



TRIPS AND VISITS POLICY

Presented to Trustees
Standards Committee
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¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus three years

- Headteacher also means Head of College and Principal
- School also means College, Academy or Academies
- MAT refers to Multi-Academy Trust

TRIPS AND VISITS POLICY

This policy applies to ALL off-site educational activities for all Trust schools.

1.0 GENERAL PRINCIPLES

1.1 The Trust believes in the undoubted value that trips/visits and activities within and outside the curriculum can offer to a pupil/student's understanding and enjoyment of a subject as well as the social and cultural benefits they can provide. However, when a trip/visit is proposed there are 4 key aims:

- a) That the trip/visit is properly organised well before the event takes place.
- b) That the activity is organised with pupil/student safety uppermost in mind.
- c) That the disruption to school life and specifically curriculum time is reduced to a minimum for staff and pupils/students involved and the wider school.
- d) Protected characteristics are acknowledged, and all children will have the opportunity to be included on trips and educational visits.

1.2 All trips/visits require approval from the Senior Leadership Team (SLT). Any decision will be based on the following criteria:

- a) Contribution to the curriculum.
- b) Equal opportunities.
- c) Social, Moral, Spiritual and Cultural value.

Each school has in place its own Educational Trips/Visits Procedure to ensure trips/visits run effectively.

2.0 ROLES AND RESPONSIBILITIES

2.1 Local Authority:

Responsible for the final approval (via the Outdoor Educational Advisor) of all trips/visits that are either overseas, residential, and/or involve an adventurous activity.

2.2 Headteacher:

Has overall responsibility for authorising all trips/visits, and for submitting those that are overseas, residential or adventurous to the Local Authority (LA) for approval (or as delegated to the EVC/member of SLT).

2.3 Educational Visits Co-ordinator (EVC):

- a) Manages all trips/visits and is the first person to contact with any queries about trips/visits.
- b) To liaise with the school to ensure that educational trips/visits meet their requirements.
- c) Assesses the general competence and supervisory ability of the adults on the trip/visit.
- d) Where a provider is being used, ensure appropriate checks have been undertaken and that there is a clear contract in place about who is responsible for what.
- e) Carry out occasional monitoring of trip/visit leaders to identify additional training needs.

- f) Organises the induction and further training of staff within the organisation including opportunities to develop competence in risk management.
- g) Keeps records of individual trips/visits including what worked well and what did not and any incident/accident reports.
- h) Seeks LA approval where required.
- i) Liaises with the Senior Leadership Team, Local Governing Committee and Trustees, as required.

2.4 Trip/Visit leaders:

Responsible for the planning of their trip/visit. They should obtain permission for a trip/visit from SLT prior to planning, and before making any commitments. Visit leaders have responsibility for ensuring that their trips/visits will comply with all relevant guidance and requirements and should seek advice from the Educational Visits Co-ordinator (EVC) where necessary.

3.0 TRANSPORT

- 3.1 Careful consideration should be given to this area. This policy supports groups travelling by the most appropriate means which can include, walking, school minibus, public transport – buses, trains and tube, taxi and private cars, coach and aircraft. Schools will ensure that all travel companies are reputable, have access to seat belts and are considered appropriate for the trip.
- 3.2 Any staff using their cars to transport pupil/students must adhere to the Trust's Travel and Staff Expenses policy.

4.0 INSURANCE

- 4.1 The school must have insurance policies in place to cover this area of work, although in some cases insurance may, instead, be taken directly with the trip/visit provider. Specific activities may require further cover which should normally be with the insurers. Where necessary the trip/visit leader must ensure that an individual who has a serious or unusual medical condition is fit to travel. This would be through a letter from a medical professional provided by the parent/carer. Where relevant this should be passed onto the insurer.

4.2 Adequate Insurance Coverage

It is strongly recommended that if there is any doubt over a current or recent medical condition that the insured person visits their doctor to ensure they are fit to travel and are not invalidating their cover. This will help to avoid potential difficulties should the need to claim arise later for cancellation or sickness happening during the trip.

“Fit to travel” implies that during the trip the medical condition is unlikely to create the need for medication attention or other additional costs such as emergency evacuation or visit of a relative that would ordinarily qualify as a claim under this part.

5.0 STAFFING AND SUPERVISION

- 5.1 The Trust follows national guidance in that there are no specific and defined ratios for trips/visits, but that the staff on the trip/visit work to the principle of effective supervision at all times. For all trips/visits the trip leader, EVC and Headteacher must make a professional judgement regarding the number and suitability of staffing on an individual trip/visit basis, after consideration of the following factors:
- a) The type, level and duration of activity.
 - b) The nature and requirements of individuals within the group, including those with additional needs.
 - c) The experience and competence of staff and other adults.
 - d) The venue, time of year and prevailing/predicted conditions, if applicable.
 - e) The contingency, or Plan B options.
- 5.2 A trip/visit must not go ahead where either the trip/visit leader, EVC or Headteacher is not satisfied that an effective level of supervision exists.
- 5.3 The school works to the principle that staff have been assessed as competent to undertake such responsibilities as they have been assigned, for leading or assisting on trips/visits. This assessment may include a review of previous trips/visits, leadership experience from other areas and for certain activities a formal qualification. The EVC will lead on this process but may involve other senior staff.
- 5.4 The EVC should view the original documents and certificates when verifying leader's qualifications and not rely on photocopies. Advice can be sought from the LA Outdoor Education Adviser when required.
- 5.5 Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

6.0 PAYMENT TO STAFF

- 6.1 It is recognised that not all trips/visits would be able to run without the goodwill of our Teaching and Support Staff, which is greatly appreciated.
- 6.2 The Trust is not able to pay overtime to staff attending school trips/visits. Only in very exceptional circumstances and at the discretion of the Headteacher, additional expenses associated with, for example, childcare may be reimbursed.

7.0 DUKE OF EDINBURGH (DofE) EXPEDITIONS

- 7.1 Guidance for DofE is in line with that recommended and issued by the Local Authority which must be included in the school procedure document.

8.0 RISK ASSESSMENT

- 8.1 An important part of all trips/visits is to ensure that all risks are appropriately managed and planned for in advance. For all trips/visits, the school must have in place an appropriate procedure to ensure that risk management is dealt with effectively. The risk level should be clearly shown within all parental communication regarding trips/visits (see Appendix 1).

9.0 PLANNING FOR INCLUSION

- 9.1 Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special educational needs, every reasonable effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved. For those pupils / students, who are legally entitled to a trusted adult, it is a requirement that these trusted adults fall outside the normal calculation of adult to child ratios, applicable to the identified activities.
- 9.2 The Trust takes all reasonably practicable measures to include all young people. The principles of Inclusion should be promoted and addressed for all visits and outdoor learning thus ensuring an aspiration towards (a) an entitlement to participate, (b) accessibility through direct or realistic adaptation or modification, (c) integration through participation with peers.

10.0 BEHAVIOUR

- 10.1 Good behaviour on all trips/visits is a minimum expectation. Please refer to individual school's Behaviour Policy for more information.

11.0 EMERGENCY PROCEDURES

- 11.1 A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the trip/visit leadership team.
- 11.2 The Trust has a Critical Incident Plan in place to deal with a critical incident during a trip/visit (Appendix 2)
- 11.3 When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention, then assistance will be sought from the Local Authority/Outdoor Education Advisor.
- 11.4 To assist the trip/visit leader in dealing with an emergency they must carry with them the 'Critical Incident Action Plan' (Appendix 2) and the 'Visit Leader Emergency Action Card' (Appendix 3), in addition to the medical and contact details of each student on the trip/visit.
- 11.5 The school's emergency response to an incident is based on the following key factors:
- a) There is always a nominated emergency base contact for any trip/visit (during school hours this is the office). This person will refer to the 'Critical Incident Plan' (Appendix 2) and the First Contact Emergency Action Card (Appendix 4) when required.
 - b) This nominated base contact will either be an experienced member of the Senior Leadership Team or will be able to contact an experienced Senior Manager at all times.
 - c) For activities that take place during normal school hours, the trip/visit leadership team will be aware of any relevant medical information for all participants, including staff.
 - d) For activities that take place outside normal school hours, the trip/visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
 - e) The trip/visit leader(s) and the base contact/s know to request support from the Local Authority/Outdoor Education Advisor in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.

- 11.6 In the event of an incident the Critical Incident Plan should be followed and the supporting document, the First Contact Emergency Action Card should be completed where possible (Appendix 4).

12.0 AFTER THE TRIP/VISIT

It is important to evaluate all activities, to ensure they meet the requirements of the learning aims and as a learning environment are appropriate to needs of the group and that it was safe. It is also a useful focus for the group leader to make improvements to content and disseminate appropriate information to colleagues for future trips/visits.

13.0 REVIEW

- 13.1 The Trustee Board (or responsible committee) will review this policy in line with the procedure for policy review.

13.2 Date for review

If no other reason for review (see policy review procedure) this policy will be reviewed in three years.

APPENDIX 1

Trip Letter wording – Risk Level

The following table should be included in all letters regarding trips and the relevant risk level identified for parents / carers

Risk level	Description of activities
Low Risk	Local trip, routinely occurs, limited travel, no adventurous activities, within school hours, good levels of supervision.
Medium Risk	Some adventurous activities included, more extensive travel, higher levels of potential interaction with members of the public, extended hours, good levels of supervision.
High Risk	Adventurous activities, residential, extensive travel/abroad, extended trip length, involves activities interacting with water, minimal or lack of supervision (Duke of Edinburgh Scheme/Secondary School only)
This trip is considered a *High/Medium/Low risk trip *Delete as applicable	

Appendix 2

Trips/Visits Critical Incident Plan

Action by Trip/Visit Leader	
Firstly	<ul style="list-style-type: none"> • Safeguard yourself. • Remain calm and assess the situation. • Establish nature and extent of the emergency. • Identify people involved and any casualties. • Are emergency services required?
Check your group	<ul style="list-style-type: none"> • Are the group safe? • Are all group members accounted for? • Are all leaders present? • Have you briefed the group to ensure they know what to do to remain safe? • Delegate Assistant Leaders if possible.
Any Casualties?	<ul style="list-style-type: none"> • Ensure injured group members are safe. • Call emergency services (999 or 112) as appropriate. • Carry out First Aid to the best of your abilities. <ul style="list-style-type: none"> A – Preserve life B – Prevent condition worsening C – Promote recovery • Member of staff to accompany casualty to hospital with relevant medical details. • Note Staff name and contact number; who has gone and where?
Notify Establishment Base	<ul style="list-style-type: none"> • Ensure your establishment is aware of the following: • What happened? <ul style="list-style-type: none"> When – date and time? Where – location? Who was involved/injured? Names of all involved. Actions taken so far.
	Agree contact numbers to use and pattern of future contact

Action by Establishment		
Is this a Critical Incident?	Yes	<ul style="list-style-type: none"> • Launch the Critical Incident Plan. • Follow and adapt if necessary. • Involve outside support if necessary.
	No	<ul style="list-style-type: none"> • Agree actions with Trip/Visit Leader. • Contact parents? • Seek advice from Education Officers? • Seek advice from Outdoor Education Advisors? • Media management by establishment? • Insurance?
Ongoing		<ul style="list-style-type: none"> • Record of Incident. • Actions taken. • Follow up paperwork. • Review Incident.
Incident notes and recording sheet		
School Based On-Call Leadership Staff		<ul style="list-style-type: none"> • STAY CALM: Consider the actions you need to take and the people you need to contact to help you. Decide what immediate help you need and contact these people. • TAKE CHARGE: of the incident until relieved by a more senior colleague. It is essential that one person is clearly designated as controller of the emergency response and that it is clear to all who this is. • CONTACT: the group in difficulty to reassure them, get up to date information and keep them informed of your actions. • RECORD: all information you receive and actions you take. • DELEGATE TASKS: as and when possible/appropriate to allow you to manage the situation and allow for 'concurrent' activity. • Keep regular contact with the trip/visit leader. • Notify CEO. • Notify Governors/Trustees for information only and confidentiality.
Points to consider		<ul style="list-style-type: none"> • Keep a log of all actions, communications and decisions, including people involved and times • Arrange alternate and additional phone lines so that incoming calls do not swamp communications. Consider other means of communication such as internet, email and text. • Liaise with your employer over provision of links with emergency services, media, tour operators, insurance companies etc. as necessary. • Decide if a 'Travelling Team' is needed to provide support at the scene. • Ensure the security of your site and ensure the access gates are staffed to control access (elements of the press may well seek to gain access wherever they can). • Make arrangements for relatives etc. to be catered for on site or nearby, if possible, while they wait for news. • Arrange for the return or onwards travel of the party, and/or arrange transport for parents to the scene/hospital. • Control communications and the flow of information to the affected group, parents and other establishment staff (beware if other staff inadvertently start rumours circulating). • Control information to the media. • Make arrangements for meeting the group back from the trip/visit and returning children to parents. • Consider the possible need for future emotional support and care for anyone involved (do not forget other staff, young people and the Emergency Support Team as well as those directly involved).

Appendix 3

Trips/Visits Leader Emergency Card

Emergency Procedure

In the event of an incident overwhelming your team's coping mechanism, use the following to guide your actions:

1. REMAIN CALM – Assess the situation.
2. Safeguard yourself and then any other uninjured members of the group.
Make sure all other members of the party are:
 - ✓ accounted for
 - ✓ safe
 - ✓ adequately supervised
 - ✓ briefed to ensure that they understand what to do to remain safe
3. Delegate Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.
4. Call emergency services as appropriate.
5. Carry out first aid to the best of your abilities. Remember the aims of first aid are to
 - a. Preserve life
 - b. Prevent the condition worsening
 - c. Promote recovery

Essential First Aid:

1. Casualties need to be able to breathe – if they are unconscious this means being put into a safe airway position.
2. You need to try to find and stop any serious external bleeding.
3. You need to protect the casualty from the environment – keep them warm.
4. Monitor their condition, talk to them, reassure them, hold their hand and provide emotional support.

Once the immediate situation is contained:

1. Inform the school or your emergency contact. They will need the following information:
 - Who you are
 - What number can you be called back on?
 - What is the nature of the emergency?
 - How many casualties there are, their names and injuries
 - Names of others involved but not injured
 - The total number of people in your party
 - Your current location
 - Whether you are staying where you are or moving – if you are moving where to and how?
 - What time did the accident/incident happen?
 - Names and contact details of witnesses.
 - Proposed actions
2. Liaise with, and take advice from, emergency services if they have attended the scene.

3. Consider the physical needs of the group and casualties in terms of shelter, refreshments, and transport/repatriation.
4. Consider the emotional needs of the group such as removing them from the scene, providing emotional support (they can often do this for each other), giving them useful things to do.
5. Control communications – prevent group members from using phones or going online unsupervised or until approval is given.
6. Keep a written log of all actions taken, conversations held and a timescale.
7. Refer all media, parental or other enquiries to the School.
8. Inform the Foreign Office Consular Assistance Team if abroad.

Media/legal points

- Do not admit anything. Only authorised persons by Local Authority or CEO should make any comment to the media. For all other personnel, the 'No Comment' phrase should be used on every occasion.
- No comments should be placed on social media and there should be no response to anyone's post.
- Do not sign anything.
- Avoid discussing legal liability with others.
- Record all events, times and details – establish witness contact details and get statements from leaders.

Post-Incident action

1. Follow the school's reporting requirements, including completing any accident and incident forms.
2. Review the lessons learned and ensure that these feed into future trip/visit plans, emergency plans and staff training.
3. Share the experience and learning with colleagues.

Appendix 4

First Contact Emergency Action Card

The establishment's Emergency First Contact(s) should have all trip/visit information, including itinerary, venue details, names, medical information and emergency contact details for all participants including staff.

On receiving a call

In the event of receiving an emergency call from a group on a trip/visit, remember they will be very stressed. You need to remain calm to be able to take down some key information without missing anything. Carry out the actions below, as appropriate:

1. Take down the following information:

Incident notes and record sheet	
Who called?	
What number can they be called back on?	
What is their role in the group?	
What is the nature of the emergency?	
What time did the incident/accident happen? (Time difference?)	
What is their current location?	
Whether they are staying; where they are or moving; if they are moving, where to and how?	
How many casualties are there, their names and injuries?	
Names of others involved but not injured?	
The total number of people in your party?	
Names and contact details of witnesses?	
Proposed actions?	

2. If the incident **does not** involve serious injury or fatality, and/or **is not** likely to attract media attention:

- Provide the required assistance if possible;
- Seek further advice or pass on details to other establishment contacts who may be able to assist.

If the incident **does** involve serious injury or fatality, and/or **is** likely to attract media attention:

- Inform the Trip/Visit Leader that someone will phone him/her back as soon as possible; You should also contact the Head of Establishment; who will then advise you and contact the CEO/Chair of Governors.
- Advice should be sought on RIDDOR responsibilities from either LA or Trust's Health and Safety adviser.

It is the responsibility of the SLT on call member (only in conjunction with the Headteacher) to contact the Local Authority Outdoor Education Advisor. It may also be appropriate to contact Peterborough City Council (24 hours). Give brief details of the incident.

3. Contact staff on the following priority order and give them the information you have noted:

- Headteacher
- Deputy Headteacher (if appropriate)
- Outdoor Education Advisor/VESN member (Visit Emergency Support Network)
- Peterborough City Council
- Trust CEO

4. If you receive a call from the media or a parent, refer them to the Headteacher.

The following numbers are confidential and should only be shared with EVC and SLT. These numbers **MUST NOT** be handed out to trip/visit leaders

Name	Home	Mobile
Head of Establishment		
Deputy Head of Establishment		
Visit Emergency Support Network (VESN) Cambridgeshire/Peterborough Outdoor Education Advisor		
Visit Emergency Support Network (VESN) If our Outdoor Education Advisor is unavailable		
Peterborough City Council Emergency Contact		
Chair of Local Governing Committee (optional)		
Other/EVC		