowledge of first aid</p> <p>†1 one-day adult trained first aider</p>	

Type of Educational Visit	Level of Risk of Activity	MINIMUM First Aid Requirements	Issues That Indicate Min. No. of First Aiders Are Insufficient
Residential trips in the UK	Low e.g. trips to museums and galleries, theatres, etc.	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>Group leader should have a good working knowledge of first aid</p> <p>†1 one-day trained adult first aider</p> <p>It is strongly recommended that a second first aider also accompanies the trip in case the primary first aider is injured or has to leave the trip for any reason</p>	<ul style="list-style-type: none"> · Group dividing and undertaking activities remotely from each other · Large number of pupils · Pupils with special medical needs in the group · Higher risk activities or environments · Remoteness from emergency services/ hospital
	Medium e.g. camping in non-challenging environments and lower risk DofE activities	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>Group leader should have a good working knowledge of first aid</p> <p>†1 'Activity First Aid' trained adult first aider (non-remote venues) or 'Outdoor First Aid' / 'Rescue & Emergency' trained first aider (remote venues) (2-</p>	

	<p>Higher e.g. any activities involving swimming or paddling in natural waters, water sports, activities in remote areas, e.g. moors & mountains, and higher risk DofE activities</p>	<p>day courses) as appropriate to activity and environment (See description of courses in paragraph 4 above to determine which is the appropriate qualification for the activity)</p> <p>If the group is based, and undertakes all activities, at a residential centre where there are appropriately qualified first aiders (2-day course) readily available 24 hours a day, and they agree to provide first aid assistance should GDST staff and pupils require it, these persons could be the first aider, rather than GDST staff</p> <p>It is strongly recommended that a second adult first aider also accompanies the trip in case the primary first aider is injured or has to leave the trip for any reason</p>	
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Type of Educational Visit	Level of Risk of Activity	MINIMUM First Aid Requirements	Issues That Indicate Min. No. of First Aiders Are Insufficient
Day trips abroad	<p>Low e.g. trips to museums and galleries, theatres, etc.</p>	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>Group leader should have a good working knowledge of first aid</p>	<ul style="list-style-type: none"> · Group dividing and undertaking activities remotely from each other · Large number of pupils · Pupils with special medical needs in the group · Higher risk activities or environments · Remoteness from emergency services/ hospital
	<p>Medium e.g. walking in non-challenging environments (established footpaths through the countryside) and lower risk DofE activities</p>	<p>†1 one-day trained adult first aider</p>	

	<p>Higher e.g. any activities involving swimming or paddling in natural waters, water sports, activities in remote areas, e.g. moors & mountains, and higher risk DofE activities</p>	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>Group leader should have a good working knowledge of first aid</p> <p>†1 'Activity First Aid' trained adult first aider (non-remote venues) or 'Outdoor First Aid' / 'Rescue & Emergency' trained first aider (remote venues) (2-day courses) as appropriate to activity and environment (See description of courses in paragraph 4 above to determine which is the appropriate qualification for the activity)</p>	
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Type of Educational Visit	Level of Risk of Activity	MINIMUM First Aid Requirements	Issues That Indicate Min. No. of First Aiders Are Insufficient
Residential trips abroad	Low e.g. trips to museums and galleries, theatres, etc.	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>Group leader should have a good working knowledge of first aid</p> <p>†1 one-day trained adult first aider</p> <p>It is strongly recommended that a second one-day trained first aider also accompanies the trip in case the primary first aider is injured or has to leave the trip for any reason</p>	<ul style="list-style-type: none"> · Group dividing and undertaking activities remotely from each other · Large number of pupils · Pupils with special medical needs in the group · Higher risk activities or environments · Remoteness from emergency services/ hospital
	Medium e.g. walking in non-challenging environments (established footpaths through the countryside) and lower risk DofE activities	<p>All adults in the group should know how to, and be able to, contact the emergency services, i.e. have access to a mobile phone</p> <p>Group leader should have a good working knowledge of first aid</p> <p>†1 'Activity First Aid' trained adult first aider (non-remote venues) or 'Outdoor First Aid' / 'Rescue & Emergency' trained</p>	

	<p>Higher e.g. any activities involving swimming or paddling in natural waters, water sports, activities in remote areas, e.g. moors & mountains, and higher risk DofE activities</p>	<p>first aider (remote venues) (2-day courses) as appropriate to activity and environment (See description of courses in paragraph 4 above to determine which is the appropriate qualification for the activity)</p> <p>If the group is based, and undertakes all activities, at a residential centre where there are appropriately qualified first aiders (2-day course) readily available 24 hours a day, and they agree to provide first aid assistance should GDST staff and pupils require it, these persons could be the first aider, rather than GDST staff</p> <p>It is strongly recommended that a second adult first aider also accompanies the trip in case primary first aider is injured or has to leave the trip for any reason</p>	
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