



Extend Learning
Academies Network

Educational Visits Policy

(using EVOLVE)

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Statement of intent

The Extend Learning Academies Network (ELAN) believe that outdoor learning, off-site visits and learning outside the classroom are an integral part of the entitlement of every child to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment and so form a key part of what makes ELAN a supportive and effective learning environment.

The national online guidance resource OEAP National Guidance (Guidance for the Management of Off-site visits and LOtC (Learning Outside the Classroom) activities) is an invaluable reference document, which should be read alongside this policy. It is available from <http://oeapng.info/>

This policy covers the procedures for planning and executing educational visits across schools in the ELAN. Following this guidance ensures consideration for the health and safety of all those involved and to maintain the educational quality of visits and sound financial planning.

1.0 Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Health and Safety at Work etc. Act 1974
- DfE (2018) ‘Charging for school activities’
- DfE (2018) ‘Health and safety on educational visits’
- HSE (2011) ‘School trips and outdoor learning activities’
- DfE (2013) ‘Driving school minibuses’

This policy operates in conjunction with the following ELAN/school policies:

- Complaints Procedures Policy
- Behaviour Policy
- Business Continuity Plan /Critical Incident Policy
- Health and Safety Policy

- Charging and Remissions Policy
- School Minibus Policy
- Equality, Equity, Diversity and Inclusion policies
- SEND
- Safeguarding and Child Protection

2.0 Definitions

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

‘Local Area Visits’ as classified by the DfE into 2 main types: Routine Visits and Trips that need a risk assessment and extra planning:

The DfE state that **routine visits** involve “...no more than an everyday level of risk... covered by school’s current policies and procedures... They can be considered as lessons in a different classroom.” So, Local Area Visits can be defined as low risk visits to venues in your local learning area.

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

‘Residential’ means any school trip which includes an overnight stay.

Adventurous activities include, but are not limited to, the following:

- Trekking / horse riding
- Caving / river gorge walking/ scrambling
- Skiing / snowboarding including indoor and dry slopes
- Water sports including coastering / coast scrambling / canoeing / sailing / rafting/paddle boarding / kayaking / snorkelling / water skiing
- Climbing/abseiling including manmade walls indoor
- An overseas visit
- A residential or overnight stay, home or abroad
- Field work in coastal, river or upland venues
- Multi activities including those delivered by an outside provider
- Hill walking and mountaineering
- Open country activities, beyond 30 mins of nearest refuge and above 550m
- Camping / Kite surfing / Trampoline parks
- Any form of motor sport / shooting archery including laser tag, paintball, and air soft / mountain biking

Definition of trip categories

Category A: All these activities are normally low-risk and take place in an environment that usually presents no greater risks than those normally present in everyday life e.g., local area, parks shops, local field study etc.

Category B: Activities and ventures which incorporate some extra risk to the participants' visits to the beach, cycling, local museums, national trust etc.

Category C: All off-site visits including residential visits, trips overseas, excursions, outdoor and licensed adventurous activities.

3.0 EVOLVE (Schools Trips Management System)

EVOLVE is an online tool for planning and managing educational trips. ELAN has implemented this system for the management and approval of all school trips. **It is mandatory for ELAN schools to use the EVOLVE system to document and manage all off-site trips, categories A, B and C (see categories below), and for the appropriate approval stages to be actioned.**

EVOLVE should already be populated within your school and staff usernames and passwords shared. Contact your school EVC if you cannot access Evolve and are leading a trip.

There are some additional forms and risk assessment templates, which will assist in the management of school trips but do sit outside of EVOLVE. For example, an initial trip proposal form will need to be completed and authorised ahead of a trip being organised, model parental consent form etc. See appendices at the end of this policy document.

For further information on EVOLVE, please see <http://national-library.info/>

4.0 Key roles and responsibilities

The ELAN have adopted the Outdoor Education Advisory Panel National guidance in full. For OEA, headteacher, EVC, visit Leader, accompanying staff and volunteers and pupils the ELAN follows the roles as identified within the OEAP guidance.

For further guidance, please see

https://oeapng.info/search_gcse/?q=establishment%20roles

4.1 The Outdoor Education Advisor (OEA)

ELAN is aware that some activities can present a higher risk to children. To reduce this risk to a level that is acceptable the Trust has appointed the services of a competent and experienced OEA. This is currently provided by Educating Safely LPP.

The key aim of the OEA is to provide:

- support to schools
- approval for visits where approval may not have been delegated at school level

- a focal point for schools to contact to give expertise on adventure activities, expeditions, visits generally and specifically overseas visits

4.2 The Headteacher

The headteacher is responsible for:

- authorising all off-site school trips in all categories via the EVOLVE system
- designating either themselves or a suitable member of staff as the Educational Visits Coordinator (EVC)
- ensuring that timelines for approval are understood and applied
- ensuring there are robust procedures in place for the management of school trips
- ensuring all staff are following these procedures
- ensuring staff are trained and competent to undertake school trips, and or if leading specific activities
- ensuring if new activities are introduced, that risk assessments have been undertaken and that staff competence and qualifications are checked
- ensuring there are contingency plans in place in the event of a member of staff being absent on the day of the trip or activity
- ensuring that there is a plan in place that is shared and reviewed to manage a critical incident or emergency.

NB: To permit the OEA to approve Category C trips on behalf of ELAN (residential, overseas and adventure activities), the headteacher must authorise the trip on EVOLVE at school level first, for the system to then pass the trip via EVOLVE to the OEA.

4.3 The Educational Visit Coordinator (EVC)

Each school must have a trained EVC (within the last three years)

For all off-site trips, the school EVC ensures:

- that the EVOLVE school trips management system is used, and that trips are planned and approved within the proper time scales
- supports and oversees planning so that well considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable and memorable visits and outdoor learning
- all staff are competent to undertake the trips being organised. Any concerns should be raised with the headteacher
- suitable and sufficient risk assessments and proper planning of the school trip is being undertaken
- that a contingency plan is attached and suitably assessed

- that emergency arrangements are sufficient, and that there is an emergency contact for each visit – see OEAP National Guidance document 4.1d “Emergencies and Critical Incidents – Guidance for Establishments”
- correct levels of authorisation are taking place
- for on-site activities that do not have residential/adventure activities as part of their activities, these can be authorised by the EVC. As long as the headteacher have given the okay at the proposal stage
- an itinerary is created prior to an educational visit or school trip and ensuring it is distributed to parents and staff to ensure the event is well organised and safe
- liaison with the designated member of staff who will act as leader of the trip
- that any problems are reported to the schools Headteacher.

4.4 The designated visit leader

The designated visit leader in charge of the trip is ‘in loco parentis’ and has a duty of care to all pupils on the trip.

The visit leader is approved by the headteacher in conjunction with the EVC and will have overall responsibility for the planning and supervision of the visit. Staff who lead a trip must have the relevant experience and skills required for the particular off-site trip they wish to run. They must:

- be approved by the headteacher/EVC to carry out the lead role, including for any specific activities they might lead. Be able to use the chosen environment or venue(s) to provide a wide range of learning or development outcomes
- have undertaken visit leader training. Please follow this link for training <https://www.evolveadvice.co.uk/visit-leader-elearning>
- liaise with their school EVC to ensure that the visit has clear aims and is planned to appropriately balance benefits and risks, and that all staff accompanying the visit meet establishment requirements
- ensure that there is effective supervision
- if using external providers for Category C activities, ensure that these providers have the required national governing body accreditations and if applicable the required AALA licence as defined under the regulations
- ensure that Category C type activities that fall outside of the scope of AALA e.g., indoor climbing walls, canoeing on inland placid waters not exceeding 50m from the nearest bank, overseas expeditions other adventure activities, e.g., ghyll scrambling must only be led by providers/staff holding an NGB qualification, or approved by a qualified technical advisor. If staff employed by the school have relevant experience and qualification, this in date qualification must be uploaded to EVOLVE
- if Category C activities being undertaken by school staff, ensure that these staff have the required in date NGB qualifications and that these have been checked by headteacher and OEA

- define the roles and responsibilities of other leaders, first aiders and helpers (and participants) to ensure effective supervision throughout the visit
- appoint an assistant visit leader and equip them with the same knowledge of process and planning who would be able to take control of the trip if the leader was unwell or unable to continue as leader
- prepare and assess contingency plans' if a planned activity needs to be changed
- ensure robust emergency procedures are in place

See Outdoor Education Adviser's Panel National Guidance for the role and responsibilities of the Visit Leader - <http://oeapng.info/visit-leader/>

4.5 Staff

The visit leader must fully brief accompanying staff and volunteers about their role, task(s) allocated to them, risk assessments and the planning of the trip

4.6 Pupils

The visit leader will fully brief all pupils attending the trip. Pupils have a responsibility to follow the school code of conduct for trips (usually an extension of your behaviour policy) and any additional information provided to them by staff.

4.7 The Local Governing Body

The Local Governing Body will act as a 'critical friend', to ensure that the headteacher and EVC adhere to statutory requirements and good practice, and:

- define which type of visits should be approved by the Local Governing Body within Category B
- agree visits deemed to be higher risk (Category C) such as residential visits, visits overseas and visits involving outdoor adventurous activity
- ensure that all aspects of risk management have been considered

5.0 School Trip Categories (types of visits and approval)

School trips (not sporting fixtures) are categorised into 3 levels: category A, B and C.

All school trips should be entered onto the EVOLVE system irrespective of category.

Category A - Activities and ventures including visits to English Heritage and National Trust properties, local parks, churches, the theatre, nature trails and fieldwork generally. All these activities are normally low-risk and take place in an environment that usually presents no greater risks than those normally present in everyday life. Risk assessments should be undertaken, e.g. coach hire, walking on busy streets, toileting arrangements etc.

Approval for:

These **do not need** notifying to the OEA, but the EVC and headteacher must review, submit and authorise these trips.

Category B - Activities and ventures which incorporate some extra risk to the participants. To control and minimise risk, activities must be well planned, and National Outdoor Education Guidance followed (such as the leader requiring additional skills and/or experience; for example, cycling, beach and coastal walking, orienteering in local parks/woodlands, horse riding/pony trekking in non-remote areas, field study work in non-remote upland or coastal areas).

Approval for:

These do not need notifying to the OEA, but the school EVC and headteacher must review submit and authorise these trips.

There may be certain trips within this category that the LGB wish to have oversight of. It is for the LGB to determine these with the headteacher.

The Estates Manager will undertake a random spot-check of schools undertaking Category B trips, and may feedback, ask for clarity etc., as appropriate.

Category C – All off-site visits including residential visits, trips overseas, excursions, outdoor and adventurous activities which incorporate high risk activities or take place in potentially hazardous environments. They comprise of activities that require specially trained, experienced, and qualified staff to lead. Many of these activities fall within the four generic areas of the Adventure Activities Licensing Authority (AALA), these groupings are climbing, caving, trekking, and water-based activities. Most adventure activities fit in this category, including fieldwork where it takes place in a remote or potentially hazardous environment. In such circumstances specific skills, experience and safeguards are required in order to contain risk at an acceptable level.

However, some do not fall strictly under AALA but should still be recorded as Adventurous activities so that they can be checked by the OEA.

Examples of these are:

Climbing, plus abseiling the use of artificial structures, open water swimming, canoeing on inland waters, windsurfing on inland waters, rafting. Remote or wild country camping. Also, water/ rock-based activities e.g., Ghyll scrambling (gorge walking), plunge pooling etc.

All of the above must be adequately risk assessed before they are authorised by the OEA on behalf of the trust, headteacher and school EVC. Any unsafe practise, hazards or unacceptable risks identified during process must be reduced to an acceptable level before the activity can proceed. The above can only be led by licenced providers or by staff with relevant qualification and adhering to national governing body guidance.

N.B Please note a trip can have many separate activities taking place, these will need separate consideration in the risk assessment.

Approval for:

All Category C ventures must be notified to the OEA via EVOLVE, at least six weeks before the trip is due to take place. This will mean your timelines for initial approval, planning completion of EVOLVE etc. and final approval to sign off by the principal will need to be longer.

This will enable the OEA to properly quality review, and to identify whether the leader of these activities requires additional skills and/or experience. This promotes safety, safe planning and safe practice, and ensures the correct competence.

When assessing the most appropriate category in which to place an activity, consideration must be given to the following:

- the type of activity taking place
- whether it comes under the requirements of AALA
- the age and abilities of young peoples involved
- the environment and location of the activity
- the prevailing weather conditions
- the experience and qualifications of Group/ visit Leader and adult supervisors

Upon satisfactory completion of EVOLVE, with all associated risk assessments, Itinerary, and headteacher sign off, the OEA will be able to review and authorise the trip. Any trips notified to the OEA **outside of the 6 weeks notification requirement cannot be guaranteed to receive approval and therefore will not be able to go ahead.**

Visit leaders should not be expected to start from square one without advice and assistance when/ if asked to organise a school visit. No teacher should become involved in organising a school visit unless they have been provided with training, guidance, and advice and have met with the school EVC to go through the planned trip. They should have also accompanied several trips, and at least one in the capacity of assistant visit leader. Part of the school EVC role is to assess the competence of staff leading trips.

The EVC must signpost the staff member to the national guidance, run through the process of risk assessing and the EVOLVE management system (follow link <https://www.evolveadvice.co.uk/riskassessmenttraining> for training course available on risk assessment, and the use of EVOLVE that must be undertaken). Staff should not undertake the writing of risk assessments unless they have the necessary skills and experience to do so.

Newly qualified teachers or support staff should not be expected to lead a school trip until they have accompanied several trips, and at least one in the capacity of assistant

group/ visit leader. The headteacher and school EVC have provided adequate training, information, instruction and assessed them as competent.

Common law expects people acting 'in loco parentis' to take the same care as would a reasonable and careful parent. This duty is continuous during any visit or off-site activity and cannot be delegated. The principle of being 'in loco parentis' applies to all young people under the age of 18. Parental consent is therefore required for people under that age.

6.0 Risk Management and EVOLVE

6.1 Event Specific Plan

This section of EVOLVE identifies considerations that need to be made by the visit organiser to address the visit specific risk assessment.

Event Specific Plan is a simple communication tool that combines the following in a user-friendly format:

- Event Specific Notes
- Comments, rules, decisions made etc.
- Operating Procedures
- Risk Assessment records

The plan also serves as a 'memory aid' for use when briefing participants, both prior to and during a visit. Event Specific Plan increases robustness and reduces bureaucracy, because information is added and edited directly within an EVOLVE Visit Form, and all entries are date-stamped.

The Event Specific Plan appears as a section on the Visit Form and is an expansion of Event Specific Notes. It is intended to be used both during and subsequent to a planning meeting of the visit staff team, and can be likened to a blank sheet of paper, or 'mind map', to which comments can be added. It is a simple method of recording and sharing information and decisions made, such as how the visit is to be managed, what rules to have in place, who is responsible for what, etc. When used, it forms an integral part of safety management and the risk assessment process.

The Event Specific Plan should always be considered as part of the visit planning process and be supported by separate risk assessment pertinent to the activity being assessed (i.e., the Event Specific Plan must be viewed as a planning tool, and not the actual assessment. It will provide useful considerations for further assessment). Once completed, this can be uploaded onto EVOLVE using your preferred assessment method e.g., on SMARTLOG or using the Trust's assessment template (N.B. SMARTLOG should not be used for risk assessments that contain pupil or staff personal data).

6.2 Risk Assessment

Risk management involves answering two basic questions:

- a) What could go wrong?
- b) What are we going to do about it?

Risk management, in the context of outdoor learning and off-site visits, is a two Stage process:

1. The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved.
2. The implementation of a plan to best realise these benefits, using professional judgement to ensure that the level of risk does not exceed that which can be justified by the benefits.

Most human activity involves balancing benefits and risks. We cannot have all of the benefits but none of the risks. We can eliminate all of the risk only by stopping the activity - but we then lose all of the benefits.

All risk assessments must form part of the planning process of the trip and uploaded to the EVOLVE trips management system.

All staff completing risk assessments must have undertaken risk assessment training available on <https://www.evolveadvice.co.uk/riskassessmenttraining> and/or at part of EVC/trip leader training.

Planning risk assessments (generic and visit specific) can be undertaken beforehand.

6.3 Generic assessments e.g., assessments which are likely to apply to the activity with minor tweaks, wherever and whenever the activity takes place.

6.4 Visit specific assessments e.g., will differ from place to place and from group to group.

6.5 Dynamic risk assessments must be undertaken throughout the duration of the trip taking place. Situations change, weather changes, meaning you continually assess the changing risk and may need to revert to your contingency plan, 'plan B'. This must be looked at via dynamic assessments of the trip. The group and the level of risk must be monitored and assessed throughout and, if circumstances dictate, activities should be curtailed or amended (e.g., change to plan B).

The 'plan B' should have been prepared and assessed in advance at the planning stage and will ensure that the group/ visit leader does not feel pressurised into going ahead with the original activity because another activity has not been identified.

In practice, it is often these on-going decisions of the visit leader(s) that determine whether the group remains safe and whether the activity is successful. Hence a competent visit leader and visit team is essential.

Risk assessments should be taken on the trip and referenced and stored correctly.

7.0 Information, Training and Instruction

To enable staff to manage off-site trips and activities, ELAN recognises that they require information, training and instruction. This is provided to staff in a number of ways:

- health & safety advice within the Health and Safety Policy and this guidance document
- the Evolve Management System question sets and resources section
- the National guidance documents provided by OEAP
- there is training available on EVOLVE by choosing the red question mark then selecting evolve visits – EVOLVE Staff Starter Guide or EVOLVE EVC & Head Starter Guide.
- health & safety Induction training for all staff – compulsory for all new staff
- EVC training is provided free of charge by Educating Safely LLP via the trust's health and safety contract – contact Sam Tant for availability of training.
- Trip Leader training will be procured by schools, and an example provider would be EVOLVE
- risk assessment courses (as procured by the school), an example provider is: <https://www.educare.co.uk/courses/an-introduction-to-risk-assessment>
- discussions with EVC prior to the trip going ahead.

8.0 Competency of Staff

The Health and Safety executives' definition of competence is described as:

The combination of training, skills, experience and knowledge that a person has and their ability to apply them to perform a task safely. Other factors, such as attitude and physical ability, can also affect someone's competence.

ELAN school's need to ensure that the competency of staff is acceptable for the off-site trips and activities that they are undertaking. EVOLVE allows staff to upload their qualifications and experience on to the system and this in turn allows the school to confirm that the qualification/competency is acceptable for the trip.

The school EVC and headteacher must give consideration as to the visit leader, their suitability and competence to lead the trip when outline approval is given.

ELAN recognises that staff competency is the single most important aspect of safe visit management and schools will encourage staff in developing this competence in the following ways:

- a mentoring system, where staff new to visits assist and work alongside experienced trip leaders before taking on a leadership role.
- supervision by senior staff of some educational visits.
- support for staff to attend training courses relevant to the role of visit leader.

In deciding whether any member of staff is competent to be a visit leader the headteacher will take into account the following factors:

- level of relevant experience
- any relevant training undertaken
- the emotional and leadership ability of any prospective visit leader to make dynamic risk management judgements and take charge of any emergencies that may arise
- knowledge of the pupils, the venue, and the activities to be undertaken.

9.0 Preliminary Visits and Provider Assurances

When selecting a provider there are two accreditations that you need to be aware of:

AALA



If you are using a provider to undertake any of the activities that come under the scope of the Adventure Activities licensing Regulations; these came into force in 1995 following the Lyme Bay tragedy. They need to have an in-date licence to provide these activities. Put simply these are caving, climbing, trekking and water sports activities. The licence provides an assurance of safety, it does not provide assurance of educational or activity quality.

LOtC



The Learning outside the classroom badge is a safety and quality standard. It is a national accreditation and award scheme which recognises good quality educational provision for young people throughout the UK.

Unlike AALA this is not a legal requirement but an assurance. If you are using a venue that does not have LOTC, so no independent quality check/validation, send them a Provider declaration form <https://oeapng.info/downloads/download-info/8q-provider-statement-word-version/o> to check if a venue has the Lotc badge visit: <http://lotcqualitybadge.org.uk/>

On the EVOLVE system, under resources, there is a section called KADDI, this is a list of venues in the UK and is a quick search for venues/ providers in your local area and if they have attained the LOTC badge. There are also useful reviews from other schools regarding the venue and provider.

It is good practice and strongly recommended for a preliminary visit to be carried out where the location is not familiar to the group/ visit leader or member of staff.

Even if the visit leader has led this trip at the same venue for a number of years things can change, questions should be asked at the time of booking the venue: for example, have there been any staff changes or developments to the site or the grounds. If there have, then a preliminary visit is recommended. This knowledge will form part of the risk assessment and pre-planning. It will help the visit leader to concentrate on the needs of the group rather than the unexpected demands of the environment.

If it is not possible to visit the site beforehand, the person giving approval will need to be satisfied those alternative arrangements are sufficient for an assessment to be made. Such alternatives might include obtaining advice from those with experience gained from previous trips, reports of previous trips or the use of experienced and reliable local guides where appropriate.

Reconnaissance visits by the visit leader on arrival at the venue whilst the group remain in their accommodation, would assist - this is a dynamic risk assessment.

10.0 Inclusion

ELAN schools will promote values of equality and not discriminate against any individual or group of pupils when organising a trip. The extra-curricular trips and activities offered to pupils will provide new experiences and develop life skills.

Activities should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics. There is a duty to make reasonable adjustments. When a visit or activity is being planned, all reasonably practicable measures must be taken to include all young people. Every reasonable effort should be made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

Schools will take all reasonably practicable measures to include all learners. The principles of inclusion will be promoted and addressed for all visits and reflect school policy, thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
- integration through participation with peers.

Under the Equality Act 2010, it is unlawful to:

- treat a young person to whom one of the protected characteristics applies less favourably
- fail to take reasonable steps to ensure that such persons are not placed at a substantial disadvantage without justification.

A complete list of pupils who require medications, or who have food allergies or who have SEND/Safeguarding concerns should be drawn up, and arrangements put in place to support and manage these needs. Often this will be with support and information provided by the SENCO/DSL. Where required full individual risk assessments should be drawn up and submitted along with all other documentation on EVOLVE.

Please refer to the trust's policy – ELAN Supporting Pupils with Medical Condition & First Aid Policy.

It is a requirement once the pupils participating are known, that the designated safeguarding lead is approached to view the list of students, and if there are any issues that the group/ visit leader should be made aware of or made aware if it is possible that something could unravel on the trip. Contextual risk assessments must also be considered/ discussed with DSL.

Due to the popularity of some extra-curricular trips and activities, the school will offer places on a first come, first served basis. Any individual, staff or otherwise, shown to be taking preference over one pupil or a group of pupils will be subject to formal disciplinary action.

Where possible, pupils will be given the opportunity to contribute to the planning and organisation of extra-curricular trips and activities.

For school trips that require additional payment, the fee will be reasonable, and help will be provided where possible for pupils who cannot afford the initial fee.

11.0 Transport

11.1 For ELAN schools operating minibuses

For ELAN schools that own and maintain a school minibus, the school is responsible for arranging the annual maintenance of the minibuses, including MOTs and road tax. The use of minibuses will be organised in accordance with the school's minibus policy.

School Minibuses should not be driven unless:

- drivers of the minibus are MIDAS trained and certificated. The school must have procedures in place to check individual drivers' licence (annually)
- pre use checklists should be completed before the mini-bus leaves site and retained on the vehicle
- robust maintenance schedules are in place and records kept.

Please refer to the minibus policy available in the resources section of Evolve.

11.2 Transport (Hiring of coaches, minibuses, taxis)

If hiring a coach and driver, or a minibus, you should only use a company that has been checked to see that they have a current operator licence. Please refer to OEAP guidance hiring of coaches in resources section of EVOLVE.

If using a Taxi, that these are licensed by the Local Authority and are used for home to school transport. You should check that the taxi that arrives is displaying a Local authority licensed sign. You should then further check that the driver is wearing an identity badge/ lanyard and that there is a photo id plate in the vehicle, all three should match.

12.0 Consent and Data Protection

Where schools need parental consent to outings and activities, headteachers should ensure staff seek the consent from the resident parent [i.e., the parent who lives with a child] unless the decision is likely to have a long-term and significant impact on the child, or the non-resident parent has requested to be asked for consent in all such cases.

In cases where the school considers it necessary or has been asked to seek consent from both parents, it is best for the school to assume that parental consent has not been given unless both parents have given consent. This approach ensures that the school has treated the views of each parent equally. It will also help to safeguard the position of the school in terms of exposure to any potential civil liability where, for example, the child is injured while on an educational visit.

12.1 Individual consent not required

Schools are not required to obtain individual consent from parents for pupils to participate in off-site activities that take place during school hours, and which are a normal part of a child's education (unless they are of nurse age). Such as local studies and local visits to a museum or library, etc. (Education Act 2002 section 29). ELAN recognised best practice is to gain a blanket consent at the start of the academic year for this type of visit.

While parents do not have the option to withdraw their child from the school curriculum, it remains good practice to inform parents that a visit or activity is to take place (see 'informing parents' below). Schools should be aware that asking for consent when it is

not needed can lead to some parents assuming they can withhold consent and so withdraw their child from a curriculum visit when this is not the case.

- Individual consent is needed for all visits organised by establishments other than schools.
- Individual consent is needed by schools for visits taking place outside school hours and also for activity taking place both during and outside school hours where it is perceived to involve a higher level of risk, such as a visit involving a long journey or adventure activity

12.2 Visit-specific consent

There are situations where consent for a specific visit must be required. These include visits abroad, adventure activities and some visits involving third party provision (for example an outdoor education centre) where the provider requires their own consent forms to be signed. In this case information about the visit can be provided to parents and their informed consent given on that basis.

12.3 Informing parents

Schools are required to deliver a broad and balanced curriculum to their pupils, and it is widely understood that it is not possible to do this effectively without making full use of the local environment and community, within which the school is set. Regular and frequent curriculum visits and activities, off the school site, should therefore be the norm and it would be unreasonable for schools to request consent of each particular excursion.

For these visits, which do not require individual parental consent, it is good practice to inform parents, perhaps when they enrol their child, and annually through blanket consent, policy document or web site, about the way the school uses the local environment and the fact that their child will not always be on the school site but could be learning somewhere in the wider community.

Where consent is required, the key is to provide parents with sufficient information to make an informed decision about the participation of their child. Such information may be given in a variety of ways, as the information needed by parents will depend on the nature and complexity of the visit. For example, regular sports fixtures or cultural visits may involve information being given for the season or for the term ahead with parents being informed of any changes to this as they occur, perhaps by note, phone, email, text etc. For more complex visits specific information letters will be needed and for the most complex or adventurous visits a combination of written information and briefing/information meetings may be most appropriate.

NB: the DfE suggest a blanket consent form for all trips - this is not endorsed by ELAN. What we do advise is that an annual blanket consent form can be drawn up for trips of lower risk in the local community in school hours. e.g., local studies, visit to the

library, church etc, specific higher risk activities specific consent and medical information is obtained.

12.4 Retention of Records

There are no legal requirements to retain information after a visit (OEAP NG). However, it is useful to retain information:

- to record the range of opportunities that each school provides for learners
- to record staff experience in leading visits and outdoor learning (competence based on number/range of visits leading or supporting)
- to demonstrate effective planning and evaluation of visits and outdoor learning
- as a future planning tool

Any records containing personal information must be stored securely and kept in compliance with data protection requirements. For example, unless the guidance on accidents applies, specific parental consent forms need only be retained until the visit (or period of time) covered by the consent has ended and then they may be destroyed.

12.5 Records - In the event of an accident

Whenever there has been an accident or incident ELAN will consider whether the nature of any accident or incident might, in the future, give rise to an insurance claim or a civil claim for damages. Where this is considered to be a possibility, or where an incident was reported to HSE under the Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR), sufficient information regarding the visit and incident will be retained to allow a school to investigate fully and, if necessary, defend the actions:

- full details of the incident and any related report/witness statements/follow-up actions
- the plan for the visit (including risk management plan)
- names of the pupils and adults on the visit
- the programme of activities that took place on the visit
- a copy of the information about the visit sent to parents prior to the visit
- a copy of the completed parent consent form(s) for anyone directly involved in the accident/incident

This information will be stored. Due to the time limits on civil claims for negligence, such records should be kept until the learner reaches age 21, or for 3 years following the incident in the case of an adult.

13.0 Ratios and Supervision

ELAN schools must ensure that the staffing of visits enables leaders to supervise young people effectively.

Decisions about the staffing and supervision should consider:

- the nature and duration of the visit and the planned activities
- the location and environment in which the activity is to take place
- the nature of the group, including the number of young people and their age, level of development, gender, ability and needs (behavioural, medical, emotional, and educational)
- staff competence and experience
- the consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

Staffing ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity. Some older guidance documents do set out ratios, but these should be regarded as starting points for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward, and the group has no special requirements. For example, the DfE publication HASPEV (1998) suggested the following “starting points”:

- School years 1 - 3, 1:6
- School years 4 - 6, 1:10/15
- School years 7 onwards, 1:15/20
- Residential/overseas 1:10

Without special safeguards or control measures, these ratios will not be adequate to meet the needs of most residential or more complex visits.

The Early Years Foundation Stage (EYFS) Statutory Framework no longer sets out different requirements for minimum ratios during outings from those required on site. As with other age groups, ratios during outings should be determined by risk assessment, which should be reviewed before each outing. The appropriate ratio on an outing is always likely to be higher than the legal minimum (for children aged three and over in early year’s settings either 1:8 or 1:13 and 1:30 in infant school reception classes in maintained schools). It is not unusual for a ratio of 1:1 to be necessary.

In some cases, there may be only one leader on a visit, or on a particular activity during a visit. If this is the case, young people (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support.

Staffing, especially for visits to remote locations or overseas, should take into account how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example to accompany a sick child to hospital.

There is no absolute requirement for children to be accompanied by staff of the same gender, even on residential, but if this is not to be the case then there should be a

sound plan to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support.

The Visit Leader should follow OEAP National Guidance 4.3b Ratio and effective supervision: <http://oeapng.info/downloads/download-info/4-3b-ratios-and-effective-supervision/> and 4.3c Risk Management <http://oeapng.info/downloads/download-info/4-3c-risk-management/>

Where the pupil(s) of another school within the trust are considered for a trip with the organising school. The organising school will remain the organising body.

14.0 Volunteers and Parents

If your establishment uses volunteers, the school procedures should address the following:

- the vetting procedures for volunteers, including when an enhanced DBS check is required
- the minimum induction and training procedures for volunteers
- how volunteers are assessed as competent to carry out their assigned role
- requirements for supervision of volunteers
- the school must follow the advice from HR regarding the use of volunteers.

Voluntary helpers may be used to assist with the organisation and supervision during visits. They need to have Enhanced DBS clearance and their role must be clearly defined. They must have the risk assessments shared with them and be fully briefed on the arrangements for the trip. They must act towards the pupils as a careful parent/carer would in similar circumstances.

The ELAN supports the role of volunteers and parents in school trips at the discretion of the headteacher.

The criteria for selection of volunteers or parents are entirely at the headteachers discretion, to support the visit leader to organise the trip and supporting adults in a way that will maximise the safety, enjoyment, and the learning experience for everyone. The criteria in selecting parents invited to support a school/class visit should be based on:

- the needs of the children
- the circumstances of the visit
- the specific needs of particular children
- whether parents have the skill set and experience to the success of the visit. For example, they must be physically able to participate in all aspects of the visit.
- whether volunteers are able to contribute positively to the visit for the benefit of all the children.

Volunteers or parents accompanying a visit will attend a pre visit briefing by the visit lead and be clear about their roles and responsibilities during the visit.

Volunteers or parents will not be left in sole charge of a pupil(s) except where it has been agreed as part of the risk assessment, and DBS procedures have been satisfactorily completed.

15.0 Insurance

ELAN has comprehensive annual insurance in place that includes for off-site activities at each school - the school is the policy holder.

The insured persons are:

- a) any pupil enrolled with the ELAN (at that school)
- b) any member of the teaching and support staff employed by the ELAN (at that school)
- c) any adult who is acting in a supervisory capacity as a volunteer, assistant or helper and is authorised by the ELAN (i.e., school headteacher) to undertake a journey
- d) any child other than as described in a) who is authorised by the ELAN (i.e., school headteacher) to undertake a journey.

The policy covers:

Any organised trip undertaken by an Insured Person with the authorisation of the Policyholder (i.e. the school headteacher) involving travel outside the designated school boundaries of the ELAN.

In respect of trips of less than one day's duration, cover shall be operative from the time of leaving the school boundaries until arrival back within the school boundaries.

In respect of trips of more than one day's duration, cover is extended to include travel directly from the Insured Person's home address to the place of official assembly at the commencement of the trip and travel directly from the official place of dispersal to the Insured Person's home address upon completion of the trip.

Trip Exclusions are:

- staff or volunteers over 70 years of age
- individuals who travel against medical advice
- ELAN schools will always comply with government advice. If the Government has advised against overseas or UK travel for any known circumstances at the start of the cover or at the time of booking a trip, cover is unlikely.

Excluded activities are:

- Aerial pursuits (see insurers policy)
- Caving (using caving equipment)
- Diving (using external breathing apparatus)
- Hiking, trekking or mountaineering (>3000m)
- Motor cycling
- Mountaineering or rock climbing (using ropes or guides)
- Racing of any kind (other than on foot)
- Water pursuits (jet skiing or white-water rafting)
- Winter sports (other than at a UK based snow dome or dry slope).

It is the responsibility of the school to ensure that activities that are not covered by the school's insurance policy to ensure adequate alternative cover provisions are put in place.

16.0 European Health Insurance Card (EHIC now UKGHIC)

The UKGHIC allows access to state provided healthcare in all of Europe and a number of agreed countries. It is advised that where possible pupils/their parents should obtain the card. Please note that this is not an alternative to the school's Travel Insurance Policy.

For further information, please see the NHS website.

17.0 Emergency Procedures and Incident Reporting

In the case of accidents and injuries while on a school trip in the UK, the trust's accident reporting process will begin, and entered onto the SMARTLOG reporting system as detailed in the trust's Health and Safety Policy.

Visit leaders must:

- take emergency information with them including contact numbers (stored securely and destroyed once back at the school)
- agree contact numbers before the trip takes place
- ensure these form part of the risk assessment process
- specific thought should be given to contingency arrangements around infectious disease, and illness
- Prepare a 'Plan B' that is available should circumstances change
- the information taken will depend on the location of the trip. For example, for an overseas trip, the details of the nearest British Embassy/Consulate should be taken and all school mobile phones must have the emergency numbers pre-programmed (i.e., emergency out of hours delegated person, headteacher, school reception, nearest hospital to area visited etc.)

Each residential trip should have an emergency contact person from the school, it must be someone not on the trip. This person should have a working knowledge of the

trip and be able to access the trip information at all times. The trip information should all be contained within EVOLVE.

Should a critical incident occur, the school's Critical Incident Management Plan will be activated.

Media enquiries will be referred to the headteacher or, if they are not available, the deputy Headteacher or the clerk to governors.

Staff will use guidance as set out in the school's Critical Incident Management Plan, in particular the 'initial response' section, to ensure the safety of pupils and staff should anything happen, e.g., a terrorist attack. Staff will be briefed on how to react and respond should an emergency situation occur. Pupils and staff are informed of an evacuation plan before entering trip venues; this should include an agreed rendezvous point, to ensure everyone knows what to do in an emergency.

Information to be taken on the trip can be found in EVOLVE under the resources section and the OEAP website.

Important - If taking hard copies of information that hold personal information, this needs to be protected to adhere to data protection requirements (GDPR).

18.0 Accidents, Incidents, Near Misses and First Aid

Should a situation occur, follow the accident procedures as outlined in the trust's arrangements, and Health and Safety Policy (for example, a pupil or staff injure themselves while off-site).

All school trips should have adequate access to appropriately trained first aiders and this will have been included and assessed within the planning stages and risk assessments conducted as part of the school trip. The level of first aid is based upon an assessment of the risks. For example, the location of the trip, the activities undertaken, the needs of the group, the numbers of pupils and staff going, and the remoteness of the trip will come into consideration.

For children in the Early Years Foundation Stage (EYFS), there is a statutory requirement that at least one person who has a current paediatric first aid certificate and sufficient understanding and use of English to summon help in an emergency must accompany children on outings.

Ensure you have access to the online accident reporting system or take a copy of the accident forms with you on the trip to update online upon return.

If a pupil needs to visit hospital, an adult should accompany and stay with them, and school/ parents informed.

Examples of First aid requirements:

Example 1: a walk to the local library on a footpath adjacent to a public road with ambulance access. The school must have first aid provision on site (not necessarily accompanying the group); so, must the library.

The visit Leader has some basic knowledge of first aid and is carrying a mobile phone in an area of good reception. A qualified first aider would be a bonus but is not essential.

Example 2: a walk along a rural footpath, with no vehicular access for about 2 miles, to a picnic site. Any significant injury here would involve such a time delay in accessing an ambulance as to make it necessary for there to be someone with appropriate first aid training and expertise as a member of the group, carrying a mobile first aid kit.

Example 3: an outing to the local park by a nursery school group. Someone with a current paediatric first aid certificate must accompany the group.

However as stated above, the provision of first aid should always be risk assessed.

19.0 Financial Procedures, Charging for Activities and Visits, and Remissions

The financial procedures outlined in the ELAN Charging and Remissions Policy will always be followed when arranging trips.

All visits require a financial plan to be completed and handed to the EVC before any authorisation of a visit can be made.

The school will act in accordance with the DfE's guidance document 'Charging for school activities' (2018) and, therefore, will only charge for trips which are classed as an 'optional extra'. This is education provided outside of school time which is not:

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

ELAN schools may invite, but not require, parents to make voluntary contributions for activities in order to enhance what is otherwise provided. There is no obligation to contribute, and pupils will not be treated any differently according to whether or not their parents have contributed.

The level of contribution will be calculated for each activity and may include, for example, an element to cover the participation of pupils from low-income families or the cost of travel for accompanying teachers. Some activities may not take place if parents are reluctant to support it.

ELAN schools will comply with the law in relation to charges that may be made for the cost of activities provided outside school hours, within school hours and for board and lodging on residential courses.

Money for school trips will always be paid directly to the school via Parent Pay. Under no circumstances should school trip money be processed through personal accounts.

Letters to parents notifying of a trip must not be sent until financial arrangements have been agreed with ELAN Finance.

All letters to parents regarding school trips **will include a clause explaining what will happen in the event that the trip is cancelled, or a pupil cancels their place on the trip.**

In accordance with the ELAN Charging and Remissions Policy, the ELAN board will leave to the discretion of the headteacher the decision as to what proportion of the cost of activities should be charged to public or non-public funds and when to request voluntary contributions.

Remissions for residential visits, in accordance with the ELAN Policy, the school will give consideration to parents and carers who can prove they are in receipt of the following benefits and where appropriate assistance may be given towards the cost of board and lodging for residential visits:

- Income Support
- Income Based Jobseekers Allowance
- Income related Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit, provided that Working Tax Credit is not also received, and the family's annual income (as assessed by His Majesty's Revenue and Customs) does not exceed the current income threshold
- Universal credit

All requests for assistance should be via a formal local procedure. In the case of any disadvantaged children, this can be requested by a member of staff leading the visit. In all cases, the approval process employed by the school should be authorised by the Headteacher.

In the event that the trip is cancelled due to unforeseeable circumstances, it is at the Headteacher's discretion as to whether a refund is given to parents. The Headteacher will consult the local governing body on the matter, taking into account the cost to the school, including alternative provision costs.

In the event that a pupil cancels their place on a trip, it is at the Headteacher's discretion as to whether a refund is given to parents.

The school will take a common-sense approach to refunds and cancellations, ensuring that all pupils are treated equally. Any charge made in respect of pupils will not exceed the actual cost of providing the trip divided equally by the number of pupils participating.

20.0 Policy Review

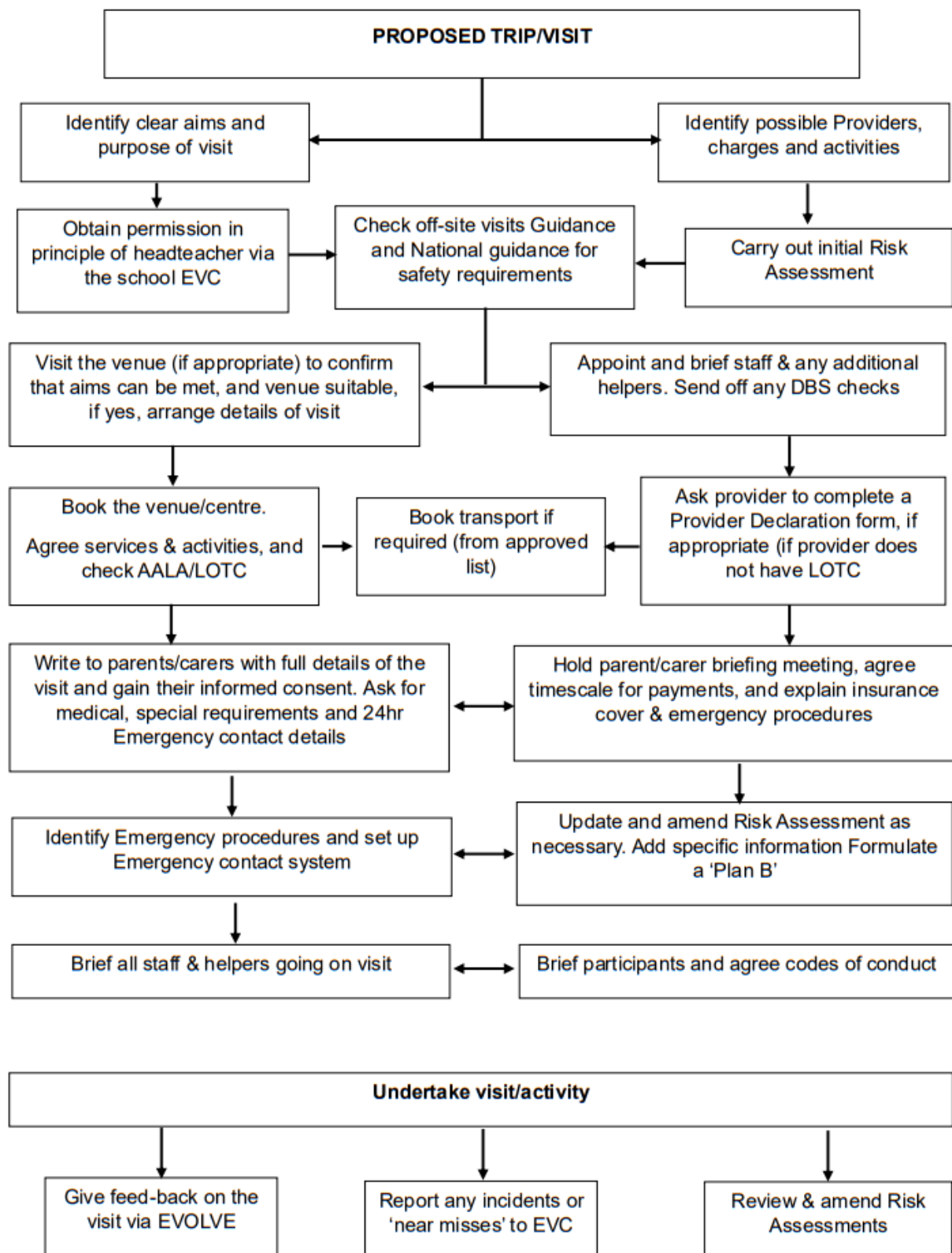
The effectiveness of this policy will be monitored by the ELAN board, Trust Estates Manger, school Headteacher's, and Local Governing Bodies.

This Policy will be reviewed biennially.

Appendix 1: Visit Proposal in Principle
EDUCATIONAL VISIT – Visit Proposal in Principle


Name of Visit Leader:						
Visit to:						
Date of Proposed Visit:						
Departure Time:				Return Time:		
Primary purpose (highlight as appropriate)	Aim Higher	Art	Biology	Citizenship	DT	
	English/Drama	Environmental education	Geography	History	PD/Teamwork/Leadership	
	IT/Computing	Maths	Languages	Music	PE/Sport	
	PSHE	RE	Reward	Science		
Description of place(s) to be visited and activities undertaken:						
Intended Learning Outcomes:						
Transport Arrangements:						
Food and drink arrangements:						
Year Group(s):						
Number of Learners (approx):						
Number and names of staff:						
Cover Implications:						
Estimated/Real cost:	Financial Planning Proforma (completed by trip leader, submitted to Central Finance, and trip code issued).					
Risk Assessments Required (list):						
Received by EVC:	Name:			Date:		
Approval to proceed in principle. YES / NO	Headteacher signature:					
	Date:					

Appendix 2: Overview Planning for Trip Leaders



Appendix 3: School Planning Checklist

EDUCATIONAL VISITS School Planning Checklist

	SCHOOL TRIP/VISIT CHECKLIST	
	The below process should be followed by all staff when planning and attending school trips and visits. All staff have a shared responsibility to ensure that a trip/visit they are attending is safe for the children, all risks have been mitigated against and that appropriate arrangements are in place. Time scales are the minimum time.	
School:		
Trip name:		Date of trip/visit:
Trip Leader:		
Deputy Trip Leader:		
<p>No child should be taken off school premises, under any circumstances, without:</p> <ul style="list-style-type: none"> • approval from HT/DHT (a minimum of 2 full weeks in advance for walking within the locality and following the timeline below for trips/visits using transport) • a risk assessment being carried out • parental permission being received • an adult having a way to communicate with school (e.g. phone/radio). This must be a school approved device. <p>No member of staff should take children off site as part of a trip/visit without:</p> <ul style="list-style-type: none"> • having read the risk assessment(s) in full • confirming with the trip lead that permissions have been received • confirming with the trip lead that adult ratios are correct <p>The only exception to the above would be senior leaders taking a child for emergency medical care, or if directed by social care/police. This would be dynamically risk assessed at the time and parental permission will only be sought if safe to do so.</p>		
Timescale	Task	Date Completed
PRE-PLANNING	Trip Leader' appointed, if multiple classes, one person appointed <i>Although the organisation and responsibility for the trip will be held by all class teachers (including job shares who may not attend the trip), there needs to be one named person to oversee and double check the process</i>	
	Trip leader to discuss proposal with EVC	
	Identify possible providers, charges and activities, national governing awards. AALA/Lotc accreditations	
	Agreement in principle of Headteacher (+ chair of governors of applicable) <i>To be approved, the trip/visit must enrich the curriculum, offer an experience that could not be provided in school, and be cost effective. [Visit Proposal in Principle form]</i>	
	EVC to advise on the category of visit	
	EVC to advise on number of adults needed (1:1s cannot be included in the overall ratio)	
	Check proposed dates against school calendar <i>No trips should run during afternoons with after school clubs or on days which would mean children attending the trip would miss a whole school event.</i>	
	Trip leader read off-site visits policy/guidelines, safety requirements and national OEAP guidance (held in resources area on EVOLVE)	
	Trip leader carries out initial risk assessment	
	Trip leader complete trip request form and pass to EVC	
Discuss SEND concerns with SENDCo so they can advise whether or not it is safe for the child to attend and any mitigation that should be in place if they do		

PLANNING	UPDATE TRIPS CHECK	Start Evolve process (see timescales below)	
		Visit the venue (if appropriate) to confirm that aims can be met, and the venue is suitable, if yes, arrange details of visit. If not, trip re-evaluation or cancelled.	
		Appoint and brief staff and any additional helpers, ensure all staff are DBS checked check competence and experience	
		Book the venue/centre, agree services and activities (ensure written confirmation obtained)	
		Ask provider to complete a 'providers declaration form standards' questionnaire (if appropriate)	
		Book transport if required (from approved list)	
		Provide a list of pupils attending to school admin/finance	
		Identify pupils with SEND/Care Plans and existing individual pupil risk assessment then book meeting with SENCO to discuss needs and complete assessment. Also book a meeting with the DSL, are any of the pupils you are taking on their radar, and anything that could possibly unravel on the trip.	
		Write to parents/carers with full details of the visit and gain their informed consent. Ask for medical, special requirements and 24- hour emergency contact details (POSS ED-GEN REPORT)	
		Hold parent/carer briefing meeting, agree timescale for payments, explain insurance cover and emergency procedures	
		6 WEEKS	UPDATE TRIPS CHECK
Plan emergency procedures (see national guidance)			
Identify emergency procedures and set up emergency contact system			
Send letter to parents/carers <i>Parents/carers must have at least one payday to meet the cost of the visit</i>			
Trip administrator to confirm venue booking			
Trip administrator to confirm coach booking			
Trip Lead to check dates, times costs and numbers for coaches/venue are correct <i>Remember to include adults when calculating number of seats needed on the coach</i>			
Trip Lead to arrange a time with EVC to complete risk assessments (including those for 1:1s)			
Trip Lead to remind all teachers of the upcoming trip/visit and collate any specific requirements regarding supervision e.g. some classes may require additional 1:1/1:2/support for children in Nurture Hub/Resource base			
Trip administrator to create the payment item on ParentPay			
4 WEEKS	UPDATE TRIPS CHECK		
		Trip administrator to complete costings form and ask headteacher to approve it	
		Trip Lead to book meeting with EVC to review the supervision requirements for the trip and plan staffing/volunteers accordingly	
		Ensure EVOLVE is fully completed and sent to EVC for approval, by EVC, Headteacher (and OEA if Category C)	
		Trip Lead to check with trip administrator to see how much is outstanding on payments <i>if required, school to send a reminder letter (including date where the trip will be cancelled if the school have insufficient funds)</i>	

2 WEEKS	Meet with EVC to go through details of the trip (EVC and Tri Leader checklist from National Guidance)	
	Deadline for payment	
	Deadline for completing risk assessments	
	All permission slips must have been returned	
	Confirmation of which staff will attend the trip will be completed	
	Check that the transport bookings are confirmed	
	All RAs and plans for 1:1 SEND children and children with medical needs must be complete	
	All consistent handling plans must be complete	
1 WEEK	Trip administrator to give numbers for sandwiches to the kitchen	
	Brief all staff and helpers going on visit (complete staff briefing minutes and ensure all members of staff have signed to confirm that they understand their responsibilities)	
	All staff are given full itineraries, emergency action plan and risk assessments to read and keep with them during the visit (plus medical/SEND information including consistent handling plans and health care plans relevant to the children they will be working with)	
	Check with DSL and SENCO no emerging concerns with pupils	
	Parental agreements and risk assessments should be sent to all adults who are attending the trip. They must bring them in signed on the day of the trip, or before	
WEEK OF TRIP	Provide a pack including the below to SLT a week in advance: <ul style="list-style-type: none"> • Coach confirmation • Venue confirmation • Risk assessment(s) • Parent letter • Completed proposal (ELAN policy, Appendix 1) • School EVC trip/visit checklist (ELAN policy, Appendix 4) 	
	EVC/trip administrator to create emergency contact lists for all children and all staff attending the visit.	
	EVC/trip administrator must be notified if the staffing for the trip changes so they can ensure the details are accurate (for children, this is only necessary if it is not a class/year group trip)	
1 DAY	Collect trip phone and ID cards for pupils (with emergency contact details on)	
	Ensure all equipment to be used is available	
	Obtain accident reporting forms and first aid kit	
	Meet EVC to run through final details of the trip - any concerns to be raised with headteacher	
	Trip administrator to check that kitchen will have lunches prepared	
ON DAY	Brief participants and agree codes of conduct	
	Check adequate pupil medical supplies are taken, follow how they will be stored and administered	
	Trip administrator to print emergency contacts lists	
	Ensure medical paperwork is completed (what has been given, by whom, when and what dose)	

EVALUATE	Undertake visit/activity	
	Any notable incidents must be reported to headteacher	
	Parental consent forms must be handed back to Admin Team to conform to GDPR and adhere to guidelines for holding pupil information	
	Report any incidents or 'near misses' to EVC - immediately upon return	
	Review and amend risk assessments	
	Upload completed 'planning checklist' to EVOLVE	
	Meet SLT member responsible for trip evaluation within one week of return (Category C to feedback to SLT on the Monday following return)	
	Press release with photos to Laura Lathan	
EVOLVE completion timetable		
Category A – 4 weeks before trip		
Category B – 4 weeks before trip		
Category C – 8 weeks		

Appendix 4: EVC Checklist

EXTERNAL VISITS COORDINATOR CHECKLIST

This checklist is designed to provide the EVC prompts to consider when your school/establishment plans its programme of off-site visits

Areas of Focus	Sample Questions / Indicators	✓, X or N/A
Venue	Venue or location meets the aims/objectives of the trip	<input type="checkbox"/>
Visit Leader	Clearly identified competent leader	<input type="checkbox"/>
	Planning checklist completed	<input type="checkbox"/>
	Named deputy leader & staff	<input type="checkbox"/>
	Accompanying adults / need DBS check?	<input type="checkbox"/>
	Communications	<input type="checkbox"/>
Staffing	Adequate ratios	<input type="checkbox"/>
	First Aid cover	<input type="checkbox"/>
	Staff briefing	<input type="checkbox"/>
Visit	Leader has discussed with EVC?	<input type="checkbox"/>
	EECLive notification/endorsement required?	<input type="checkbox"/>
	Head/Governors approval required?	<input type="checkbox"/>
	Is there a need for a preliminary visit?	<input type="checkbox"/>
	Fire Safety	<input type="checkbox"/>
Activities	Generic & event specific risk assessments in place (including Plan 'B')	<input type="checkbox"/>
	Local Learning Environment (Category A)	<input type="checkbox"/>
	Adventurous Activities (e.g., Overnight or residentials – Category B)	<input type="checkbox"/>
	Swimming	<input type="checkbox"/>

Participants	Participants briefing	<input type="checkbox"/>
	Behavioural expectations/contracts	<input type="checkbox"/>
	Special needs	<input type="checkbox"/>
	ID/ information cards?	<input type="checkbox"/>
Medical	Medical & contact details of pupils	<input type="checkbox"/>
	Medical & contact details of staff	<input type="checkbox"/>
Parents	Have signed parental consent forms been issued / collected?	<input type="checkbox"/>
	Have parents been fully informed of the programme?	<input type="checkbox"/>
	Parents' meeting arranged?	<input type="checkbox"/>
Transport	Minibus – Hired/own- Driver approved?	<input type="checkbox"/>
	Coach- Seat belts?	<input type="checkbox"/>
	Public Transport, Train, Air, Ferry, Bus	<input type="checkbox"/>
	Private Cars – Roadworthy/ insurance/parental permission?	<input type="checkbox"/>
Finance	Charging policy	<input type="checkbox"/>
Insurance	Insurance cover checked	<input type="checkbox"/>
Emergencies	24 home base contacts	<input type="checkbox"/>
	Critical incident plan in place?	<input type="checkbox"/>
Post Visit	Accident/near miss reporting	<input type="checkbox"/>
	Celebrate success?	<input type="checkbox"/>
	Need for training?	<input type="checkbox"/>
	Succession Planning?	<input type="checkbox"/>

Appendix 5: Financial Planning Sheet



Extend Learning
Academies Network

School Trip Checklist

School:	
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TRIP DETAILS:			
Trip Name		Year group:	
Trip Date		Number of Pupils:	
Trip Organiser:			

TRIP COSTINGS			
	Supplier	Purchase Order No	Cost
Transport costs:			
Entrance fees/Accommodation:			
Additional activities (please give details)			
Supply cover (if required)	No of days/half days	Cost per day/half day	
Full days:			0.00
Half days:			0.00
Additional Costs (please specify)			
			0.00
ParentPay fees (approx)			0.00

Total anticipated cost:	0.00
Cost per pupil:	#DIV/0!
Cost to parents:	

TRIP ORGANISER SIGNATURE:	DATE:
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AUTHORISED BY HEADTEACHER:	DATE:
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SENT TO CENTRAL FINANCE	Date:	TRIP CODE:	
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TRIP RECONCILIATION (ACTUAL COSTS)

Total income received (ParentPay, cash & cheques)	
Travel costs:	
Entrance/accommodation costs:	
Additional activities:	
Supply costs:	
Additional costs:	
ParentPay fees:	
Variation:	0.00