



BABINGTON

HOUSE SCHOOL

Educational Visits Policy (EVP)

Date of Policy	Review Date	Reviewed By	Approved By
September 2026	September 2027	David Laird (EVC & Headteacher)	Governing Body

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Introduction

Educational visits form an integral part of the school's aim to inspire and engage our pupils through a modern and relevant curriculum. It is imperative that our range and breadth of educational visits complement and extend our curriculum, fostering a culture of academic confidence, independence and a passion for learning. Additionally, the school also aims to provide a range of visits and experiences to support our co-curricular programme, and the development of the whole child. The benefits to pupils of taking part in educational visits include, but are not limited to:

- Increased knowledge, understanding, curiosity in specific subject areas
- Opportunities to develop creativity and imagination
- Learn new skills
- Develop resilience and independence
- Develop a sense of responsibility
- Improved communication and teamworking skills
- Improved fitness and physical skills
- Increased empathy and appreciation of different cultures, religions, backgrounds and contexts
- Enhanced opportunities for learning within the context of the real world

The School's Governors appreciate staff are prepared to organise and conduct educational visits but are also conscious of the need for all visits to be properly planned, to minimise the risk of accidents or mishaps. Accidents do happen but it is the responsibility of all staff to ensure, so far as is reasonably practicable, that the risk of hazardous incidents occurring on an educational visit is reduced to the absolute minimum.

Scope of the Policy

An Educational Visit is an event that takes pupils away from the school's premises. Where this visit involves an overnight stay or multiple nights, it will be known as a Residential Visit. Where a Residential Visit takes place outside of the mainland UK it will be known as an Overseas Visit. This policy does not include routine sporting fixtures (home or away) which are part of the weekly life of the school or educational events ran by our own staff or visiting providers on the school's site; these are subject to the guidance within the Sporting Fixtures Policy or the Visiting Speakers Policy/Protocol as appropriate. Educational and sporting events that take place on the school site and move beyond normal classroom-based activities will require a risk assessment.

Regulation and Guidelines

This policy has been written with reference to various legislation, guidelines and advice:
Health and Safety: responsibilities and duties for schools (DfE updated April 2022)

- Health and Safety on Educational Visits (DfE November 2018)
- Health and Safety at Work Act 1974
- National Guidance for the management of high-quality outdoor learning, educational visits and adventurous activities (OEAP)
- Adventure Activities Licensing regulations 2004
- Independent School Standards (April 2019)
- School Trips and Outdoor Learning Activities (HSE 2011)

The School and Educational Visits Co-ordinator (EVC) monitors the guidance and aims to follow the latest regulations and best practices.

All staff are required to plan and execute visits in line with this school policy and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

In the event of any apparent conflict between School policies and the National Guidance, School policies must be followed and clarification sought from the EVC and/or the Senior Management Team.

The School uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for all type visits.

Types of Educational and Required Approvals

Type	Explanation	Example	Actions
1	Standard /Routine Activities: • On-site/Grounds • Within School Day • Non-Hazardous or adventurous	• Visiting Speakers • On-site workshops (non-hazardous)	• Risk assessment if advised by the EVC • Visiting speakers risk assessment • Annual consent from parents • EVOLVE not required
2	Standard/Routine off-site non-residential visits within the UK: • Requires transportation	• Museum • Theatres and galleries • Conferences off-site	• EVOLVE required • Risk assessment • Parental notification • Annual Consent

	• Within school day or extended day • Non-hazardous or adventurous		
3	Overseas or Residential visits, or activities that are adventurous or hazardous	• Skiing • DofE • Go-Karting • Go-Ape	• EVOLVE required • Risk assessment • Additional parental notification and consent required • Head must consent to go-ahead for planning

Roles and Responsibilities

The Governors

- To ensure that the School's Educational Visits Policy (EVP) is being followed
- To ensure there is an EVC in place who meets employer requirements
- To be involved in adjudicating parental complaints (see complaints policy)

The Head

To ensure that:

- The School's EVP is being followed
- The EVC is competent to oversee the coordination of all off-site education and support the EVC in attending relevant training courses
- The EVC keeps the Head informed of the progress of visits and that this information is conveyed to Governors and parents as necessary
- Through the EVC, that for each group there is an appropriate leader who is experienced in educational visits and has the skills and training to complete the task successfully as well as being able to respond to unexpected circumstances
- In the event of a major incident or accident School policies are adhered to in terms of informing parents, staff and the media. Help to ensure that serious incidents, accidents and near-accidents are investigated
- Emergency procedures are in place

The EVC

It is identified by the OEAP as good practice for schools to have an Educational Visit Coordinator (EVC). The EVC's role at Babington House School is to support the Head in ensuring that all visits follow the EVP of the School and all other School policies and procedures and to act on behalf of the Head:

- To approve educational visits as agreed by the Head and the Governing Body
- To provide adequate documentation to support planning of all visits
- To ensure that all off-site visits are thoroughly planned using standardised whole-school documentation on EVOLVE
- To ensure that Visit Leaders are aware of the guidelines established in this policy
- To assign competent people to lead or otherwise supervise a visit
- To advise the Visit Leader and ensure visits have appropriate support ratios and adequate cover for health and safety, first aid and behaviour management
- To work with the Visit Leader to obtain the consent of parents on a fully informed basis
- To ensure there is an SLT emergency contact for any visit which takes place outside of normal school hours (08:00 – 17:30), and that emergency procedures are in place
- To keep records of individual visits
- To ensure that arrangements are in place for the Governing Body to be made aware of visits
- To be involved in educational visit management to ensure that the guidance and regulations are followed
- To work with Visit Leaders to ensure that the aims of the visit are achievable and in line with those of the school
- To organise a pre-departure meeting with the Visit Leader which allows time for any follow-ups to be actioned
- To ensure that the online approval form (EVOLVE) has been completed in full and submitted to the Head at least two terms in advance before residential visits are due to depart, and six weeks in the case of non-residential visits
- To ensure that visit evaluation is used to inform future visits and training needs
- To arrange for the recording of accidents and the reporting of injuries as required
- To review systems and, on occasion, monitor practice
- To advise the Head of any concerns regarding a proposed visit
- To keep a record of pupil participation on overseas and residential visits
- To monitor, reinforce, and remind staff of their duties regarding GDPR and educational visit data

The Visit Leader

The Visit Leader has full responsibility for the safe running of the activity including pre-planning, following guidance and School policies ensuring that all participants are aware of their roles. To achieve this, the Visit Leader will:

- Identify and secure a confirmed date for the visit, using the school's system for doing so
- Identify the clear purpose and objectives of the visit
- Complete all required documentation for the type of visit, having obtained the necessary approvals
- Plan the itinerary to account for all times on the visit including transport, mealtimes and relaxation times, particularly on residential visits
- Have prior knowledge of the venue – if practicable, the Visit Leader should have made an exploratory pre-visit, pre-approved by the Deputy Head Operations
- Inform parents in writing, detailing the nature and purpose of all activities related to the visit/event
- Ensure all necessary consents should have been received by the time of the pre-departure meeting
- Identify a Deputy Visit Leader from the accompanying staff who will have inside knowledge of the visit and have the competency and capabilities required to 'take the reins' should it be required at any point during the planning or execution of the visit
- Allocate supervisory responsibility to each member of staff for named pupils and ensure that each member of staff knows for which pupils they are responsible
- Ensure that each child knows which adult is responsible for them
- Ensure that all members of staff involved, the SLT contact and the EVC are aware of the risk assessments, emergency contact details, medical information obtained from iSAMs, pastoral needs, emergency procedures and how to navigate EVOLVE to access relevant data prior to the visit
- During the visit, take reasonable, practical steps (if proportionate, suitable and sensible, depending on the circumstances) to ensure safety
- Remind pupils about the rendezvous, dress code, and standards of behaviour throughout the visit.
- Report any accident or injury to a pupil or member of staff using the Accident Report icon on the HR SharePoint page and follow the School's Emergency Procedure Protocol
- Liaise with the Head of Year, School Nurse and School Welfare Officer before the visit is due to take place to ensure that the medical information on iSAMs is correct and discuss any additional welfare needs of the pupils in attendance. This work should take place before the pre-departure meeting. As a result of the

work, it may be necessary to add additional risk assessments for individual pupils' needs. It is also good practise to check for any updates 48 hours before departure for type 2 and Type 3 Visits

- Pass on medical/SEN/pastoral information to relevant accompanying staff and, if deemed necessary, to make pupils aware of any severe conditions suffered by a member of the group
- To attend the pre-departure meeting as organised by the EVC which allows time for any follow-ups to be actioned
- Collect first aid kit(s) from the School Nurse and pick up any required packed lunches from the school's caterers
- Ensure they are personally and professionally equipped to deal with an emergency should it arise
- Continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions
- Evaluate the visit/event on EVOLVE against the aims identified by the Leader during the form submission process and feedback any relevant information in relation to: the provider(s), behaviour or near misses. These should be completed no later than 72 hours after the visit is concluded, or sooner in cases of serious incident
- For all residential visits, attend a post-visit reflection meeting with the Deputy Head Operations
- Ensure that GDPR guidelines are followed during the planning, execution and evaluation of the educational visit

Further guidance on roles can be found in the following OEAP National Guidance document: Section 3.1b Establishment Roles and their Inter-dependence.

Accompanying Staff

All staff accompanying a visit are in 'loco parentis', in that they stand in place of parents, and it is expected that they always behave towards the pupils as a reasonable parent would. As staff are acting in a professional capacity, the standards expected are above those of a normal person. Hence, accompanying staff should be familiar with:

- visit itineraries and activities
- pupils that are on the visit and especially those under their direct care
- all risk assessments and medical/pastoral needs of pupils
- emergency procedures
- their role during the visit during different activities

Induction, Training, Apprenticeship, and Succession Planning

All members of staff are expected to familiarise themselves with the School's Educational Visit Policy and relevant School policies and procedures. Staff will attend inset sessions where certain aspects of their knowledge on leading and organising educational activities will be refreshed. It is the School's responsibility to provide appropriate opportunities for staff to update their existing knowledge of the procedures followed in the School.

All new Visit Leaders must have attended the in-house Visit Leader Training in order to lead an educational visit. It is important that ECTs are given the opportunity to accompany trips in order to learn the skills from existing Visit Leaders in the School.

Inclusion

Educational visits and activities should be available to all pupils, regardless of background or abilities. Visit Leaders must ensure that their provision meets the requirements of

- the Equality Act 2010 (updated in June 2015)
- the Disability Discrimination Act 1995
- the Special Educational Needs and Disability Act 2001

Guidance about inclusion can be found on the OEAP National Guidance 3.2e Inclusion and Babington's Accessibility Plan. The National Guidance document also includes a section that provides detail for staff on the grounds that they are allowed to refuse permission (e.g. poor behaviour) of a young person to participate in a particular event.

Procedural Requirements

Prior Notification and Approval of Visits

When planning educational visits, Visit Leaders should complete an Outline Approval (OA) request via EVOLVE ensuring that the following timescales are adhered to:

Types 1, 2 & Type 3 (non-residential) Visit (Best Practice):

Half-Term in advance of activity

Type 3 Visit

- UK 6 months in advance of departure
- Overseas 16 months prior to departure

Prior to completing OA requests, Visit Leaders should have:

- Checked calendar dates on iSAMs for potential clashes
- Consulted as widely as possible with colleagues (HoD, HoF, HoY, HoS) who might be affected and think carefully about the possible impact of a visit, such as loss of teaching time and cover implication
- In the case of residential visits, signified the intention to offer a visit in the following academic year, no later than the end of February of the current academic year. This is to prevent clashes and possible cancellation of residential visits due to low uptake

Only once Outline Approval has been granted and the Visit Leader notified by email, may the next steps in planning the visit and completing all sections of EVOLVE occur. Upon advice from the EVC, the Head may at any point look at the development of a visit's planning and seek clarification or decide to postpone or cancel the visit.

Impact Upon Teaching and Learning

Pupils must miss lessons as rarely as possible. Year 11 pupils should not be taken out of academic lessons after the mock examinations in November and before the commencement of their summer examinations.

Residential visits should, as far as possible, take place at weekends or during the school holidays to avoid a loss of teaching time.

In the Senior School, departments should not request more than one visit per year group per year.

Approval of Staff to Lead Activities and Visits

The staff selected to lead educational activities and visits are required to be accountable, confident and competent to lead the specific visits or activities for which they are approved.

Approval should never be assumed and should involve professional judgement as well as evidence of technical competence. The Head, SLT and/or EVC should make an informed judgement about the suitability of that person to lead that group on that visit/activity in that environment. Any approval to lead off-site visits must also include a judgement about how an individual will react in a crisis, without the immediate support of the School around them.

For adventure activity leaders (e.g. Duke of Edinburgh's Award Scheme, etc.) competence is best demonstrated through holding the appropriate leadership/coaching award(s) approved by the Adventure Activities Licensing Authority (AALA). Alternatively,

leaders should be 'signed off' by a suitably qualified technical adviser appointed by the School, based upon relevant qualifications, training and/or experience.

The Head reserves the right at any point to discontinue a visit should they have reason to believe Visit Leaders are unsuitable to undertake a planned and previously approved educational visit of any type.

Assessing Venues and Providers

This policy aims to clarify expectations about the selection of venues, facilities and external providers. To reduce bureaucracy for Visit Leaders, the School takes advantage of established national approval schemes.

Where possible Visit Leaders should visit intended venues. In cases where this is not possible, the Visit Leader should research the intended venue using the internet, recommendations from other schools and any other means they have available to them.

Visit Leaders should look for Quality badges and Licensed centres as holding creditable assurance of appropriate Health and Safety Management Systems. It is recommended that Visit Leaders research their intended activity provider on EVOLVE to ensure that their chosen provider holds accreditation.

New providers, or providers with no track record of visits will require a pre-inspection visit. It may be necessary to visit a centre to see if the provider can meet the needs of pupils if the visit consists of pupils who have additional needs.

Risk-Management and Risk-Benefit Assessment

The risk management of an activity should be informed by the benefits to be gained from participating. The School promotes a 'Risk-Benefit Assessment' approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is 'acceptable'. The HSE endorses this approach and advocates that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

A useful framework for assessing risks as outlined in the National Guidance is **STAGER**:

- **Staff:** getting the competence and composition of the staffing team right is the single most important factor in the effective management of outdoor learning and off-site visits.

- **Timing:** can affect many aspects including educational outcomes, inclusion, safety, convenience and cost, and so should be carefully considered.
- **Activities:** should be selected to meet the needs and aspirations of the group and to achieve the desired outcomes. All activities, including those associated with travelling, 'free time' and accommodation, should be planned and managed with the same care. Some activities may require specific training or qualifications; some may need specialist equipment; and some may require the participants to have a particular level of competence or prior training.
- **Group characteristics:** age, abilities, maturity and behaviour of the participants should be matched to the activities and environment, and any individual needs addressed, so that each individual experiences an appropriate level of challenge in order to maximise the benefits to them.
- **Environment(s):** indoors or out, public or private, urban or rural, hazardous or benign, quiet or crowded, and – depending on the location and activity – the current and forecast weather and underfoot or water conditions.
- **Remoteness:** affected not only by the distance from the establishment base but also by:
 - whether help can easily be summoned in an emergency, and whether the group is easily accessible by emergency services;
 - whether communications between the group and the establishment are straightforward (e.g., if is there a mobile phone signal); ○ travel circumstances and conditions;
 - overseas travel requirements such as visas.

The STAGER variables do not operate in isolation, and the interplay between them should be planned for and managed.

Risk Assessments

Risk Assessments must be prepared by the Visit Leader for all visit types (1-3). Exemplar Babington House School risk management plans are available on EVOLVE in the documentation section. Risk assessments carried out by the School for previous visits can generally be updated and re-used, but these will need to be adapted to the specific needs, itineraries, activities, and pupils on any given visit.

Professionally operated licensed activity centres and tour operators specialising in school visits will often provide their own risk assessments. The Visit Leader should ask for copies at the planning stage. Provided that they are satisfied that the risk assessments meet the requirements of Babington House School for the activity part of the visit, it can be uploaded to EVOLVE with the Visit Leaders own risk assessments.

Pupils should:

- understand what is expected of them, and what the visit will entail;
- be informed about potential dangers and how they should act to ensure their own safety and that of others;
- understand why it is important to follow the safety instructions.

On-going dynamic Risk Assessment Evaluation is made while undertaking the visit. Judgements and decisions are made as the need arises. It is primarily the responsibility of the Visit Leaders, in consultation with other staff where appropriate, to modify or curtail the visit or activity (e.g. Plan B) to suit changed or changing circumstances. Clear communication with all those on the visit is essential and any changes should be communicated to the SLT base contact(s).

All Risk Assessments should:

- identify the activity
- identify the significant hazard and its related risk
- identify who might be harmed
- assess the probability of the risk happening
- identify controls to reduce the risk
- assess the residual probability of the risk happening
- include individuals listed on the Vulnerable Pupils List (SEND, pastoral, etc.)

Individual Risk Assessments

For pupils with SEND or Safety Plans in place, regardless of age, the requirement for suitable additional staff beyond the ratios above, will be considered by the EVC through discussion with the SENDCO, Safeguarding Lead, and relevant Head of Phase.

An individual risk assessment will need to be written for these pupils attending Educational Visits, even if there is already one in place for when the pupil is at school, as the environment and circumstances will not be the same and therefore different safeguards and support will need to be in place.

Emergency Procedures and Incident Reporting

Serious incidents on off-site visits are rare, but they do happen. Minor incidents, whether accidents or other emergencies, are more common. Effective planning means that the likelihood of any of these is reduced, and that, when they do happen, their impact and consequences are minimised. All accidents should be reported on the Accident Reporting Form, available through the HR SharePoint page,

Babington House School has adopted the recommendations of the National Guidance on dealing with these incidents.

FORM 3: Emergency Procedures on School Visits (Appendix 3) must be available on all off-site visits and staff are expected to follow the steps outlined in it should an accident or major incident occur. This form links to our critical incident protocol.

In the event of a serious accident resulting in serious injury or death of one or more of the pupils and/or staff, the Visit Leader must call their Senior Management Team (SLT) contact immediately who will advise and, depending on the nature of the incident, may implement the Critical Incident Plan. The School will speak personally to the parents of any pupil who has suffered some injury or mishap and use mass communication 10 11 methods (e.g. email, messages on the School's website) for communicating with those whose children are not affected. This is in line with the School's Critical Incident procedures held by the SLT.

Communication with the media should be left to the Head. The Group Leader should refer the media to the School. If comment is unavoidable, it should be brief, factual, calm, with no attempt made to cover gaps in knowledge. Pupils should be discouraged from talking to the media or posting information on any social media platform – in such circumstances it is advised that pupils' mobiles and electronic devices are collected in. For further information regarding emergency procedures please consult the following National Guidance documentation.

Staffing, Ratios, and Supervision

On all visits there must be 'effective supervision' that has been approved by the EVC and the Head. Consideration must be given to the additional implications that may arise if staff are to accompany visits which their own children are attending.

Whilst The Early Years Foundation Stage (EYFS) Statutory Framework no longer sets out different requirements for minimum ratios during outings from those required on site, for safeguarding of both staff and pupils the School decided employ the following recommendations:

Type of Visit	Year Groups	Staffing Ratio (not including SEND Support)	First aid requirements
EYFS	EYFS	1:4	Paediatric first aider to accompany
Day	Year 1-3	1:6	Routine urban visits should have access to one person with basic first aid training
	Year 4-6	1:10 - 1:15	
	Years 7-11	1:20	

Residential	Years 4-6	1:8	Accompanied by, or have access to, qualified first aider. First aid provision must be available 24/7
	Years 7-11	1:10	
Adventurous activities which could be hazardous	Years 4-6	1:8	Accompanied by, or have access to, qualified first aider. First aid provision must be available 24/7
	Years 7-13	1:10	
Visits involving activities which are inherently hazardous (water sport, etc)	Seek OEAP guidance		Accompanied by, or have access to, qualified first aider. First aid provision must be available 24/7

A leader may have to leave the group for reasons such as illness, an emergency at home or accompanying a sick or injured participant. Visit Leaders supported by the EVC must take this into account when determining the ratios. For overseas visits the SLT will, on a case-by-case basis, consider the need to add additional staff to the prescribed ratios above.

Remote Supervision

Pupils must be supervised throughout all visits, even though at times they may be unaccompanied by a member of staff or other responsible adult, e.g. D of E expeditions, or 'down' time in a town. Management of 'remote supervision' must be included in the risk assessment and communicated to parents/carers when visit details are issued. During periods of remote supervision, pupils must always know where and how staff can be contacted.

Behaviour During Visits

Prior to the visit, staff must ensure that all participants understand what is expected of them. Pupils are expected to abide by Babington House School's Core Values and behaviour expectations when on educational visits or outdoor activities. These should be shared with both parents and pupils at the earliest convenience. Visit Leaders and Accompanying Staff should refer to the section on Mobile Phones below and the ICT Acceptable Use Policy for further guidance. On residential visits, any pupil whose

behaviour is inappropriate or unacceptable will be returned home with any additional costs paid by parents/carers.

Following the visit, the Visit Leader should record any significant issues on their Evolve evaluation form, for both reference and to inform future visits.

Mobile Phones on Educational Visits (Pupils)

It is the responsibility of the Visit Leader to decide if to allow pupils' mobile phones on Educational Visits. If pupils are permitted to take their mobile phones with them, the following rules apply.

For 1-day Educational Visits, either pupils will leave their phones at school and collect upon their return if they will be back before the end of the normal school day, or mobile phones will be taken on the Educational Visit and kept in their locked Yondr pouches.

For Residential Visits:

- Visit Leaders will need to assess the risks-benefit of pupils having mobile phones at different times.
- Visit Leaders should provide clear guidelines to pupils and their parents of when and where mobile phone use will be permitted as part of their information pack.
- Yondr pouches can be taken, as can a mobile lockbox.
- At the accommodation, mobile phones should only be used in communal areas.
- No mobile phones or other Wi-Fi enabled device should be in bedrooms at any time.
- No pupil may have their mobile phone, or any other Wi-Fi enabled device overnight.
- Visit Leaders should consider how, and when pupils' mobile phones may be charged.
- Pupils should not have mobile phones for long periods on journey's to and from visit locations, as this is often a source of poor behaviour.
- Any pupil using their mobile phone or other electronic device inappropriately should be sanctioned in the normal manner, and have the device confiscated.

Mobile Phones on Educational Visits (Staff)

School mobile phones must be booked by the Visit Leader with the Front Office Team, and collected 24 hours prior to departure, and returned within 24 hours of their return.

School mobile phones should be used to provide parents with an emergency contact number for the duration of the Educational Visit. It is the Visit Leaders responsibility to ensure School mobiles are fully charged, with ringtones and alerts sound on loud. Best

practice is to check functionality 24 hours before departure, then make an outgoing call to the SLT contact on arrival and ask them to call you back to also check incoming call functionality. To preserve battery life, Visit Leaders should prioritise these phones for emergency communications and looking up visit information only. For photos of the visit, leaders should only use a school device.

Any damage to equipment, or safeguarding concerns around the School mobile phones should be reported immediately upon return.

Staff's personal phones may be used for communication with other staff members on the visit and their SLT contact only. Personal phones should not be used to contact pupils or their parents, and under no circumstances should be used to capture images of pupils involved in the Educational Visit.

Transport

Most school visits will involve some method of transportation. It is extremely important that staff and pupils use such transportation safely. Everyone must always wear seat belts. It is good practice for staff to remind all pupils of the need for good behaviour before all minibus and bus journeys.

The School should ensure that coaches or buses are only hired from approved providers. Visit Leaders upload their chosen quote, agreed with the Finance office, onto EVOLVE and Approval Max. It is a requirement of Babington House School that all staff who wish to drive a school minibus are approved to do so. Drivers of school mini-buses are required to complete pre-inspection checks using the iPad system. The Site Team can provide guidance on how to complete the checks. Mini buses are not to be driven outside of the UK.

First Aid and Allergy Awareness

For all visits there will be a responsible adult with a good working knowledge of First Aid appropriate to the environment (e.g. urban, remote, water, etc.). 'Basic Skills' is a level which may be suitable for routine urban visit. On visits where First Aid is more likely to be needed, or where access by the emergency services may be delayed, a qualified First Aider must be present. Based on the nature of the particular visit, the EVC (or Visit Leader) will make a professional judgement regarding the level of first aid required.

Any residential visit or adventurous activity will be accompanied by, or have access to, qualified first aid provision. For residential visits the Visit Leader should ensure that first aid is always available. A first aid kit appropriate to the visit will be carried, along with medical details for visit participants obtained from ISAMs and checked by the School's

Nurse, and there should always be a staff member nominated to deal with first aid issues. This person is responsible for ensuring the correct first aid equipment is taken.

The Visit Leader must have details of any medical conditions, and medical treatment consents from parents/guardians. Care Plan packs will be obtained from the School Nurse during the planning phase of the trip.

For further guidance see Babington House School's First Aid Policy and Allergy Awareness Policy.

Parental Communication and Consent

Babington House School is committed to establishing clear communication with parents right from the onset of visits and events. Parents must receive written information about all types of visits (1-3) organised by the School. Visit Leaders need to compile a letter to parents that should include the following sections:

- Purpose of the visit
- Expected maximum cost (including cost of any special equipment / clothing)
- Details of transport arrangements
- Details of travel documentation required, such as Passport, Visas, BRP
- Times and locations for pick up and drop off (this may be included in a later letter when exact details are known)
- Clarity that deposits are non-refundable unless the School cancels the visit
- Information of how to give consent for the visit (Type 3) and options for payment
- Expectations of behaviour

All letters should be proof-read and approved by Head of Phase, it can then be uploaded to EVOLVE.

The Department for Education has published guidance on understanding and dealing with issues relating to parental responsibility, including "Who is a parent?" The guidance states:

'Where schools need parental consent to outings and activities, Headteachers should 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.'

For residential visits or any overseas visit, it is essential to hold a Parents' Information Evening a few weeks before departure. Alternatively, this could be executed as a Teams meeting, but in person is preferable. This allows information to be shared, questions to be asked and answered, and reassurance to be given where appropriate. During the Parents' Information Evening the following should be discussed:

- The itinerary, including the meeting and collection points
- Contact details for the hotels/hostels/ names and addresses of the host families
- The contact phone number issued to the Visit Leader
- The money, kit and equipment that the pupils need
- The medical and visa requirements
- The expected standards of behaviour, and the potential risks of irresponsible behaviour and the ground rules for behaviour in host families' houses
- The ground rules on mobile phones and other electronic equipment
- The ground rules on consumption of alcohol, tobacco and illegal substances
- Remind parents those pupils who ignore or flout school rules risk being sent home at their parents' expense
- Pupils remain subject to school rules throughout the visit
- Arrangements for handling illness and accidents, and arrangements for informing parents in such circumstances
- Arrangements for communicating with parents if the return is delayed
- The need to notify the School in the event of contact with an infectious disease within four weeks of travelling
- The reasons why a completed consent and indemnity form is essential
- The need for a copy of each pupil's passport

Babington House School is not required to obtain separate written parental consent for routine on-site activities or off site activities that take place during school hours and form part of the normal curriculum (for nursery-age children written consent should always be obtained).

There are three different types of consent that are obtained at Babington House School:

- a one-off or blanket consent:
 - collected through Parent Portal on a child's enrolment to the school; - providing evidence that parents have consented in advance to all visits and activities, which require their consent.

Parents must be given information about the visit and their child's proposed participation and given the opportunity to withdraw their consent should they not wish them to participate.

- Visit specific consent which might include:
 - visits to countries which require proof of parental consent;
 - visits for which an agreement is required for payment or other terms and conditions; - visits for which a completed provider's consent form is required
- Consent and Indemnity for residential visits:
 - sent to parents approximately a term in advance;

- signed and returned by date stated and no later than 4 weeks before departure;
- no pupil may participate in the visit without this;
- information should be inputted to a spreadsheet and uploaded to EVOLVE so it is accessible to the Visit Leader, accompanying staff and SLT Emergency Contact

Individual health requirements of pupils and staff must be considered. Visits within school hours can rely on contact being made with the School Nurse to check consents for minor medical treatment.

Visits that extend outside school hours will require that the Visit Leader has access to Individual Care Plans containing information of health issues, specific needs, disabilities, dietary requirements and consents.

If the visit is overseas, the Visit Leader must have signed parental consent available with medical, dietary, disability and specific needs information, and consent for medical treatment, including emergency medical treatment if the parents cannot be contacted.

Photographs in which individuals can be recognised are regarded as personal data in law. Hence, Visit Leaders should upload a photo permissions spreadsheet onto EVOLVE, ensuring that all accompanying staff are aware.

Parents must acknowledge that their child is fit enough to go on the visit, outline any health problems and authorise the leader of the party to act on their behalf in an emergency. They must also provide a contact number for the duration of the visit.

‘Checking Out’ and ‘Checking In’ Before, During and After a Visit

Five working days before departure and in time for the pre-departure meeting, the Visit Leader should ensure all information relating to the visit is accessible on EVOLVE.

The Visit Leader must register pupils at departure and return. Regular headcounts should take place throughout the trip. This task may be delegated to staff overseeing smaller groups, but the Visit Leader retains overall responsibility and oversight.

The Attendance Officer is responsible for ensuring pupils known to be on a visit, are marked with a ‘V’ (Educational Visit) on iSAMs.

If the return of a visit is delayed, the Visit Leader should contact parents the school office (open until 5pm) or SLT contact to do so on their behalf.

During the visit the Visit Leader must ensure they follow the School’s Emergency Procedures and notify their Emergency SLT contacts about unexpected incidents.

Upon return to School, Visit Leaders are required to inform SLT of any incidents and when appropriate record the incidents on the School's safeguarding software (CPOMs) for both pupils and any concerns relating to adults.

Evaluation

Within 72 hours of their return Visit Leaders will complete Post Visit Evaluation on EVOLVE. Visit Leaders will review their procedures and risk assessment after the event and keep a written record of any problems which may have arisen, the solutions, outcomes and changes to be made if the visit takes place again. The completed evaluation is to be shared with the EVC, Deputy Head of Operations, with any Lessons Learnt to be shared with wider members of school.

Non-residential and established one-day visits also need to be evaluated on EVOLVE.

For all residential visits, or any day visits in which issues have been raised, there will be a follow-up meeting with the Deputy Head Operations and EVC to reflect upon the submitted evaluation in more detail.

Monitoring

It is a requirement for an employer to monitor the implementation of their health and safety arrangements. Therefore, it is the responsibility of the Governors, Head, SLT and EVC to ensure that outdoor learning and off/on-site events are carried out safely and effectively and in line with Babington House School's policies and procedures.

It is also an expectation that the above-mentioned are responsible for producing relevant policies and procedures; reviewing and updating existing policies to reflect good practice. Monitoring should ideally include an element of field observation such as attending day or residential visits; on-site or off-site; observing the full range of provision. This is an ideal opportunity for monitoring the implementation of policies and seeing good practice in action.

Monitoring of health and safety should be done in such a way that it is a positive experience for Visit Leaders, with supportive feedback to enable them to reflect upon and improve their practice.

Insurance

The Visit Leader must ensure that the visit has appropriate insurance cover and that it insures all participants - staff and pupils.

Insurance cover is obtained for visits and activities which:

include foreign travel

involve potentially hazardous activities

for all other visits, insurance cover depends on the cost of the visit and the nature of the activities. Some cover may be provided through the School's own insurance policy but staff should check with the Bursar, and top up as necessary.

Babington House School has £20M of Employers' Liability Insurance and £20M of public liability insurance, as well as a group travel policy that covers all but extreme and hazardous visits inside the UK and overseas.

Any member of staff organising an adventurous or hazardous activity should check with the Bursar as to whether the activity is covered by the school's policy.

Finance

Educational day trips and Residential Trips (Years 3-7) are included in the fees:

- additional charges that are incurred for organising school visits and activities are passed on to parents.
- For overseas visits and additional UK residential visits (not covered under the fee schedule), Visit Leaders are to ensure that parents are made fully aware of the financial details of the visit. This is to include terms of payment, cancellation options and the School's charging policy.

Visit Leaders must meet with the School Finance Office in the early planning stages for all aspects of the financial elements of the visit, including deciding upon the price to be charged.

Booking & Paying

Invoices should be sent with the correct school details and these must be submitted on Approval Max by the Visit Leader.

Visit Leaders are responsible for:

- Submitting all invoices on Approval Max
- Collecting receipts for items purchased (this should be preapproved with Head of Phase prior to trip)
- Ensuring all expense claims are submitted and reconciled within one month of the visit returning.

Deposits to tour operators should only be paid once all first instalments have been received by the Finance Office.

Data Protection

The Data Protection Act of 2018 is designed to protect the privacy of individuals. It requires any personal information about an individual to be processed securely and confidentially. In a school setting, this includes information relating to both staff and pupils. It is important that staff are well informed about the pupils whom they are taking out of School, however the protection of this data must also be considered. The Visit Leader oversees distributing relevant information to staff. Depending on the length of the visit, this may include confidential information about pupils' medical, dietary, SEND, and pastoral requirements as well as contact details of parents. The Visit Leader is responsible for uploading all this information to EVOLVE. If printed material cannot be avoided, it should be collected at the end of the visit so that it can be shredded. Staff should be informed of this issue during the pre-visit briefing. This is in accordance with the School's Data Protection policy. It is expected that staff adhere to Babington House School's Data Protection Policy during School visits just as much as on School premises.

The Duke of Edinburgh's Award and Outdoor Education

The DoE Coordinator has overall responsibility for planning, organising and running the delivery of the Duke of Edinburgh Award.

This includes:

- Launching the Award to pupils
- Providing clear information and timelines to parents
- Monitoring and tracking pupils' progress
- Ensuring participants are adequately guided and trained to meet the requirements of all sections of the Award
- Organising the expeditions in a timely manner
- Keeping records and sharing the success of pupils' achievements
- Ensuring all staff involved in delivering and supporting the different sections of the Award are suitably trained for their role, especially those overseeing or leading group expeditions
- Keep a record of staff training, experience and competency
- Ensuring that leaders of any expedition adhere to the DoE guidelines and the School's EVP

Where deemed necessary and in the best interests of the pupils, the School may use an external organisation to assist with expeditions, training, planning and support of leaders and staff in School.

All expeditions should be planned and organised in line with the appropriate body's guidance e.g. Duke of Edinburgh, World Challenge, as well as the School's EVP. Where the expedition is outside the UK, the School will follow the guide to the British Standard for Adventurous Activities Outside the United Kingdom as a basis for the risk assessment.

Should there be an event involving climbing or water sports (including swimming), this would constitute as a 'higher risk' event and special care should be taken to ensure that the risks are properly identified and assessed beforehand. This should include assessing the need for instructors and/or lifeguards and any health and safety guidance specific to the activity, such as the guidance from the Outdoor Education Advisor Panel. Only trained and experienced staff such as assessors can sign off on risk assessments for expeditions such as DoE.

On expeditions, staff may decide to take with them additional food for children and staff; camping chairs or equipment for colleagues accompanying the visit. They may also take a few spare waterproof warm clothing articles. These should be from a clearly demarcated clothing kit, which is known about, and not an item of the staff's own clothing. Staff are advised to remember that they are there in the capacity as a member of School staff and their primary objective is to safeguard children in their care. **No member of staff should share any item of their own equipment with a pupil, including clothing.**

Mobile phones for pupils on DoE expeditions should only be used in emergencies, and the recommendation is that each pupil group should only have one fully charged mobile phone switched off in a waterproof bag and kept with their First Aid kit. Using a mobile phone for any reason other than an emergency may lead to failure of the expedition section.

Babington House School Policies

It is expected that Visit Leaders and Accompanying Staff are already familiar with a range of School Policies that govern their work with children in school. However, it is important that Visit Leaders and Accompanying Staff can consider and implement these policies whilst leading and accompanying educational visits and activities.

School Policies to be familiar with include:

- Accessibility Plan
- Behaviour Management Policy
- Critical Incident Policy & Procedures
- Data Protection Policy
- Drugs and Controlled Substances Policy
- Equal Opportunities for Pupils Policy

- E-Safety Policy
- First Aid Policy
- Allergy Awareness Policy
- Safeguarding Policy
- SEND Policy
- Staff Handbook

All trip related documentation, including risk assessment templates, trip planning flowchart, EVC checklist, etc. can be located in the documents section of Evolve.