



Educational Visits and Outings Policy & Procedures

Educational Visits and Outings Policy

(Year 1 to Year 13)

This Policy should be used in conjunction with 'Health and Safety of Students on Educational Visits' (HASPEV) booklet. A copy is available from [here](#).

Mission Statement

'To educate young people to meet the challenges of life courageously, to use their talents to the full and to live the values of Christ's Gospel'

The Policy applies to all Students at the School, whether Day or Boarding.

Educational Visits comprise those made in connection with coursework / non-examined assessments as well as cultural outings arranged out of class time.

Outings should be foreseen as far in advance as possible and permission obtained at least two weeks prior to the proposed date of the outing, again where possible. My School Portal should be consulted prior to proposing a visit to ensure that there will be no calendar clashes. The Safety rules regarding a school trip are included in this policy and should be consulted at the planning stage. All relevant documentation should be uploaded to Evolve so that the visit and relevant details can be approved first by the External Visits Co-ordinator and then by the Head Teacher. As part of this procedure, a risk assessment must be carried out prior to any visit. The school nurse must be consulted when completing the risk assessment and where 'students of focus' may be included, staff should consult with the DSL or DDSL to inform the risk assessment. Once complete, the risk assessment must be checked by the EVC and Head Teacher – only visits with approved risk assessments will be permitted. . Visits during school time should be limited and should be so arranged that no particular group be involved in different visits at close intervals. Members of staff teaching the students on a day for which a visit is arranged should be informed ahead of the visit so that they are able to plan accordingly.. The students themselves should be reminded to ask those with whom they have private lessons (music, elocution, dancing etc.) to excuse them.

A list of any students going out and the staff will be available on Evolve. All staff have a login for Evolve and should ensure they are confident in how to access this data. Members of staff who accompany the students on a visit during school time are asked to set adequate and meaningful work for classes to be supervised in their absence.

Trip Charging and Payments

All payment for trips, including deposits, will be charged to parents via Evolve. This should be done as soon in advance as possible, ideally at least half a term in advance.

- All trips should have been approved by the school EVC and the Headteacher in advance, and by the end of the preceding term where possible.

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- Trip letters and online consent forms should be sent out via Evolve.
- All trips should be billed and paid for in full prior to the trip. Please plan accordingly.
- Return slips and payment status can be viewed on Evolve. Consent and payment must be given prior to the trip departure.

Day Trips and Events at school – These trips will be charged via Evolve.

Overseas or Residential Trips – Parents will be charged via Evolve. The initial letter must indicate when the deposit and instalments are due. Please remember to state on the letter that the deposit is non-refundable and the due date of it. If parents change their minds within 30 days after the deposit due date, then their deposit will be retained by the school and no further charge made. Cancellation after this date will mean the full cost of the trip is due for settlement. The school will of course consider exceptional circumstances.

The deposit and instalments will be offset against the invoice raised for the full trip and therefore the Bursary will be able to chase for payment easily using our billing ledger and by issuing statements regularly. Teaching staff will not need to chase for payments.

Dress code for trips

The dress code for each trip is at the discretion of the member of staff in charge of the trip. The students should always look smart when in public.. On Field trips and other outward trips, clothing appropriate to the tasks being carried out should be worn.

A brief account of each outing and some comment on its value will be included at the planning stage on Evolve. Students may also be asked to comment on the visit and these accounts may then be used in our newspaper 'The Thornton Times', or published on the school website or printed in another form.

Policy on Educational Visits

Aims and purposes of educational visits

Thornton College has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises. Each year the school will arrange a number of activities that take place away from the school site and/or out of school hours, which support the aims of the school. The Governing Body has given its approval to the following types of activities:-

- Out of hours clubs (music, art, drama, sport etc)
- School teams
- Regular nearby visits (Places of worship, farms, country parks)
- Day visits for particular year groups or subject groups
- Residential visits
- Overseas visits
- Adventure activities which might be classed as higher risk (Duke of Edinburgh)

Approval Procedure and Consent

The Head has nominated a teacher as the Educational Visits Coordinator (EVC) and the governing body has approved this appointment. The EVC will approve Educational visits.

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Where relevant, the EVC will consult with the Deputy Head Teacher and/or SLT about proposed visits.

Planning Visits

Appendix 1 charts the likely stages of planning a visit.

First aid should form part of the risk assessment. Before undertaking any off-site activities, the EVC and/or the group leader should assess what level of first aid might be needed. As many staff as possible accompanying residential or overseas trips should be First Aid trained.. On any kind of visit the group leader should have a good working knowledge of first aid and ensure that adequate first-aid supplies are taken. For adventurous activities, visits abroad or residential visits it is sensible for at least one of the group's teachers to be a fully-trained first-aider. All adults in the group should know how to contact the emergency services. Read **Appendix 2** for full details.

Where external contractors are involved in organising all or part of the visit the contract will be made with the school on behalf of the students. All payments for the visit will be made through the school's accounts using Evolve. A non-refundable deposit will be required for residential visits. A late withdrawal may incur full visit costs.

Organising agencies must return form **EV4** confirming that their staff are vetted and suitably qualified and that the organisation has all the necessary insurance, before any payments are made. This is only necessary for providers who do not have an LOTC Badge. Award of this badge is clearly listed on Evolve when selecting the provider. Some providers may have this badge without it being known by Evolve – please check with the provider before sending them an EV4 form to complete.

For activities, school teams and nearby visits parents will be asked to sign a general letter of consent for participation in these activities when their daughter enters the school. Parents will be informed about the timing of these activities and will be notified by letter or telephone if an activity has to be cancelled.

For any visit lasting a day or more, a letter giving details will be sent home via Evolve. Parents will be asked to sign a general consent form to cover visits lasting up to one day. This will be sent out on Evolve at the start of the year. A separate consent form will be completed for all residential visits.

Before residential visits, or when the students are to travel abroad or engage in adventure activities, parents should be encouraged to attend a briefing meeting where written details of the proposed visit should also be provided. There should be alternative arrangements for parents who cannot attend or who have difficulty with communication in English.

If an outing is planned for a school day, the Catering Manager should be informed one week in advance. The Catering Manager does have access to Evolve.

Staffing

The school recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a school visit. Teachers and other staff are encouraged and supported to develop their abilities in organising and managing students' learning in a variety of environments through induction, apprenticeship and training.

Parents/volunteers may be used as part of the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the student group. DBS checks must be made on any volunteer. The appointed group leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and the EVC might work in partnership to undertake planning and risk assessments.

When planning ratios the following should be taken into account:-

- students, age and ability of group;
- students with special educational or medical needs;
- nature of activities;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities;
- requirements of the organisation/location to be visited;
- competence and behaviour of students;
- first aid cover.

Group leaders should assess the risks and consider an appropriate safe supervision level for their particular group.

Ratios for Visits (These are minimum ratios)

There should be 2 staff per coach/minibus taken irrespective of the ratio

In exceptional circumstance and with parental consent upper school visits of a 1:1 ratio on public transport will be permitted.

Trip type	Year				
	Reception	Years 1-3	Years 4-6	Years 7-11	Years 12-13
Day trip	1:5	1:6	1:14	1:18	1:20
Residential Trip	N/A	1:5	1:10	1:15	1:18
Overseas Trip	N/A	N/A	1:10	1:13	1:15

For overseas trips, the ratios above may be exceeded at Thornton to ensure that there are sufficient staff available for unforeseen events such as, to accompany students should they need to return home / become ill or should there be any difficulties at departures / arrivals.

The expectations of students and parents

The school has a clear code of conduct for school visits based on the school's Behaviour Policy. This Code of Conduct will be part of the condition of booking by the parents, and include the potential of withdrawal prior to or during a visit, if such conduct would deem it necessary. Implications for parents in relation to costs and collection of their child should form part of the signed agreements for parents

Preparing Students

In preparing students, take into account the following:-

Participation

- The group leader should ensure that the students are capable of undertaking the proposed activity. Students should be encouraged to take on challenges during adventurous activities but should not be coerced into activities of which they have a genuine fear.
- Students whose behaviour is such that the group leader is concerned for their safety, or for that of others, should be withdrawn from the activity. On residential visits the group leader should consider whether such students should be sent home early. Parents and students should be told in advance of the visit about the procedures for dealing with misbehaviour, how a student will be returned home safely and who will meet the cost.

Equal opportunities

- Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or

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medical needs, ethnic origin, sex, religion etc. All young people should be encouraged to participate in as wide a range of activities as possible.

If a visit is to cater for students with special needs, a suitable venue should be selected.

Information to Students

- The group leader should decide how information is provided, but must ensure that the students understand key safety information. For some students on overnight visits it will be their first experience away from home on their own and in the close company of other students.

Students should understand:

- the aims and objectives of the visit/activity;
- the background information about the place to be visited;
- basic foreign words where appropriate;
- relevant foreign culture and customs;
- how to avoid specific dangers and why they should follow rules;
- why safety precautions are in place;
- why special safety precautions are in place for anyone with disabilities;
- what standard of behaviour is expected from students;
- appropriate and inappropriate personal and social conduct including sexual activity; who is responsible for the group;
- what not to bring back either within the UK or from abroad such as drugs, knives etc;
- what to do if approached by anyone from outside the group;
- rendezvous procedures;
- what to do if separated from the group;
- emergency procedures.

For residential visits all group members should carry the address and telephone number of the accommodation in case an individual becomes separated.

Where visits involve multiple activities with differing requirements, each activity will need to be assessed and separate information provided. Students should be aware of who is responsible in any instances where the group leader has delegated responsibility to another member of staff or instructor.

If at any time there is a change in the planned schedule, new activities should be assessed and students provided with the appropriate information.

Preparing students for remote supervision

During any time that remote supervision takes place the group leader must ensure that students are aware of the ground rules and are adequately equipped to be on their own in a group. The size of each group should also be considered. If undertaking periods of remote supervision, all students should be in groups of a minimum of four and be aware of/have access to the following:

- telephone numbers and emergency contacts if lost;
- money;
- maps and plans and any other information for them to act effectively;
- location of local telephones and the appropriate coins;

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- a knowledge of how to summon help;
- a knowledge of out of bounds areas or activities;
- identity cards and a rendezvous point.

It is important that Students are told not to go off on their own, are given clear instructions about permitted remote supervised activities and understand and accept the ground rules. The trip leader retains responsibility for students during periods of remote supervision and should decide whether or not remote supervision is appropriate, considering the location and age and needs of the group.

Transport and Students

Students using transport on a visit should be made aware of basic safety rules addressed to them below:

- always arrive on time and wait for the transport in a safe place;
- never rush towards the transport when it arrives;
- wear your seatbelt and stay seated whilst travelling on transport;
- never tamper with any of the vehicle's equipment or driving controls;
- never block aisles or cause obstruction with bags;
- never attempt to get on or off the moving transport;
- never lean out of or throw things from the window of the transport;
- never get off a vehicle held up by traffic lights or in traffic;
- never run about or pass someone on steps or stairs while transport is moving;
- never kneel or stand on seats;
- never distract or disturb the driver or impede the driver's vision;
- always stay clear of doors after boarding or leaving the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- Students should be supervised if crossing roads to reach their transport and reminded of how to cross safely before stepping onto the road;
- always tell a teacher or supervisor if you feel unwell.

The group leader should ensure that students know what to do if they miss the scheduled departure time.

Students with special educational and medical needs

The school should make every effort to include students with special educational or medical needs in school visits, whilst maintaining the safety of everyone in the group. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

Students with medical needs

Additional safety measures to those already in place in the school may be necessary to support students with medical needs during visits. Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required.

All teachers supervising visits should be aware of a Student's medical needs and any medical emergency procedures. ISAMS contains all medical information and contact details. Summary

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sheets held by all teachers, containing details of each Student's needs and any other relevant information provided by parents, is one way of achieving this. If appropriate, a volunteer teacher should be trained in administering medication, if they have not already been so trained, and should take responsibility in a medical emergency. If the student's safety cannot be guaranteed, it may be appropriate to ask the parent or a care assistant to accompany a particular student.

The group leader should discuss the student's individual needs with the parents and/or the school nurse. Parents should be asked to supply (if they have not already done so):

- details of medical conditions;
- emergency contact numbers;
- the child's GP's name, address and phone number;
- information on whether the student has spent a night away from home before and their ability to cope effectively;
- written details of any medication required (including instructions on dosage/times) and parental permission to administer;
- parental permission if the student needs to administer their own medication or agreement for a volunteer teacher to administer;
- information on any allergies/phobias;
- information on any special dietary requirements;
- information on any toileting difficulties, special equipment or aids to daily living;
- special transport needs for students who require help with mobility.

Enquiries should be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres etc, if appropriate.

If ramps are not going to be available in certain places, the organiser may wish to arrange to take portable ramps with them. The group leader should at an early stage assess whether manual handling skills will be needed and, if so, whether training should be sought.

All teachers supervising the visit should be given the opportunity to talk through any concerns they may have about their ability to support the child. Extra help should be requested if necessary, e.g. a care assistant.

If teachers are concerned about whether they can provide for a student's safety or the safety of other students on a trip because of a medical condition, they should seek general medical advice from the School nurse and/or further information from the student's parents. For further DfEE guidance see [Supporting Students with Medical Needs: A Good Practice Guide](#).

The group leader should check that the insurance policy covers staff and students with pre-existing medical needs.

Students with special educational needs

Schools will already be familiar with the nature of a student's special educational needs. Any limitations or problems the student may have should be taken into account at the planning stage and when carrying out the risk assessment. Off-site visits may pose additional difficulties for a student with SEN and the behaviour of some students may prove challenging. The following factors should be taken into consideration:

- is the student capable of taking part in and benefiting from the activity?

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- can the activity be adapted to enable the student to participate at a suitable level?
- will additional/different resources be necessary?
- is the student able to understand and follow instructions?
- will additional supervision be necessary?

It may be helpful to the student if one of the supervisors already knows her well and appreciates her needs fully. The group leader should discuss the visit with the SENDco/DSL/School nurse and /or parents of students with SEN to ensure that suitable arrangements have been put in place to ensure their safety.

Communicating with parents

Information to Parents

Before residential visits, or when the students are to travel abroad or engage in adventure activities, parents should be encouraged to attend a briefing meeting where written details of the proposed visit should also be provided. There should be alternative arrangements for parents who cannot attend or who have difficulty with communication in English.

Parents need to be aware that the teachers and other adult supervisors on the visit will be exercising the same care that a prudent parent would. The following information on matters that might affect student health and safety should be given to parents:

- dates of the visit
- visit's objectives
- times of departure and return - parents must have agreed to meet their child on return
- the location where the students will be collected and returned
- mode(s) of travel including the name of any travel company
- the size of the group and the level of supervision including any times when remote supervision may take place
- details of accommodation with security and supervisory arrangements on site
- details of provision for special educational or medical needs
- procedures for students who become ill
- names of leader, of other staff and of other accompanying adults
- details of the activities planned and of how the assessed risks will be managed;
- standards of behaviour expected in respect of, for example, alcohol, sexual behaviour, smoking and general group discipline including prohibited items. (This information may take the form of a code of conduct which parents should sign).
- what students should not take on the visit or bring back
- details of insurance taken out for the group as a whole in respect of luggage, accident, cancellation, medical cover, any exceptions in the policy and whether parents need to arrange additional cover
- clothing and equipment to be taken
- money to be taken
- the information to be given by parents and what they will be asked to consent to
- on exchange visits, the details of the host families. For example, whether they have hosted any of the school's students before;
- details on the cost of the visit.

Parental consent

The EVC and/or group leaders should seek consent for:

- non-routine visits involving students in school years 1 to 3 (no matter how short the visit);
- adventure activities;
- visits abroad;
- other residential visits;
- remote supervision.

A parental consent form should be completed for each student in the group. Besides conveying the parents' consent it could also form the basis for obtaining details required. If a tour operator is used it may be sensible to ask them what information to obtain. General issues to consider include:

- any allergies/phobias the student may have;
- any medication the student is taking (if so what the dosage is and who is to administer it);
- whether the student administers her/his own medication;
- any contagious or infectious diseases suffered within the family during the preceding 4 weeks, and any other recent illnesses suffered by the Student;
- the name, address and phone number of the student's GP;
- any special/medical dietary requirements;
- whether the student suffers from travel sickness;
- information on any toileting difficulties;
- whether the student has any night time tendencies such as sleepwalking (for residential visits)
- the student's ability to swim in the pool or sea and their level of safety awareness;
- any other information which the parent thinks should be known;
- the parental home and daytime phone numbers and addresses;
- an alternative contact, with their phone number and address.

Planning Transport

Group leaders must plan their trip with reference to the Specific Risk Assessment guidelines outlined on Evolve. A reputable company should always be used. The school complies with the requirements of the HASPEV Planning Transport.

The main factors for staff planning the visit, to consider, include:-

- type of journey - will the visit take place locally or will it include long distance driving i.e. motorways?
- traffic conditions;
- contingency funds and arrangements in case of breakdown/emergency;
- appropriate insurance cover;
- weather

School Minibuses

The schools' minibuses, licences, permits, insurance and roadworthiness are managed by the School Bursar. '[minibus-code-of-practice.pdf \(rospa.com\)](#) 2015'; this includes the regulations outlined in Appendix 3.

Insurance

The group leader must ensure, well before the group departs, that adequate insurance arrangements are in place. Insurance may be provided by, for example, a travel firm, a bank or the organisation to be visited, as well as by an insurance company. Consult the Bursar and the travel firm or the organisation to be visited.

Types of Visit

The group Leader should only offer adventure activities by providers who hold a licence associated with the Adventure Activities Licensing Regulations 2004. [[177.pdf \(hse.gov.uk\)](#)]

Remote Supervision

Some adventurous activities - such as those under the Duke of Edinburgh Awards - require students to work in small groups without direct supervision. Particular attention needs to be given to the information provided to students before supervision can be withdrawn.

The training given to students must be sound and thorough and should be assessed separately. The instructor should have the appropriate qualifications or experience to provide training in the activity. The group leader should be satisfied that the students have acquired the necessary skills and have the necessary experience, confidence, physical ability and judgement to be left without direct supervision.

The withdrawal of direct supervision should be a gradual four stage process:

- accompanying the group;
- shadowing the group;
- checking regularly at agreed locations;
- checking occasionally at agreed locations.

Students should be familiar with all equipment used or taken without direct supervision and, in addition to training, an initial element of adult supervision in the use of equipment may be required. The condition and suitability of any equipment, particularly safety equipment, taken or used during these activities should be assessed separately.

Duke of Edinburgh expeditions are outsourced with a reputable provider; appropriate and up to date licenses should always be used.

Staffing

For residential trips there must always be one member of staff allocated to be on duty throughout the night. The staff member allocated should not consume alcohol when on duty and must be able and prepared to drive. No alcohol is to be consumed during a day trip by any member of staff.

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At all times all teaching staff must adhere to the 8 Professional teaching standards whilst accompanying students on any school trip. Non-teaching staff on a trip must never act in a way that could contravene their school code of conduct and/or could have a detrimental effect on the school's reputation in any way.

Visits Abroad

Additional factors that need to be considered

Any group leader organising visits abroad must follow all procedures outlined in the relevant section of the 'Health & Safety of Students on Educational Visits' booklet. [[Health and safety on educational visits - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/health-and-safety-of-students-on-educational-visits)] (). They should also conform to all previous policy sections within this document.

Emergency Procedures

- The Headteacher or/and Deputy Head will act as the named emergency school contact for each visit. All necessary information regarding the trip should be on Evolve Where either are not available, their contact details should be replaced with those of the Bursar and/or another member of SLT.
- All major incidents should immediately be related to this person, especially those involving injury or those that might attract media attention.
- A fully charged mobile phone and medical kit **must** be carried throughout the trip.
- All incidents and accidents occurring on a visit will be recorded on the Evolve Evaluation form under the Accidents and Injuries section. A record of these should be made as soon after the event as possible (including whilst still on the trip where possible). A suggested template for recording first aid incidents and accidents is included at the end of this policy. Please see document **EV3**.
- For wider or more general incidents, the Incident Report Log section on the Evolve Evaluation should be used. A suggested template for recording these in included at the end of this policy. Please see document EV2.

The school will have emergency funding available to support the group leader in an emergency.

Teachers in charge of students during a visit have a duty of care to make sure that the students are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take lifesaving action in an extreme situation.

If an accident happens, the priorities are to:

- assess the situation;
- safeguard the uninjured members of the group;
- attend to the casualty;
- inform the emergency services and everyone who needs to know of the incident.

The group leader would usually take charge in an emergency and would need to ensure that emergency procedures are in place and that back up cover is arranged. The group leader should liaise with the representative of the tour operator if one is being used.

Pre-arranged school home contact. The school contact's main responsibility is to link the group with the school and the parents and to provide assistance as necessary. The named person should have all the necessary information about the visit on Evolve.

Emergency procedures framework

All those involved in the school trip, including supervisors, students and their parents, should be informed of who will take charge in an emergency, the named backup cover and what they are expected to do in an emergency.

Emergency procedures framework during the visit

If an emergency occurs on a school visit the main factors to consider include:

- establish the nature and extent of the emergency as quickly as possible
- ensure that all the group are safe and looked after
- establish the names of any casualties and get immediate medical attention for them
- ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures
- ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times and kept together
- notify the police if necessary
- notify the British Embassy/Consulate if an emergency occurs abroad
- inform the school contact. The school contact number should be accessible at all times during the visit;
- details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom)
- notify insurers, especially if medical assistance is required (this may be done by the school contact)
- notify the provider/tour operator (this may be done by the school contact)
- ascertain telephone numbers for future calls. Mobile phones, though useful, are subject to technical difficulties and should not replace usual communication procedures
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence
- keep a written account of all events, times and contacts after the incident;
- complete an accident report form as soon as possible.
- no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Media enquiries should be referred to a designated media contact in the home area;
- no-one in the group should discuss legal liability with other parties.

Emergency procedures framework for school base

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Prior to the visit, the name and school and home telephone numbers of a school contact should be identified. It is advisable to arrange a second school contact as a reserve. The Headteacher and group leader should bear in mind that the contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful.

The main factors for the school contact to consider include (See Critical Incident Policy):

- ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school base
- contacting parents. Details of parents' contact numbers are to be found on isams.. The school contact should act as a link between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency.

All destinations, emergency contact details and travel arrangements will be distributed to all parents at the 'Parents' Information Evening'. If a parent does not attend this Meeting they will be sent full details.

For residential trips, the school mobile should be used and the school mobile number should be provided to parents. Parents should also be encouraged to contact the school in the first instance.

For day trips, parents should be told to contact the school and the school will contact the trip leader.

Evaluation

All visits will be evaluated by the group leader on Evolve. This includes reporting any accidents, incidents and injuries, as well as any problems with logistics, behaviour and anything else that the trip leader determines is relevant. This is a vital step to help with planning for future trips.. The Educational Visits Co-ordinator will ensure that appropriate risk assessments are carried out prior to the visit. The group leader is responsible for presenting a financial account for the visit, which will be audited as part of the school's procedure.

Procedure for planning Educational Trips and Visits

The trip leader will complete a risk assessment and trip approval form and pass these forms to the EVC for Outline Approval on Evolve. Residential and Overseas Trips will be passed on to the Headteacher, once approved by the EVC. Please note that a trip cannot be approved without a completed risk assessment.



Once Outline Approval has been given the trip leader will continue to work through the Evolve form, including detailed costings and full risk assessments and submit for Full Approval.



The Finance Team will assess the costings and approve or deny the trip. The Admin Team will format the trip letter and approve once complete. The EVC will then do a final check and give Full Approval. Overseas and Residential trips will be approved by the Headteacher. The Deputy Head automatically be informed via Evolve with regards to staffing on the trip and to confirm that adequate cover can be allocated for the trip to proceed.



The trip leader will visit the medical centre, in good time, to inquire as the medical conditions of anyone going on the trip. The trip leader will consult with the DSL, in good time, should a 'Student of Focus' be listed as an attendee. If required, the trip leader will collect ensure packed lunch requests are received by Catering at least one week prior to departure.

Headteacher: Dr Louise Shaw
Deputy Head: Ms Tracey Wilks
Educational Visits Co-ordinator: Mr Anthony Barraclough

EV1 - Authorisation Letter to Parents for School Visits – Template for Evolve

If you put the ** ** details required for this letter on a piece of paper, that is all that is required. The letter will be prepared for you as follows, unless you show any amendments.

To Parents/Guardians of Students in Year ***

Dear Parents/Guardians

As part of the **TITLE COURSE** I have arranged an educational visit to the **LOCATION** on **DATE**.

This should prove to be an interesting and worthwhile visit both educationally and socially.

The coach will leave Thornton at **TIME** and return to Thornton at **TIME**. *Full school uniform will be worn. A packed lunch will be provided in lieu of the normal school dinner. Your son/daughter may perhaps need a little pocket money for souvenirs.

The cost of the coach and entrance fees will be ** ** and I would be pleased to receive this from you together with the tear-off slip below as soon as possible. Alternatively, you may have this amount added to your next school account if you so wish.

Yours sincerely

NAME

DEPARTMENT

Please return to **Name**, Thornton College

I am willing for my son/daughter _____

To go to **LOCATION** on **Date**

The cost of the trip.....will be added to your bill
(*Please delete as appropriate).

My daughter must abide by the School's Code of Conduct.

Parent/Guardian Signature _____ Date _____

EV2 - Incident Record Sheet

School:	Date:	
Party Size:	Students:	Staff/Adults:

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Location:	
Nature of Incident:	Time:
Contact Numbers: Venue/Hotel: Your Mobile: Fax: Email address:	
Details of Casualties (Number/names)	
Where injured taken:	
Tel No: Accompanying Staff:	

EV3 – First Aid Record

Person Treated	Date	Time	Nature of Injury or Illness	Treatment or Action	Signed

EV4 – Provider declaration form (for providers not listed on Kaddi)

The majority of providers we use are already listed on Kaddi and/or have an LOTC Quality (Learning Outside the Classroom) Badge. If that is the case, this form is not necessary.

For adventurous activities, the provider must hold an AALA License, a Quality Badge and AdventureMark.

For overseas visits, providers must have an LOTC Badge, ABTA and ATOL Licenses.

When choosing the provider on Evolve they will have LOTC listed next to them if they have been awarded the LOTC. For those listed on Kaddi, you can click the Kaddi icon for more information.

Educational Visits		EV4	
Thornton College Convent of Jesus and Mary Thornton Milton Keynes Buckinghamshire MK17 OHJ Tel: 01280 812610 Email office@thorntoncollege.com			
Venue			
Name:			
Address:			
Tel:			
Email:			
Details of Visit/Activity			
Date of Visit:		Number of Students involved:	
Please sign and return this form to confirm that: <ul style="list-style-type: none"> • your staff are appropriately qualified and police checked • you have taken all necessary steps to safeguard the health and welfare of our Students and staff • you have all necessary insurances 			
Name _____		Position _____	
Signature _____		Date _____	

EV 5 - Specific Risk Assessment

Please save a copy of this Specific Risk Assessment before you start editing it so a blank version remains in place for other users.

Please delete the highlighted text before submitting.

For guidance you can look at the previous Generic Risk Assessment document which can be found [here](#).

The generic risk assessment should no longer be used

All sections of this risk assessment should be completed. If a section does not apply to your trip (unlikely but possible) then please write N/A to show that you have considered it.

Sections to be completed

[Trip basics](#)

[Staffing](#)

[Activity Risks](#)

[Group behaviour/needs/ability](#)

[Environment](#)

[Time](#)

[Distribution](#)

Trip Basics

Trip location	
Based in	UK/International
Number of students	
Number of staff	
Residential	Yes/No

Staffing

Please include any specific skills or competencies that staff have that will help with the safety of students on your trip. For example, First Aid trained, strong swimmers or lifeguard training (if near water), previous experience of the same or similar trips, any expertise in the area you are visiting

Please add as many as are relevant for your trip.

Staff member	Skills/Competencies

Activity Risks

Please include any specific risks posed by the activity of your trip and how they will be managed. For example, risk of injury through sporting activity extraordinary to school sports (e.g. skiing, rock climbing, horse riding), water sports, use of sharp implements (e.g. knives in cookery), potentially dangerous tools (e.g. power tools) or potentially dangerous equipment.

Please add as many as are relevant for your trip.

Risk description	Managed by

Group behaviour/needs/ability Risks

Please include any specific risks posed attendees of the trip including staff.

You must include any medical information that can impact student safety (see [footnote 1](#)).

You should also consider the students' ability in the activity they are undertaking, for example novice skiers on a ski trip, poor/non-confident swimmers on a raft building exercise or students who may be prone to lack of confidence (or over-confidence). Specific students' needs should be named.

Please add as many as are relevant for your trip.

Risk description	Managed by

Environmental Risks

Please include any specific risks posed by the environment of your trip and how they will be managed. For example, busy roads, open water, large areas (e.g. field work in city centres where students will not always be directly monitored or DofE hikes where students will not be directly monitored, parks and park equipment such as slides etc), machinery, pollen/grass, potential risks from animals (e.g. tics).

Please add as many as are relevant for your trip.

Risk description	Managed by

Time Risks

For late night or residential trips you may wish to add any risks posed by the times you are travelling to/from the venue and whether students and/or staff will be needed in school the next day. For example, if you are expecting to be back late and you are delayed, you should communicate with school the situation and explain that staff and/or students might be late in the next day.

Please add as many as are relevant for your trip.

Risk description	Managed by

Distribution of Risk Assessment

After completing this Risk Assessment, it should be shared with all members of staff attending the trip.

Unsigned Risk Assessment's will result in your trip being rejected by the EVC.

Prepared & signed by Trip Leader:

(a typed name will suffice)

By digitally signing this form I confirm that I have shared the risk assessment with all other staff on the trip.

Footnote 1

For academic year 2022-23 we have a student in Year 7 with hearing impairment. It is vital that her safety is considered individually on an individual basis if she is attending your trip and your considerations should be included in your Specific Risk Assessment.

You can find a document of considerations for students with hearing impairment [here](#).

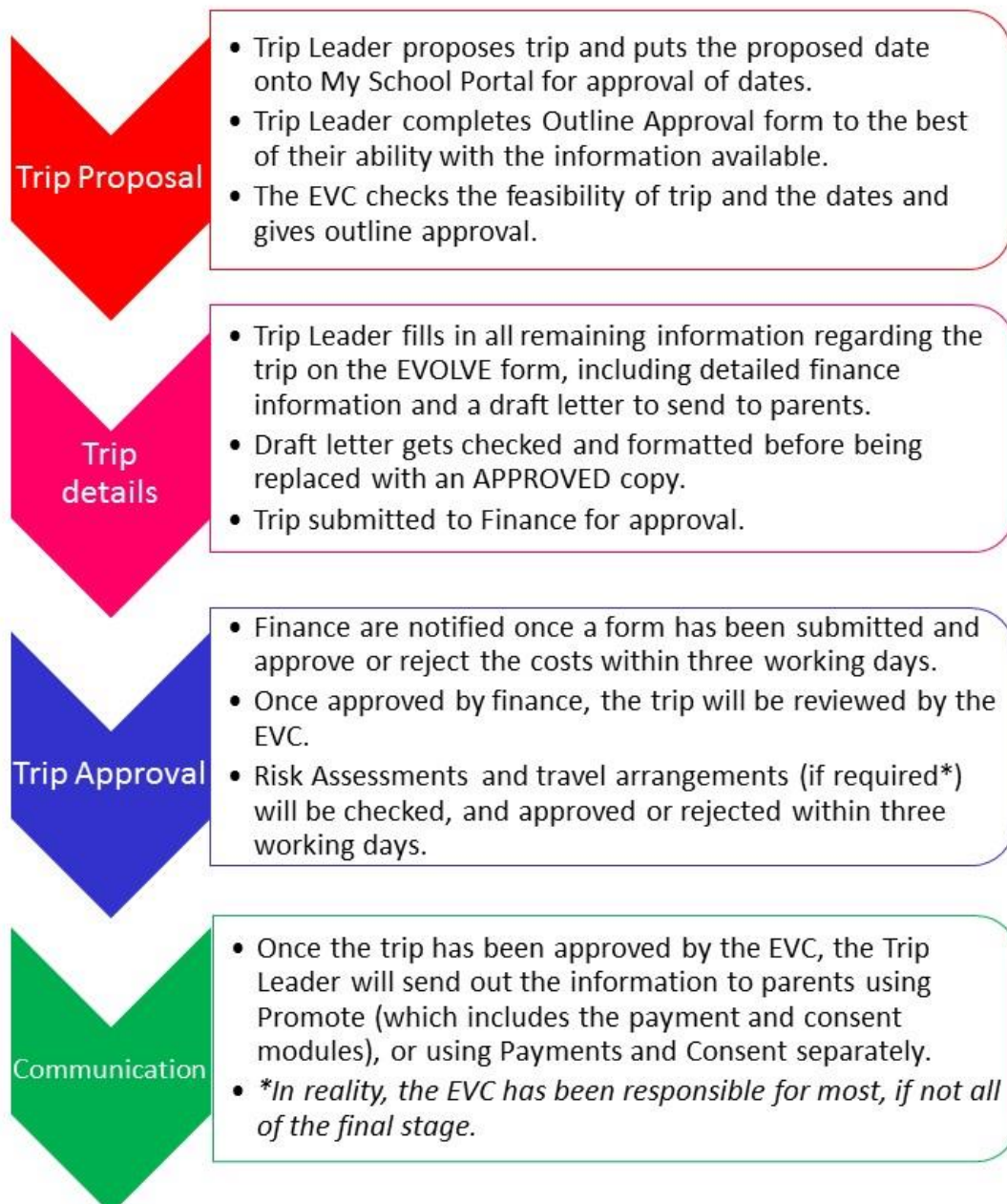
For academic year 2022-23 we have a student in Year 8 with epilepsy. It is vital that her safety is considered individually on an individual basis if she is attending your trip and your considerations should be included in your Specific Risk Assessment.

You can find a document of considerations for students with epilepsy [here](#)

Appendix 1 – Organisational Chart

Planning the Visit

Planning stages



*travel arrangement will only be checked when booked separately, not when booked through a tour provider.

Appendix 2 – First Aid procedures

First Aid

The minimum first-aid provision for a visit is:

- a suitably stocked first-aid box;
- a person appointed to be in charge of first-aid arrangements.

Other considerations when considering first-aid needs should include:

- the numbers in the group and the nature of the activity;
- the likely injuries and how effective first aid would be;
- the distance of the nearest hospital.

First aid should be available and accessible at all times. The Health and Safety Executive recommends the following minimum contents for a travelling first-aid box where no special risk has been identified:

- a leaflet giving general advice on first aid;
- six individually wrapped sterile adhesive dressings;
- one large sterile unmedicated wound dressing approximately 18 cm x 18 cm;
- two triangular bandages;
- two safety pins;
- individually wrapped moist cleansing wipes;
- one pair of disposable gloves;
- a resuscitator (for hygienic mouth to mouth resuscitation) would also be useful.

All minibuses are required by law to carry a first aid kit.

Appendix 3 – Minibus Driver

The minibus driver must be an approved and trained driver and:

- observe governing body guidance, where appropriate;
- not drive when taking medication or undergoing treatment that might affect their ability or judgement;
- know what to do in an emergency;
- know how to use fire-fighting and first-aid equipment;
- avoid driving for long periods and ensure that rests are taken when needed;
- clarify and comply with transport regulations and the requirements of the vehicle's insurance cover;
- take into consideration the effects of teaching and the working day;
- have regular medical checks eg eyesight.

The schools' minibus licences, permits, insurance and roadworthiness are managed by the Estates Manager. The Royal Society for the Prevention of Accidents (RoSPA) have issued 'Minibus Safety: A Code of Practice 2015', which is given as part of the MIDAS training and reissued to all approved drivers each year by the Estates Manager.