# Allerton Grange School

# Educational Visits Policy

# 2026-27

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# 0 GENERAL STATEMENT OF POLICY

## 0.1 Purpose

The policy has been created to give governors, staff, parents and students the assurance that the school has robust, clear risk management and planning systems in place to safeguard children whilst on an educational visit. The purpose of this policy is:

- to ensure that the purpose of any educational visit is clearly understood;
- to ensure that all visits have prior approval before proceeding;
- to not exclude any student with protected characteristics as defined by the Equality Act (2010);
- to ensure adequate provisions and arrangements have been included for all students with special needs during educational visits;
- to categorise each educational visit and to plan and organise accordingly;
- to co-ordinate all educational visits through our appointed Educational Visits Co-Ordinator (EVC);
- to ensure a suitable Visit Leader is appointed for each type of visit, irrespective of the nature and duration;
- to ensure that any selected Visit Leader has the relevant qualifications (where appropriate), skills, experience and abilities suitable for the responsibilities placed upon them;
- to select only appropriate venues and locations that are well-known and/or have been adequately assessed beforehand;
- to select only competent persons for supervisory roles and to ensure they have been suitably vetted and cleared in line with the school's safeguarding procedures;
- to select only competent and assessed travel and/or tour operators for means of transportation to and from venues and locations;
- to arrange educational visits only where the risks have been assessed and reduced to as low as reasonably practicable beforehand;
- to provide effective levels of supervision at all times appropriate to the numbers and age group(s) of the students;
- to ensure that all parents are fully informed of any plan to organise an educational visit and that formal consent has been obtained beforehand;
- to assist, wherever possible, those parents who may have difficulties in meeting all the costs of any specific visit;
- to be inclusive all students wherever practicable;
- to be mindful of those whose personal circumstances represent a threat to the health and safety of themselves and others, reviewing an individual's position on the visit if this is the case.

## 0.2 Guidance

Additional guidance can be sought from the following sources:

- EVOLVE National Guidance Document Library http://www.national-library.info/
- Health and Safety Executive: Some of the guidance on educational visits. https://www.hse.gov.uk/education/visits.htm
- The Outdoor Education Advisers' Panel (OEAP) provides guidance, activities, training and support for outdoor learning and educational visits. https://oeapng.info/

## 0.3 Rationale

At AGS, we believe that a successful curriculum enables students to participate in the great conversations of humankind. A rigorous and knowledge-rich curriculum provides students with cultural literacy and allows them to engage with shifting ideas and arguments. We also believe in developing the whole child.




Aspirational Enrichment is a cornerstone of our KLAS curriculum and we strive to provide students with educational visits that inspire them, that allow them to be challenged and help them to learn outside of the classroom.

Whether it is seeing the words of Shakespeare come to life for the first time; watching and experiencing the atmosphere of a live sports fixture; undertaking fieldwork as part of their course; visiting foreign capitals and experiencing different cultures or gaining new skills skiing down a mountain, these opportunities provide students with the skills, experiences and cultural capital that allow them to grow into confident and intellectually curious member of society.

## 0.4 Using this document

This documents sets out the process of running an educational visit at AGS.

The sections have been set out to follow the 8-step structure of the 'Educational Visit Planning Flowchart' on the following page. Staff should refer to the relevant sections of this document at each stage of visit planning.

Staff can find the 'allerton-staff - Educational Visits - All Documents




## 0.5 Review of Policy

The contents of this policy will be reviewed annually by the EVC and Headteacher.

# Educational Visit Planning Flowchart

## 1. CONSIDERING PLANNING AVISIT

Discuss the visit with your line manager and the school's Educational Visits Co-ordinator (EVC) - this is Liz Braim elizabethbraim@allertongrange.com. This will give you an idea if the trip is feasible.

The 'Educational Visits Policy' has guidance on considerations for running the visit including: trip leadership; inclusion; accommodation and visits abroad.

## 2. COMPLETING OUTLINE APPROVAL

The next step is to complete an **EVOLVE Outline Approval Form.** The approval process usually takes 1 week, but may be longer for more complex trips.

An **EVOLVE outline approval form** can be found at: evolve.edufocus.co.uk. The school is listed under **Leeds City Council.**

Select **Add** Visit Form (do not select Local **Area Visit)**

***Required Information for outline approval:***

- *Type of Visit (Residential/Adventurous etc.)*
- *Purpose*
- *Dates*
- *Venues/Provider*
- *Travel Arrangements (Proposed)*
- *Staffing (Numbers)*
- *Attendees (Numbers)*
- *Itinerary*
- *Times (Mandatory)*

***Once outline approval is granted, your trip is In the calendar and you can start planning!***

## 3. TRANSPORT

Contact the main office to book the school minibus or to get alternative transport quotes. This should be done ASAP to ensure availability. The cost of transport will need to be factored into the cost of the visit.

## 4. FINANCE

Contact **Finance** (finance@allertongrange.com) if there is a cost associated with the trip.

You must liaise with Finance to agree payments/ schedule of payments. They will able to set up requests for payment on Parent Pay. It is the trip leaders responsibility to check student payments- reports to be provided by finance.

If your trip is being funded by the school, you need to check with the relevant budget holder that funds are available and ask them to contact finance to authorise any payments to be made.

## 5. LETTER TO PARENTS

Draft a letter for parents to advertise your trip. See **Part 5 of 'Planning Educational Visits at Allerton Grange School'** to know what information you must include in your letter. For more complex trips, an E1 form may be needed. **See Part 5** for more information.

Send your completed draft to the Main Office, finance (where there is a cost) and Liz Braim (EVC).

The letter will then be checked, formatted, and sent to the Headteacher for approval.

Once approved, liaise with the main office to send the checked letter to parents.

**Liaise with finance to set up PARENTPAY if required.**

**Student lists MUST be checked by Safeguarding before submitting your trip for approval**

## 6. EVOLVE

**At least 10 working days before (30 working days for residential, adventurous or visits abroad)**

When you have a register and itinerary, you are ready to create an **EVOLVE form.** EVOLVE is accessed at: https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=leedsvisits.org.uk

When completing your Evolve form, you will be required to attach all of the documents from above as well as create relevant **risk assessments** for your trip.

See **Part 6 of the 'Educational Visits Policy'** for all of the information needed to complete an EVOLVE form.

When your form has been approved, your trip has been authorised to go ahead.

## 7. RUNNING UP TO THE VISIT

**LIAISE WITH YOUR SLT CONTACT** - You should inform your SLT contacts of any updates to the visit and provide them with access to the risk assessments, emergency contact information and medical information.

**PARENT CONSULTATION** - For more complex trips (residential/overnight/trips abroad) a parent consultation evening should be held. This gives parents the opportunity to be fully aware of the activities/risks involves and to ask questions.

FREE **SCHOOL MEALS** - At least 2 weeks before the visit, identify the number of students attending that are entitled to Free School Meals (FSM) and e-mail Patrick Fletcher to order FSMs. He will need to know the names of the students, the date of the visit, and the time on the day that you wish to collect the meals.

**FIRST AID** - Arrange First Aid Kit, kept in the main office, giving 5 working days' notice and ensure that they contain all of the required equipment as outlined in your risk assessment.

**SCHOOL MOBILE** - E-mail IT (itsupport@allertongrange.com) to arrange a school mobile- the number should be shared with staff on the visit, the EVC & SLT emergency contact and can be shared with students if required. **THE NUMBER MUST NOT BE SHARED WITH PARENTS**

**ATTENDANCE** - Send a list of students expected to be on the visit to attendance@allertongrange.com

**STAFF BRIEFING** – Staff need to liaise with their line manager to approve their attendance on the trip. James Ellis always need updating with any staffing changes. All staff on a visit should be familiar with the risk assessments and have a list of students with contact/medical information.

**COVER WORK** - Ensure that all staff on the trip will set cover, inform line managers of absence, and will send work to '4040 Cover'

**SITE TEAM** - If your trip is a residential, or takes place outside the 'normal' working day ensure the site team is aware of the details of any vehicles that will be left on site.

## 8. ON THE DAY OF THE VISIT

Collect First Aid Kits and Free School Meals.

Register students and check students have required **medication** (including inhalers/EpiPens)- **NO MEDICATION MEANS NO ATTENDANCE ON THE TRIP.** Some medication may need to be collected and kept by staff.

Make sure reception, EVC and SLT link have your emergency contact numbers

Collect school mobile phone and distribute emergency numbers to all staff (and students if required).

**Complete a final register, photocopy, and physically hand in to attendance immediately before departure.**

# 1 CONSIDERING PLANNING A VISIT

## 1.1 Educational Visit Planning

All educational visit planning is undertaken through Leeds City Council's EVOLVE (Educational Visits On-Line Virtual Environment) Management System. EVOLVE must be used to plan all educational visits.

The visit leader is responsible for the planning of the visit. They must complete all the required documentation and enter all required information on to Evolve.

## 1.2 Categories of visit

The type of visit will determine the level of risk and the amount of time that will be needed to plan the visit effectively.

The following categories apply to all visits at AGS.

| | |
|---|---|
| **Category 1** | Visits which are wholly within the establishment's normal work period, specifically to support the curriculum.<br>E.g. curriculum swimming, local church, local library, local park etc. |
| **Category 2** | Day visits (that may extend beyond the school day). These are the visits that make up the bulk of those undertaken by schools. E.g. museums, art galleries, fieldwork, leisure centres, theme parks etc. |
| **Category 3** | Visits that are not in the other 2 categories and are abroad, overnight (anything occurring between 2am & 6am) or adventurous. Adventurous activities include paddling in the sea. |

## 1.3 Timelines for Approval

All Category 1 and Category 2 visits should be submitted for approval on EVOLVE at least **10 working days** before the visit is due to depart. Approval after this date is subject to discretion from the EVC and Headteacher.

All Category 3 visits **must** be submitted for approval on EVOLVE at least **30 working days** before the visit is due to depart. This is to ensure that, once checked by the EVC, it can be submitted by the EVC to the Leeds City Council Health and Safety at Work Team (HSWT) 20 working days before departure. The visit will not be allowed to proceed without approval from the Leeds City Council HSWT.

## 1.4 Roles and responsibilities

### 1.4.1 The Local Authority

As a maintained school the Local Authority has legal responsibilities under the Health and Safety at Work Act. Leeds Council will review and approve all Category 3 visits. The approval of Category 1 and Category 2 visits is delegated to the School.

### 1.4.2 Headteacher

The Headteacher will ensure that the establishment has policies and procedures for educational visits that conform with Leeds City Council guidance. The Headteacher is responsible for ensuring

that establishment staff are competent for the roles allocated to them, and that there is a robust system in place for approving leaders and approving plans for activities and visits.

The Headteacher is responsible for final approval of all educational visits.

### 1.4.3 Educational Visits Co-ordinator (EVC)

The primary functions of the EVC are to co-ordinate and oversee all issues and controls regarding educational visits and to liaise between all appropriate parties during the planning and organisation. This includes the need to ensure that the requirements of this policy are carried out and that any problems or difficulties in meeting these requirements are reported. In particular, the EVC has responsibility for ensuring that any systems and procedures laid down for dealing with educational visits and the selection of suitable persons and organisations involved, follow the principal requirements of this policy and are fully in place prior to the commencement of any educational visit.

In addition, the EVC is responsible for ensuring that feedback is obtained from all educational visits and utilised, where practicable, to both enhance and improve any future arrangements and selection processes. The EVC can delegate specific tasks to other staff members and is responsible for ensuring that such delegation is appropriate and clearly understood.

Training needs of the EVC will be reviewed annually and bespoke training arranged as appropriate, in order to assist with continuous professional development.

### 1.4.4 Visit Leader

A Visit Leader has overall responsibility for the management, including supervision, health, safety, welfare, learning and development of all persons on an educational visit. Training needs visit leaders will be reviewed as appropriate and bespoke training arranged, in order to assist with continuous professional development.

If you are designated as the **Visit Leader**, you should:

- take a lead on risk management - it is good practice to involve all the visit leadership team to ensure wide understanding and to give clarity about what they need to do;
- define the roles and responsibilities of other leaders and helpers (and participants) to ensure effective supervision throughout the visit, appointing a deputy wherever possible;
- check with line managers before recruiting staff to participate in a visit; *
- ensure that any Activity Leaders are competent and confident to lead their planned activities, and are approved to do so if this is necessary;
- ensure that child protection issues and the needs of individual students are addressed;
- ensure that informed parental consent has been obtained as necessary and to provide relevant information to parents and participants, and arrange pre-visit information meetings where appropriate;
- make sure there is access to first aid at an appropriate level;
- ensure that all leaders and any third party providers have access to emergency contact and emergency procedure details;
- communicate risk assessments, safety information and relevant medical information via e-mail to all staff accompanying the visit;
- review all aspects of the visit, both during and after the event.

** Where support staff are required for a trip, trip leaders should ideally approach the relevant line manager in the first instance, before approaching individual members of staff. This allows availability, workload and wider staffing considerations to be considered before an individual is asked, and avoids staff being approached about a trip which their manager may subsequently be unable to release them for.*

*Trip leaders and line managers should also be mindful where a trip extends beyond a member of staff's normal working hours. Staff should not be expected to work beyond their contracted hours unless this has been agreed in advance, as far as is possible (unforeseen delays may occur which could result extended working hours). Where remaining beyond normal working hours is entirely voluntary, this should be made clear when the member of staff is approached, so that they can choose whether they wish to provide this additional support.*

### 1.4.5 Deputy and Assistant Leader

A Deputy Leader supports the Visit Leader or an Activity Leader, and may be required to take over from them if necessary. This position should be formally agreed prior to the visit.

Assistant leaders have a higher level of responsibility than supervisory staff. These staff may be responsible for a group of students, individual students or a particular part of the visit. They should be set clear responsibilities by the Visit Leader.

### 1.4.6 Supervisory Staff

Supervisory staff are staff that are part of the visit but may not have a designated role in the leadership of the visit.

As a minimum they have the responsibility to:

- read the risk assessments that have been created for the visit;
- support the Visit Leader in all requirements and follow instructions;
- look out for the health and safety of themselves and those around them and for whom they also have appointed responsibility;
- be aware of the risks and controls;
- assist in general control and discipline requirements;
- inform the Visit Leader of any concerns, observed or otherwise;
- to not force students to partake in any activities during the visit that they may not wish to do.

### 1.4.7 Volunteers

Volunteers are usually parents, carers, or people who are not employed at the school. For the duration of the visit, they should be treated as temporary members of staff and subject to the same level of scrutiny including having relevant safeguarding training and DBS clearance as required.

A volunteer must be DBS checked if they are helping on an intensive or regular basis, if they are on residential visit or if they will be alone with the children. On the majority of visits that schools undertake the occasional parent helper would not need to be DBS checked, but that helper should be in line of sight of a staff member at all times.

### 1.4.8 Parents / Carers

Parents / carers must:

- provide emergency contact details prior to the educational visit;
- sign and return a consent form;

- provide any relevant information known to them regarding the (current) health of their child and if necessary, complete an Individual Healthcare Plan (IHP) and/or Administration of Medicine Form. (Staff cannot be responsible for any history that is not disclosed);
- disclose any specific details of concerns for their child that may be appropriate to the nature of the visit and any activities planned;
- update staff if medical conditions/needs change.

For all Category 3 visits, parents and students must read and sign the 'Educational Visit Behaviour Code of Conduct' found in allerton-staff - Educational Visits - All Documents

### 1.4.9 Emergency Contact

The emergency contact should be a member of SLT that will be available throughout the visit. This must be a mobile number and not the school's switchboard. Please check with the SLT member that they are happy to be this contact.

This person, along with the Visit Leader, will need to have copies of the list of names and addresses for everyone undertaking the visit – children and adults, as well as the contact numbers for the Headteacher, Chair of Governors, and Leeds City Council Critical Incident Line (formerly the Crisis Line).

They will be expected to make decision during an emergency or incident. This may include authorising the cost of transport (e.g. taxi to hospital or minor injuries unit), contacting parents, liaising with the Visit Leader or making arrangements for a student to be returned to school. These expectations should be communicated between the Visit Leader and the emergency contact before the visit.

The number of the emergency contact must never be shared with anybody outside of the visit leadership.

## 1.5 Visit Leadership

Ideally all visits should be led by an experienced Visit Leader. However, it is also important for less experienced staff to gain experience by accompanying and eventually leading their own visit. While all activities and visits should have a single, designated, competent visit leader, getting the competence and composition of the whole visit leadership team right is the single most important factor in the effective management of off-site visits. As part of the visit planning process and the EVC approval process consideration should be given to the SAGE variables when staffing a visit.

### 1.5.1 The 'SAGE' Variables

**Staff**

**Group**

The 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. It should be possible for more capable participants with a leader of appropriate competence, to experience a more challenging range of activities and/or environments.

**Environment(s)**

All environments and venues present their own challenges for the management of a group. Considerations include whether the environment is indoors or out, public or private, urban or rural, hazardous or benign, quiet or crowded, close to the establishment or at a distance from it; remote from or close to help in an emergency, and whether communications between the group and base are straightforward or difficult. The time of day/night, season of the year, weather conditions and risk of infection during an epidemic can also affect the complexity of the environment, and hence the considerations.

## 1.6 Ratios

Staffing ratios are a risk management issue and should be determined through the process of risk assessment. There are no set staff/participant ratios for a particular age group or activity. Staffing, especially for visits to remote locations or overseas, should take into account how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example to accompany a sick child to hospital. The following are minimum recommended staff/student ratios for visits:

| Category | Group | Minimum Adult: Student Ratio* |
|---|---|---|
| Category 1 Visit | KS3<br>KS4<br>KS5 | 1:10<br>1:10<br>1:15 |
| Category 2 Visit | KS3<br>KS4<br>KS5 | 1:10<br>1:10<br>1:15 |
| Category 3 Visit | KS3<br>KS4<br>KS5 | 1:10<br>1:10<br>1:10 |

*Although a ratio of 1:10 is suggested, a visit should not proceed with a single supervisor, unless approved inline with what is set out in '1.7.5 Lone Supervision'.

## 1.7 Supervision

### 1.7.1 Duty and legal obligations

The responsibility for supervision is continuous, 24 hours a day. It is important that care and supervision are maintained during periods outside structured activities, as well as during the activities themselves.

### 1.7.2 Direct, Indirect and Remote Supervision

Direct supervision is where a member of staff is with a young person / group.

Indirect supervision is where young people are unaccompanied by a member of staff, but where there is a member of staff in the vicinity, for example as might occur in a museum or shopping centre, or 'down-time' at an activity centre.

Remote Supervision is where students are allowed a greater level of freedom, such as exploring a city centre or theme park. Students must understand key safety information including expected standards of behaviour, what to do if they become separated or if there is an emergency.

Where there is going to be remote supervision, students must:

- be judged competent in remote supervision;
- be in groups of no less than 4 who must remain together; be given a specific return time and meeting point;
- be told how and where a member of staff can be contacted at all times in case of emergency;
- 'Report in' regularly for a head count if remote supervision is likely to be for a prolonged period.

Before the visit, parents/carers must be informed of and have agreed to any form of remote

supervision and be made aware of the above measures to monitor the students.

### 1.7.3 Night-time supervision

It may not be possible or appropriate that all of the following are fully met but Visit Leaders must either be confident that any risks associated with the accommodation can be managed or they should change location. Where possible:

- leaders have sleeping accommodation providing easy access to their group, and that the location of leaders has been considered when participants' rooms are not in close proximity to each other;
- consider the most appropriate allocation of participants to rooms;
- consider arrangements for managing the use of shared or adjacent facilities;
- consider how secure the buildings can be made against intrusion, and if there is 24-hour staffing of reception, confirm that rooms can be secured but leaders have access to a master key;
- ensure everyone knows the emergency procedures, fire escape routes and assembly points, fire escape routes have been checked to ensure that they are clear of obstruction;
- ensure there is an appropriate Personal Emergency Evacuation Plan (PEEP) for any adult or young person who may need one.

Where activities and visits involve overnight stays, you should give careful consideration to sleeping arrangements, taking into account issues of privacy and child protection. Participants, staff and parents should be informed of sleeping arrangements prior to the start of the visit. Attention should be given to ensuring safe staff/participant ratios and to the male/female mix of staff.

### 1.7.4 Supervision when travelling

Lost person incidents are most likely to occur at rest stops, when changing transport or during transitions from one place to another. Positioning of leaders, meeting points, clear communication between subgroups and especially headcounts or rollcalls before continuing, are important tools at such points.

### 1.7.5 Lone Supervision

1. Apart from sports fixtures, there should be a minimum of 2 staff per visit. If, lone supervision is to be granted for visits other than sporting fixtures the guidance set out by Leeds City Council in the 'Policy handbook for Educational Visits (2021) must be followed:

- The visit must be a category 1 or 2 only.
- The visit must take place a short distance from the school/base i.e. no more than approx. 10 minutes driving distance or approx.. 10 minutes walking distance
- The supervisor must have a procedure in place to summon help.
- The route to be taken and the duration must be noted in the risk assessment.
- The supervisor must have no health restrictions that could reasonably require attention, e.g. epilepsy.
- The participants must not have medical conditions that could require intensive intervention.
- The participants must not have extreme behaviours that could require physical intervention.
- Under the Management Regulations a lone worker must have a Lone Worker Risk Assessment. Guidance on this can be given by the HSWT.

### 1.7.6 Male and Female Supervisors

There should be sufficient supervision in order to manage the potential issues involved, including the

needs for privacy, safeguarding and pastoral support.

### 1.7.7 Initial Teacher Training (ITT) Staff and Student Volunteers

Student teachers or other students on a placement in a setting can supervise groups on a visit but must have an experienced member of staff to accompany them. They do not contribute to the staff to student ratio on the visit.

If students – even those being used for supervision – are being taken on the visit, consent will still be required and duty of care will extend to these students for the duration of the visit.

### 1.7.8 Accompanying parents/ carers

If a leader or helper is the parent of a young person taking part in a visit, there is the potential for them to be distracted by the needs of their own child when their responsibility extends to all or some of the group. This could compromise group management, particularly if there is a serious incident.

The potential to be distracted can be avoided if a parent is not allocated a leadership role with direct responsibility for their own child. Sometimes this may not be possible (e.g., when a class teacher has their own child in their class). In this case consideration should be given to other ways to manage the risk, for example by ensuring that other leaders are available.

### 1.7.9 Leaders in a relationship

Leaders engaged in a relationship or who are close relatives will not count towards the ratio of staff to students. If this is the case, seek guidance from the EVC. However, for external providers, this should be considered as part of the visit risk assessment and should be communicated to the EVC / Headteacher.

### 1.7.10 DAHIT, visually impaired and SEN

If there are DAHIT or visually impaired students on the visit, the Visit Leader should liaise with DAHIT or the VI team. If students require 1:1 supervision should be nominated a member of staff for the visit. This member of staff should not be included in overall supervision ratio.

An individual pupil risk assessment (IPRA) may be required is significant additional control measures are needed. Guidance should be sought from SEND and from the EVC.

## 1.8 Selecting Students for the Visit

The Equality Act 2010 defines several protected characteristics: age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

It is illegal to discriminate against someone because they have any of these characteristics. Outdoor learning and off-site visits should be available and accessible to all, irrespective of any special educational or medical needs or protected characteristics. When you plan a visit or activity, you must take reasonably practicable measures to include every member of the group. You must make reasonable efforts to find a venue and activities that are suitable and accessible, and to make arrangements that enable the whole group to participate fully and to gain the benefits.

### 1.8.1 Exclusion for Behaviour

Behaviour is not one of the protected characteristics defined by the Equality Act. It may therefore be acceptable to exclude someone from an activity or visit if their potential behaviour presents a significant, unmanageable and unacceptable risk to the health, safety or welfare of either themselves or others, or to the successful completion of the activity or visit.

However, if the behaviour is associated with a protected characteristic, great care should be taken to ensure that unfair or illegal discrimination does not take place. These decisions should not be taken lightly and must be discussed with the Behaviour and Welfare Team, Key Stage Directors and, if necessary, the Headteacher.

For all Category 3 visits, parents and students must read and sign the 'Educational Visit Behaviour Code of Conduct' found in allerton-staff - Educational Visits - All Documents.

**1.8.2** Where a visit has limited spaces it should be made clear how students will be selected if the visit is oversubscribed. The selection process will take into consideration whether students have previously participated in the visit at an earlier date or has previously or already been selected to participate in a similar visit. Once this has been taken into consideration remaining students will be selected at random. Visits must not be advertised on a first come, first served basis.

## 1.9 Child Protection and Safeguarding

### 1.9.1 Planning for safeguarding

As part of the visit approval process a list of students should be sent to the Child Protection Team. This ensures that any students attending the visit with safeguarding concerns can be adequately managed and kept safe on the visit. This may result in an Individual Pupils Risk Assessment (IRPA) being put in place. Where there are serious safeguarding concerns with the potential to endanger the welfare and/or safety of participants (students and staff) the headteacher, with advice from the safeguarding lead/team, may take the decision at any point, up until departure as well as during the visit, to determinate a students' participation in a visit. Any decision of this nature will be clearly communicated to parents/carers.

### 1.9.2 Disclosures whilst on a visit

The disclosure of any information on the visit relating to safeguarding or child protection, should follow the same procedure as outline by the School's Child Protection Policy. This may involve alerting safeguarding staff or logging information to CPOMS.

## 1.10 Visits Abroad

### 1.10.1 Collection of Passport and GHIC

For visits abroad, it may be necessary for Visit Leaders to collect the passports and UK Global Health Insurance Cards (GHIC) of students attending the visit. These should be collected with sufficient time to ensure they can be checked. Guidance for the expiry dates of passports should be sought from https://www.gov.uk/foreign-travel-advice.

Information regarding passport and visa requirements should be shared with parents/carers- for further information see section 5 Letter to Parents.

### 1.10.2 Travel Advice

Even if the visit is being organised by a travel provider, the Visit Leader should be satisfied that the country to be visited is safe and suitable. Travel advice should be sought from https://www.gov.uk/foreign-travel-advice.

### 1.10.3 OEAP National Guidance

It is recommended that visit leaders consult and follow the OEAP's national guidance 'Overseas Visit Check-list https://oeapng.info/downloads/all-documents/

## 1.11 Transgender students

### 1.11.1 Guidance on transgender students in residential settings

**Keeping children safe in education 2026 Statutory guidance for schools and colleges provides the following guidance:**

*'200. To comply with their safeguarding duties, schools and colleges must not allow a child to share overnight accommodation with a child of the opposite biological sex. Responding to a request to support any degree of social transition must not include allowing access to boarding or residential accommodation designated for the opposite sex.*

*201. In allocating sleeping arrangements such as dormitories, tents or shared rooms for school or college trips, schools and colleges must have regard to their duties under the Equality Act, their safeguarding obligations, and other relevant regulations and standards, including those relating to boarding and residential accommodation.*

*202. If, however, a child does not want to share a room with another child of the same biological sex, alternative arrangements should be sought where possible. Alternative arrangements should not compromise the safety, comfort, privacy or dignity of any child. They might include, for instance, finding a suitable separate room for the child.'*

The sleeping arrangements will need to be thought about before a visit is undertaken; it is possible that the student would prefer to have a separate room etc. Each individual case and visit needs to be thought of separately and in-depth discussions should happen well in advance with any and all appropriate bodies.

### 1.11.2 Guidance on LGBTQ+ students on overseas visits

Transgender people should encounter few problems while travelling, as long as the visit is well planned. However, there are countries that are not as legally or culturally open or accepting as the UK. You may need to consider some potentially serious issues when planning an overseas visit.

The International Lesbian, Gay, Bisexual, Trans and Intersex Association website www.ilga.org has more information about countries that pose a risk to trans individuals. Local LGBT+ associations in countries to be visited may also be a useful source of country-specific guidance. Travel advice should be sought from https://www.gov.uk/foreign-travel-advice.

### 1.11.3 Students in a sexual relationship

Close relationships can develop during a residential visit and, taking account of the age and maturity of the group, Visit Leaders should consider including a discussion about appropriate relationships as part of the agreed code of conduct. The allocation of sleeping accommodation should take account of the age, sex and anticipated behaviour of the young people, and the needs of young people and staff for privacy and security.

Consideration should be given to whether arrangements should be made to prevent young people, except in emergency, leaving their own or accessing each other's accommodation overnight. Supervision arrangements for 'free time' should take into account any concerns about inappropriate behaviour. If you know or suspect that young people are in, or are developing, a sexual relationship you should consider the legal and safeguarding issues involved, as well as considering the practical arrangements for accommodation and supervision, and the behaviour expectations that you set.

## 1.12 Managing Alcohol /Drugs / Smoking / Vaping

Managing and preventing the use of alcohol and drugs, including smoking and vaping, by the young people has two key aspects. Before departure it is best to develop and agree the visit code of conduct in discussion with the young people, and to set expectations at that stage.

During the visit, opportunities for unauthorised use are most likely to occur outside the structured activities. While these times may be 'off programme' they are not exempt from the school's responsibility for supervision. Knowing the group, Visit Leaders should agree geographical boundaries and use their judgement to decide the appropriate level of supervision.

If the visit is a residential, students and parents/carers should be asked to sign an 'Educational Visit Behaviour Code of Conduct' found in allerton-staff - Educational Visits - All Documents.

## 1.13 Use of Mobile Phones on Educational Visits

### 1.13.1 School Mobiles

All visits must take at least one approved school mobile. The number of this mobile should be left with the Emergency Contact and the EVC before departure. This number may be shared with students, to be used in an emergency, if they are to be remotely supervised. This number **must not** be shared with parents.

### 1.13.2 Photography and Social Media

Staff must not use personal devices to take pictures or record images of children whilst on a visit. Photographs should be taken on approved school devices only. Images should not be shared on personal social media accounts, or shared to others without permission from the school.

Staff must comply with the School's 'Personal Data Handling Policy'.

### 1.13.3 Student Mobile Use

Generally, as visits are an extension of the school day, mobile phones should not normally be used. However, the decision should be taken by the Visit Leader when assessing the benefit to and safety of the students. Where possible, it should clearly be communicated to parents that any loss or damage to students' property is the responsibility of the student.
On residential visits, students in KS3 and KS4 will be required to put their phone into one of the School's lockable mobile phone pouches overnight while staying in their accommodation. The only exception to this will be when agreed by the headteacher, EVC or trip leader that a student requires access to their mobile phone at all times on the grounds of health and safety e.g. in the case of diabetics where phones can be used to monitor blood sugar levels.
Trip leaders have the authority to confiscate a mobile phone or any other electrical device at any stage during a visit where a student's use of the device raises safeguarding concerns or is not in line with acceptable use as set out in trip expectations or behaviour code of conducts.

## 1.14 Terrorism

The current global situation means that the possibility of being close to, or caught up in, a terrorist attack is a risk we all face. Like all risks this needs to be kept in perspective and managed in a thoughtful and proportionate way. Guidance can be sought from the OEAP National Guidance 4.4 Terrorism and by checking the Governments Terrorism and National Emergencies page https://www.gov.uk/terrorism-national-emergency.

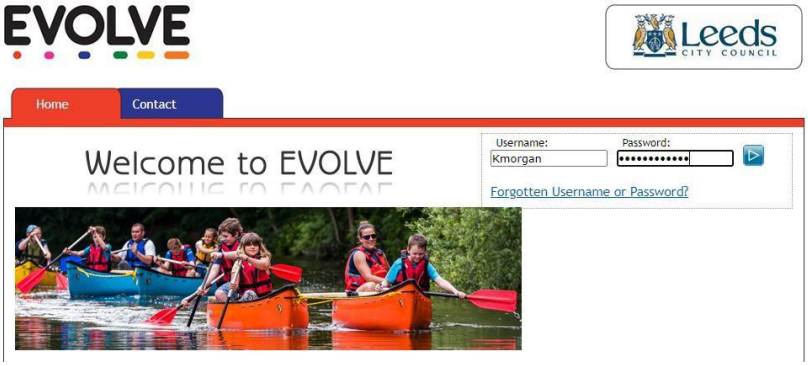
# 2 COMPLETING OUTLINE APPROVAL

## 2.1 Accessing EVOLVE

Go to https://evolve.edufocus.co.uk/evco10/unknown.asp, then select **'Leeds City Council'** in the drop down menu.

Log in with the Username and Password (creating a new password if required)

All Staff accounts are linked to our SIMS database. **Usernames can be obtained from the school's EVC.**




### 2.1.1 The Outline Approval process

**<u>For information about how to complete the individual sections see</u>**

**<u>PART 6 - EVOLVE</u>**

All visits require outline approval before the visit form can be completed. This process ensures that cover can be arranged and that the school calendar is cleared. The process follows the outline below.

Once the form has been submitted for outline approval it will not be possible to edit the form until it has been granted or denied. The progress can be tracked by checking the bottom of the Evolve Form under the 'track' tab.

Outline Approval :

| Approval Type : | Submitted to : | Granted on : |
|---|---|---|
| EVC Approval | Kris Morgan | 27/01/2023 12:19:15 |
| School Calendar | Laura Beckett | 27/01/2023 14:21:57 |
| School Calendar SLT | Steven Fidler | |
| SLT Approval | Lucy Saunders | |

### 2.1.2 Decision to grant approval

A decision on whether or not a visit may go ahead will be made on the basis of: cost to school and parents; educational value; inclusivity of students; timing – avoiding calendar clashes or repeated absence; adequate leadership arrangements and suitability of qualifications; financial security; evidence of appropriate planning; evidence that minimum disruption to the normal curriculum has been considered

### 2.1.3 Outline Approval Granted

Once the form has received outline approval, the Visit Leader will receive a notification inviting them to complete the remainder of the form. **See Part 6 – EVOLVE for help with this.**

# 3 TRANSPORT

## 3.1 Selecting Transport

Contact the main office to book the school minibus or to get alternative transport quotes. This should be done ASAP to ensure availability. The cost of transport will need to be factored into the cost of the visit.

The transport selected for a visit must be risk assessed and take into consideration, best value for students and the safety of all people on the visit.

## 3.2 Parents Providing Transport

Sometimes parents will be asked to provide transport for their own children to or from a venue, or parents might ask if they can do this. There should be a clear handover of the responsibility for the supervision of children between establishment staff and parents, so that it is clear at all times who is responsible.

Establishments should consider what information they require from parents about the arrangements that the parents have made. This is particularly important if participants are to be dismissed from a venue to make their own way home, with or without their parents. If this is the case, then it must be explicitly consented to by parents in the letter.

## 3.3 Handover of responsibility

Throughout the tenure of any school visit, under no circumstance should Allerton Grange staff leave a student with anyone other than school staff or legal guardian. It is not acceptable to make individual arrangements with parents to collect their students from a visit, unless there is a strong case for making this arrangement and it does not impact the overall planning/organisation of the visit. Prior approval must been sought from the EVC and headteacher. As a matter of course, all students should be returned to school with the remainder of the visit attendees.

Guidance from Leeds City Council safeguarding and Health and Safety advises *"There is legal precedent for such a situation which states that schools cannot legally discharge their responsibilities for children on school trips to anyone other than parents."*

This case also applies to 'dropping students off' on the way back to school if their home is en-route. This must not happen unless agreed in writing by the Headteacher. Students must be brought back to school with the remainder of the visit attendees.

Staff must also return to the school to dismiss students and not be 'dropped off' in any location on the return to school.

# 4 FINANCE

## 4.1 Charging for visits

The charging for educational visits must be done in line with the school's Charging and Remittance Policy. Guidance for this can be sought from the Finance Director (Claire Allman).

If your visit requires payments from parents, you must liaise with Finance regarding the amount charged to parents/carers and the payment schedule. Trip leaders also liaise with the Finance Office and the Main Office so that they are able to set up requests for payment on Parent Pay. All payments for visits must be done through ParentPay.

If your visit is being funded by the school, you need to check with the relevant budget holder that funds are available and ask them to contact finance to authorise any payments to be made. If your visit is targeted at KS5, check if student bursaries can be used to fund the visit.

Any additional costs incurred must be met by curriculum budgets unless a prior arrangement has been agreed with the finance director.

## 4.2 Providing support to students

Allerton Grange is committed to social mobility. All visits should take into consideration the cost when planning, and its subsequent impact upon students – particularly those that are disadvantaged – from being able to attend. Visit Leaders should speak to the EVC about potential special terms that may be able to be put in place to support disadvantaged students.

# 5 LETTER TO PARENTS

## 5.1 Parental Letter

A letter to parents must contains all of the relevant information about the visit. This should include:

- Dates and times of the visit
- A brief itinerary **(you must include details of any activities that will be undertaken on the visit)**
- Cost of the visit
- The dress code for the visit
- Transport arrangements
- Food arrangements (including information of any Free School Meals)
- The date that you expect payments to be made (if applicable)
- The date that the reply should be returned
- An AGS consent form- either paper or online version.
- The date of parent information evenings (these are required for adventurous visits, residential visits, visits abroad etc.)
- Overseas visits must include information relating to passport and visa requirements

**If your visit has limited spaces it should be made clear how students will be selected if the visit is oversubscribed. The selection process will take into consideration whether students have previously participated in the visit at an earlier date or has previously or already been selected to participate in a similar visit. Once this has been taken into consideration remaining students**

**will be selected at random. Visits must not be advertised on a first come, first served basis.**

A completed draft should be sent to the Main Office and Liz Braim (EVC)- where their is a cost involved it should also be sent to the Director for Finance, Claire Allman. The letter will then be checked, formatted, and sent to the Headteacher for approval. Once approved, liaise with the main office to send the checked letter to parents.

Exemplar visit letters can be found in: R:\Educational Visits\Letter Templates

## 5.2 Consent

### 5.2.1 Consent forms

Parental consent is needed for all off-site visits. As a minimum, staff should use the AGS consent form found in allerton-staff - Educational Visits - All Documents. However, for all category 3 visits, an E1-Form found in allerton-staff - Educational Visits - All Documents should be used to obtain consent. An online version is available- please contact the main office to set one up.

### 5.2.2 Third Party Providers' Consent Forms

Some third-party providers provide forms for establishments to pass on to parents to complete and sign. These are often designed to inform parents about the provision and to ensure that the provider receives all the information that it needs about participants in order to ensure their welfare.

However, careful consideration should be given before using such forms. Providers' forms should not be used if they include any agreement between parents and the provider: for example, if they include any financial commitment, terms and conditions or waivers. All such contractual arrangements should be between the establishment and the parents, or between the establishment and the provider, not directly between the parents and the provider. It is not necessary for providers to receive parental consent directly. It is sufficient for them to know that the establishment has obtained consent for children to participate in the provider's activities. Advice should be sought from the EVC if a visit leader is unsure.

### 5.2.3 Returning and Recording consent

Consent forms should be returned to a nominated person and indicated on the parental letter. The office may collate consent forms, however, it remains the visit leader's responsibility to ensure that consent has been collected and any change to medical information has been updated. Whichever way consent is recorded; it is likely to contain personal data which is subject to data protection law. Proper consideration must be given to correct storage of this information and to its retention.

### 5.2.4 Proof of consent on the visit

There is no requirement for visit leaders to carry evidence of consent on visits in the UK, but this may be necessary in some countries overseas, and when crossing borders including when leaving the UK.

## 5.3 Parent information Evenings

There must be a briefing meeting for parents before all residential, overseas visits or visits involving adventure activities. Parents must be informed before the visit if any form of remote supervision is to take place.

# 6 COMPLETING AN EVOLVE FORM

*Please note that the Evolve form is periodically reviewed and updated, and amendments may be made to various sections. If you are unsure how to complete any part of the form, it is your responsibility to contact the EVC, who will be able to provide the necessary guidance and support.*

## 6.1 Visit Form

If you want to run an educational visit, you will first need to obtain Outline Approval. This process has been implemented to ensure that there are no clashes in the school calendar and that cover can be arranged.

To create a new visit, select the blue 'Add' tab and select 'Visit Form'. Do not select the Local Area Visit, unless the visit is to take place on the school site.




Once selected, you will be prompted to enter a visit name.

Once you click continue make a note of the 6-digit number located after the title of your visit. This is the reference number which you will need to put on to all risk assessments.

## 6.2 Type of Visit

Complete the next page which relates to the type of visit that you are planning to run.

- A **joint visit** is only relevant if the visit is being organised with another school or establishment
- A **residential visit** is any visit that requires an overnight stay including camping in school and visits that may return – even if not scheduled – after 2am.
- An **Adventurous Activity** is defined by the OEAP as 'an activity which is exciting and challenging and which involves significant inherent risk of harm, without which the activity would lose much of its value, or which takes place in a remote or hazardous location.' This is likely to include GoApe, an Adventure Residential, Bushcraft and DofE

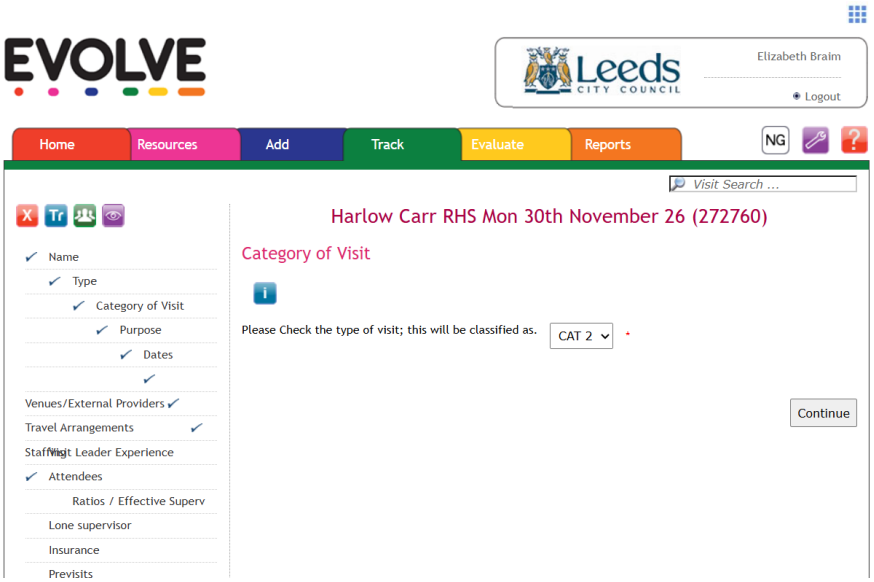


## 6.3 Category of visit

Please select the category of visit. Most visits will be category 2:

**CAT 2 -Enhanced Visits** are more complex than routine activities and typically take place outside of normal school hours. They are usually day visits that require additional planning and supervision due to factors such as unfamiliar environments, larger venues, or increased logistical considerations. Examples include, museum and theatre visits. Category 3 are Complex or High-Risk Visits. These visits involve a higher level of complexity, risk, or remoteness, and require detailed planning, specialist supervision, and often external provider involvement. They may include, adventurous day visits (e.g. water-based activities, caving, fell walking), residentials involving overnight stays (e.g. school sleepovers, outdoor centres) or overseas trips.

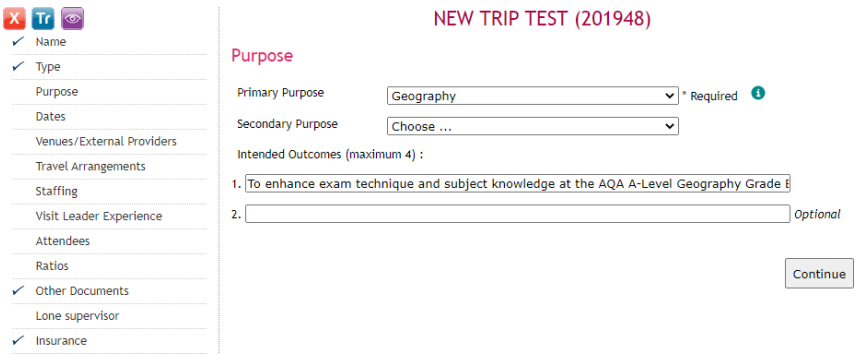
If you are unsure please click on the blue 'i' tab for further information.




## 6.4 Purpose

All educational visits at AGS must have an educational purpose. In this section, outline the purpose of the visit (only a primary purpose is required) and an intended outcome.

Only one intended outcome is required for the visit, but add as many as you feel is relevant to the visit.




## 6.5 Dates

Select the dates of the visit. If your visit is a residential or if it is being run over multiple days (with students returning to school at the end of each day) select all dates here.

## 6.6 Venues and External Providers

### 6.6.1 Venue or External Provider

A Venue is a location that you will attend, but do not provide any services to you. The venue becomes an External Provider if they provide a service to you, such as a lecture, tour, talk or other event.

An External Provider **requires an additional risk assessment**, which they should provide. This should be requested from the provider in advance as some providers may take time to reply. An 'external provider' is defined as where there is an element of instruction, staffing, or guiding from an agency external to the School, for example: activity centre staff, ski company instructors, educational tour operators etc.

For the purposes of this policy, an external provider does not apply to youth hostels (where accommodation only is used) campsites, museums, galleries, or tourist attractions such as theme parks, farms and sea life centres, unless they provide an additional service (such as a talk or seminar)

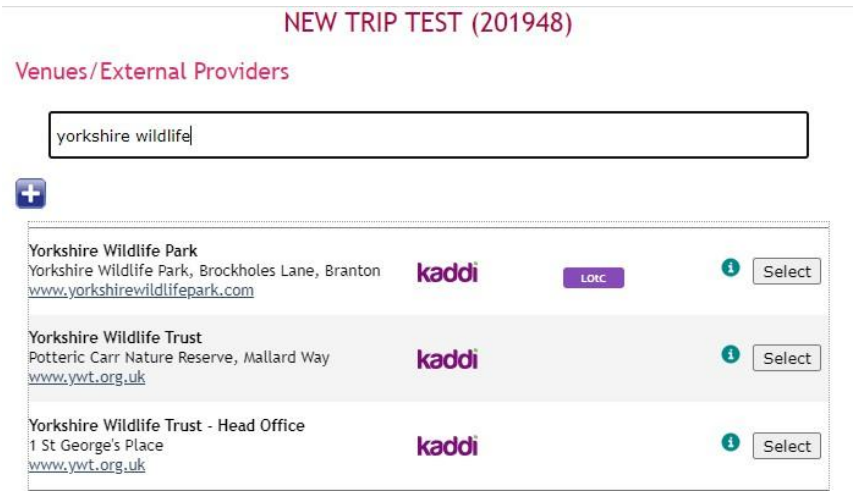
### 6.6.2 Deciding on an external provider

The decision about the use of an external provider is the responsibility of the Visit Leader and the EVC. Visit leaders should consider the requirements under 'best value' and 'safety record' when selecting an external provider.

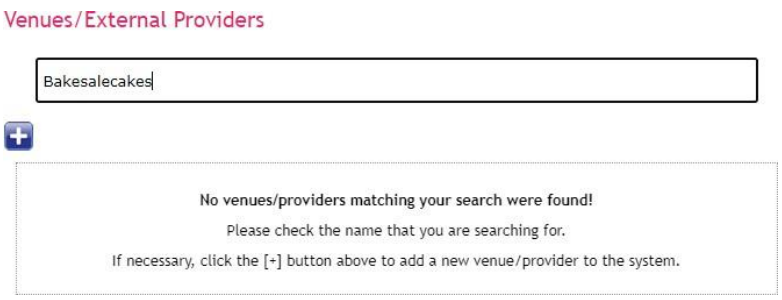
The Visit Leader must ensure that the external provider holds either a Learning Outside the Classroom (LOtC) Quality Badge www.lotcqualitybadge.org.uk or is listed on www.kaddi.com. For any adventurous training activity, the external provider should be registered with the Adventure Activities Licensing Authority (AALA). A pre-visit and recommendation from previous users should always be used to help the Visit Leader decide on its suitability.

### 6.6.3 Adding information

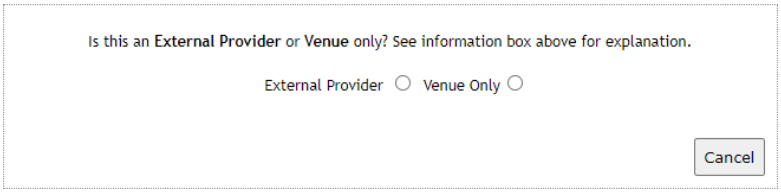
Begin typing your venue into the search box.




Once you begin, evolve will bring up a list of matching venues. Select the one that is relevant. Most places will be found, however, if your venue/provider is not in the system you will get this message:




You will then be prompted with the following message:




## 6.7 Travel Arrangements

### 6.7.1 Selecting Transport

The transport selected for a visit must be risk assessed and take into consideration, best value for students and the safety of all people on the visit.

Select the type of travel that you will use for the visit. Each type of travel will require its own risk assessment which will be discussed later. **If you are using the school minibus, select 'Establishment Mini Bus' rather than 'Hired Coach/Minibus with driver'.** Please check with Laura Beckett for the minibus availability with as advance notice as possible.

Use of a private car to transport students will require an E4 Form – please check with the EVC if this is the case.

### 6.7.2 Travel Company.

Add the information of the travel company here.

## 6.8 Staffing

You should indicate on the form which staff you intend to take with you on the visit. This will have cover implications and should therefore be completed. Staff can be changed later after outline approval. All staff in school have an account and can be added by selecting the edit button.

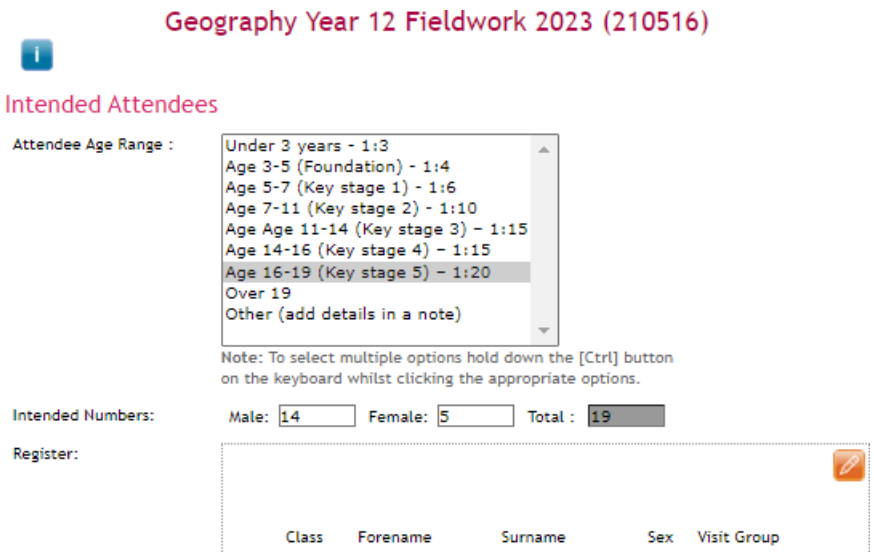


## 6.9 Visit Leader Experience

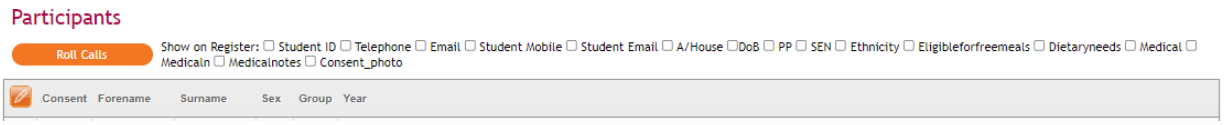
Ideally all visits should be led by an experienced visit leader. However, it is also important for new and less experienced staff to gain experience by accompanying and eventually leading their own visit. While all activities and visits should have a single, designated, competent visit leader, getting the competence and composition of the whole visit leadership team right is the single most important factor in the effective management of off-site visits. As part of the visit planning process and the EVC approval process consideration should be given to the SAGE variables when staffing an educational visit.

## 6.10 Attendees

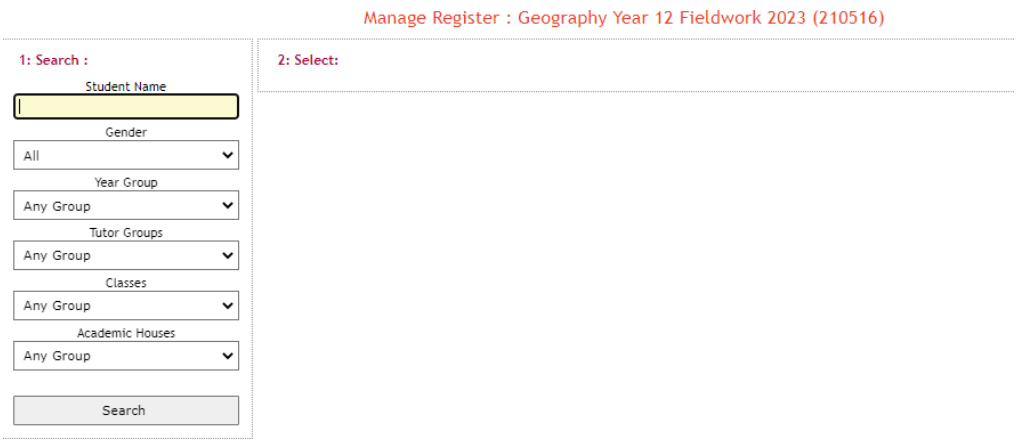
### 6.10.1 Creating a register




**Create a register by clicking on the orange edit button. This will open the 'add register' page.**




Select the orange edit button.



Students can now be added to the register. They can be added by year group, form group, or by class. Once complete, press continue and the register will be saved to your EVOLVE form.

Once you have the list of students, you can then toggle the required information, by selecting the information. Once you are happy, press the 'print icon' to generate a PDF register which can be uploaded to the form later. **It is recommended** that you generate a register with medical information and upload it to the form.

## 6.11 Ratios

Outline the ratios of the staff and students. For guidance see PART 1.

## 6.12 Lone Supervisor

The normal procedure is for a minimum of 2 supervisors to attend all visits. The EVC and Leeds City Council will not routinely approve visits with only one supervisor so please enter a justification into the box.

## 6.13 Insurance

The school's insurance is Risk Protection Arrangement (RRA) Scheme. The schools mini bus is covered by a separate insurance policy – at present with QBE Fleet Insurance. For visits abroad an ABTA/ATOL number is required.

## 6.14 Pre-visits

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third-party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is a vital dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. The EVC will advise on this in each specific case. Residential visits, visits abroad, exchange visits, adventurous visits led by school staff all have aspects of complexity. If the visit is led and managed by a provider, then a variety of approaches can reduce the need to pre-visit.

## 6.15 Emergency Contact

The emergency contact should be a member of SLT that will be available throughout the visit. This must be a mobile number and not the school's switchboard. Please check with the SLT member that they are happy to be this contact.

See PART 1 for more information.

### 6.15.1 The role of the Emergency Contact

This person, along with the Visit Leader, will need to have copies of the list of names and addresses for everyone undertaking the visit – children and adults, as well as the contact numbers for the Headteacher, Chair of Governors, and Leeds City Council Critical Incident Line (formerly the Crisis Line). They will be expected to make decision during an emergency or incident. This may include authorising the cost of transport (e.g. taxi to hospital or minor injuries unit), contacting parents,

liaising with the visit leader or making arrangements for a student to be returned to school. These expectations should be communicated between the visit leader and the emergency contact before the visit. The number of the emergency contact must never be shared with anybody outside of the visit leadership.

### 6.15.2 Incidents on the visit

The Visit Leader must inform the SLT emergency contact as soon as is reasonably practicable after an incident. Usually, in the event of an incident, the SLT contact is contacted first before the parents (except when immediate parental consent is required). This is to reduce panic and to ensure that the visit mobile can be used effectively. The SLT contact will advise on next steps, including informing parents.

### 6.15.3 Emergency Procedures

An emergency can include any untoward occurrence that has a significant effect upon the visit. It could include the breakdown of transport, a serious or fatal accident, the onset of ill health amongst the party and supervisors, a fire occurring to the party's overnight accommodation, flooding to a campsite, a lost child etc.

The Visit Leader will automatically take charge in the event of an emergency – if the Leader is unavailable to do this the deputy must take charge. Where both the Leader and deputy are incapacitated the most senior or experienced supervisor remaining should take charge. The chain of command and deputies must be identified at the planning stage.

When an emergency occurs the priorities are to:

- assess the situation
- safeguard the remaining members of the group
- attend to any casualties
- inform the emergency services and everyone else who needs to know of the incident – this can range from the Headteacher and parents to the Director of Childrens' Services and Chief Executive, Leeds City Council.

If the emergency involves a serious or fatal accident the police and Leeds City Council must be informed immediately on 0113 378 3645 speaking to the officer or leaving a message if out of hours.

## 6.16 Contingency Planning (or Plan B)

There is a requirement to upload a 'Plan B' or emergency/ contingency plan to the Contingency Plan / Plan B section in the Attachments area of EVOLVE. This should include information such as (but not exclusively) if the visit or a planned activity is delayed or cancelled, weather events, early return to school and unforeseen/ emergency incidents- some of which may also be included within risk assessments.

## 6.17 Itinerary

An itinerary is required for the visit. Although the itinerary is uploaded under the attachments section you will indicate that one will be uploaded. The itinerary should include a breakdown of the day including any and all activities.

**Itinerary for:**

*Prepared by*

**General Overview of Visit**

| Day | Stage of Visit | Brief Outline | Relevant Risk Assessments |
|---|---|---|---|
| Thursday Evening to Friday 1600 | Coach Travel to Hotel via Dover | 23:30 Staff arrive at school<br>23:45 Pupils arrive at school & collect in undercover bus area<br>00:00 Begin loading coach<br>00:30 Coach departs<br>06:20 Arrival at Folkestone<br>08:55 Arrive in Calais (1 hour time adjustment included)<br>16:00 Arrive at Hotel Bergschloesschen, Boppers | Coach Travel<br>Travel by Eurotunnel |
| Friday Evening | Moving into hotel, evening meal & evening activities | Pupils to remain on coach while Group Leader liaises with hotel and ensures suitability of accommodation<br>Safety talk on coach for hotel backed up room by room in hotel (Fire, Safety, Rules)<br>Pupils shown to room<br>Evening Meal<br>Supervised walk around Boppard | Hotel Accommodation<br>Visits involving Walking |
| Saturday | Visit to Koblenz & Ehrenbreitstein Fortress | Visit to Koblenz including deutsches Eck and shopping<br>Visit to Ehrenbreitstein Fortress | Coach Travel<br>Remote Supervision<br>Visits involving Walking |
| Saturday evening | Evening Meal in Hotel & Visit to Ice-Cream Parlour | Evening Visit to Ice-Cream Parlour in Boppard, including 20 minute walk each way | Hotel Accommodation |
| Sunday | Visit to Boppard (supervised town trail)<br>Rhine Cruise<br>Visit to Niederwald Monument<br>Chair Lift down to Rudesheim<br>Visit to Rudesheim (shopping) | Coach to Boppard (town trail in small groups)<br>11:00 Rhine Cruise (~1hr)<br>Coach to Niederwald Monument<br>Chair Lift back down to Rudesheim<br>Shopping in Rudesheim<br>Coach to hotel | Coach Travel<br>Remote Supervision<br>Visits involving Walking<br>River Cruise<br>Cable Car |
| Sunday Evening | Evening Meal in Hotel<br>& team quiz | | Hotel Accommodation |
| Monday | Trip to Phantasialand | Coach to Phantasialand Theme Park<br>Day at Phantasialand<br>Coach to hotel | Coach Travel<br>Remote Supervision<br>Theme Parks |
| Monday Evening | Evening Meal & packing, followed by disco in hotel | | Hotel Accommodation |
| Tuesday | Vacate hotel & travel Home via Eurotunnel | Breakfast at hotel<br>09:00 Depart hotel<br>15:30 Arrive Calais<br>16:25 Arrive Folkestone (allowing for 1hr time difference)<br>22:30 Arrive School | Coach Travel<br>Travel by Eurotunnel |

Exemplars can be found in R:\Educational Visits\Itinerary Template.

## 6.18 First Aid

The Health & Safety (First Aid) Regulations 1981 state: “An employer shall provide or ensure that there are provided, such equipment and facilities as are adequate and appropriate in the circumstances for enabling first aid to be rendered to their employees if they are injured or become ill at work”. This also applies to the children and young people in the care of an establishment. The provision of first aid during off-site visits and activities should therefore be considered as part of the risk-benefit assessment and planning process.

It is a legal requirement that all public service vehicles, including minibuses, must carry a first aid kit.

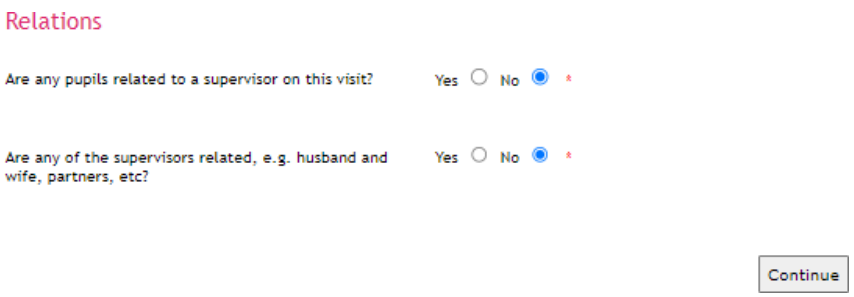
Qualified first-aiders may not be necessary for all off-site activities and visits. However, a basic level of first aid support should be available at all times. This will require that one or more of the staff leading the activity:

- Has a working knowledge of simple first aid and is competent to use the first aid materials carried with the group;
- Knows how to access, and is able to access, qualified first aid support.

The need to take a first aid qualified person on the visit should form part of the visit leaders assessment based on the SAGE variables.

## 6.19 Relations

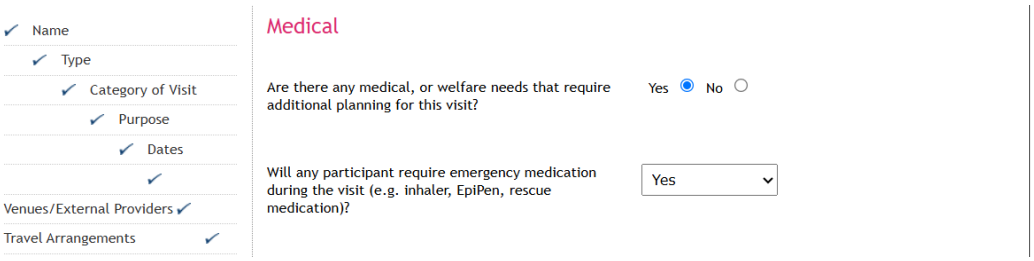
Member of staff or volunteers on a visit should not be related to each other and must declare it here. If staff are related, neither counts towards the staffing ratio of the visit. For more information see 1.6.9.




## 6.20 Medical

Select the appropriate option for medical needs this first page is usually 'YES'. Medical information is no longer sourced through the office as the same information now links to our EVOLVE system.

You will also need to answer the question, whether any participant requires emergency medication during the visit. It is the trip leaders responsibility to ensure they have all the relevant medical information to answer this question to the best of their knowledge.




The school recognises that pupils with medical conditions must be supported to participate safely and fully in educational visits, including residential visits. Planning for visits must take account of pupils' individual medical needs and any requirements identified in their Individual Healthcare Plan (IHP), allergy management plan, emergency healthcare plan or other agreed medical arrangements.

The Visit Leader must ensure that relevant medical information is available to the staff responsible for the pupil during the visit, while maintaining appropriate confidentiality.

A risk assessment should consider any additional arrangements required to enable a pupil with a medical condition to participate safely. Where appropriate, planning should involve the pupil, parents/carers, relevant school staff and healthcare professionals.

### 6.20.1 Asthma and Salbutamol Inhalers

Any students that has asthma as part of their medical record must bring their inhaler on the visit (even if they say that they no longer use it). Parents must update school records to reflect this or provide written consent stating that their child can visit without their inhaler.

The Visit Leader must check and see the inhaler before allowing the student to attend or leave the school site. Although the leader may delegate the responsibility of checking the medication to a

deputy leader, the visit leader has overall responsibility. It is illegal to give a medicine which has been prescribed for one person to another.

For residential visits, if students are walking away or undertaking activities away from the accommodation, a medication check should be repeated. Inhalers must not be left in hotels/tents etc.

Asthma Action Plans can be found at EVOLVE>Resources>Pupil Documents. These can be used as part of the planning for the visit.

School have the legal authority to purchase salbutamol inhalers without a prescription. This may be taken on the visit, if required. This is not a substitute for the child's inhaler and should not be administered without consent from parents. For this reason, consent should always be requested to administer a salbutamol inhaler as part of the Parent letter.

### 6.20.2 Allergies

Pupils with allergies must have their allergy and emergency arrangements identified before the visit.

Students may have allergies listed against their medical records these can be mild – requiring antihistamines such as cetirizine or more severe resulting in anaphylaxis and requiring an auto-injector (EpiPen). Even if an allergy is mild, any medication indicated on the medical records should be available during the visit.

Where a pupil has an Individual Healthcare Plan or allergy management plan, the arrangements in that plan must be taken into account when planning and conducting the visit.

The Visit Leader must ensure that prescribed medication and emergency medication required by the pupil is available, accessible and appropriately managed throughout the visit.

The risk assessment should consider the nature and severity of the allergy and any specific measures necessary to reduce the risk of exposure. These may include arrangements concerning food, catering, allergens, accommodation, transport and activities.

Controls must be proportionate to the individual pupil's needs. For example, where appropriate, a visit may require specific arrangements concerning nuts or other known allergens, or restrictions on food consumption in particular environments.

For overseas visits, consideration should also be given to communicating allergy information to relevant providers and, where necessary, providing information in the appropriate language.

### 6.20.3 Auto-injectors (EpiPens)

People with potentially serious allergies are often prescribed adrenaline auto-injectors to carry at all times. These can help stop an anaphylactic reaction becoming life threatening. They should be used as soon as a serious reaction is suspected, either by the person experiencing anaphylaxis or someone helping them.

**NHS and UK Government guidance states that students should carry 2 auto-injectors with them when they go on the visit.** The Visit Leader should check these as they would an inhaler.

Additional control measures may need to be put in place depending on the nature of the allergy. E.g. stating that the visit is 'nut free' and that no food is to be consumed in a confined space such as a bus or coach, or carrying an allergy card in another language if the visit it abroad.

Pupils at risk of anaphylaxis must have access to their prescribed adrenaline auto-injector(s) during the visit in accordance with their individual medical arrangements.

The Visit Leader must check before departure that required adrenaline devices are present, in date, accessible and stored/carried in accordance with the pupil's plan and the school's allergy policy.

Staff accompanying a pupil at risk of anaphylaxis must know how to recognise the symptoms of

anaphylaxis and what action to take in an emergency. Staff must undertake the allergy awareness training required by the school's allergy policy and statutory guidance.

Where appropriate, staff trained and authorised to administer adrenaline should be identified in the visit plan.

Schools must also consider the availability and use of the school's emergency/spare adrenaline auto-injectors in accordance with the school's allergy policy and the statutory guidance on allergy safety in schools.

The visit risk assessment must identify any additional measures required for the individual pupil, including arrangements for emergency treatment, access to emergency services and communication with parents/carers.

### 6.20.4 Medication and Conditions Occurring During a Visit

Medication required by a pupil during a visit must be managed in accordance with the school's policy on supporting pupils with medical conditions and any relevant Individual Healthcare Plan. Before the visit, the Visit Leader must establish: what medication the pupil may require; when and how it should be administered; whether the pupil self-administers the medication; which member(s) of staff are responsible for supporting or administering medication where required; where medication will be stored and how it will remain accessible; what action should be taken in an emergency; and what arrangements apply if medication is lost, damaged, unavailable or out of date.

The school should ensure that pupils with medical conditions are supported to participate in educational visits an d that reasonable adjustments are made where necessary. Risk assessments should take account of the pupil's individual medical needs.

For minor ailments or conditions that may arise during a visit, such as headaches, period pain, insect bites, sunburn or minor injuries, medication may only be administered in accordance with the school's medicines policy and the arrangements and permissions that apply to that medication.

Staff must follow the recommended dose, age restrictions, storage requirements and any specific instructions accompanying the medication.

Any medication administered during a visit should be recorded in accordance with the school's medicines policy.

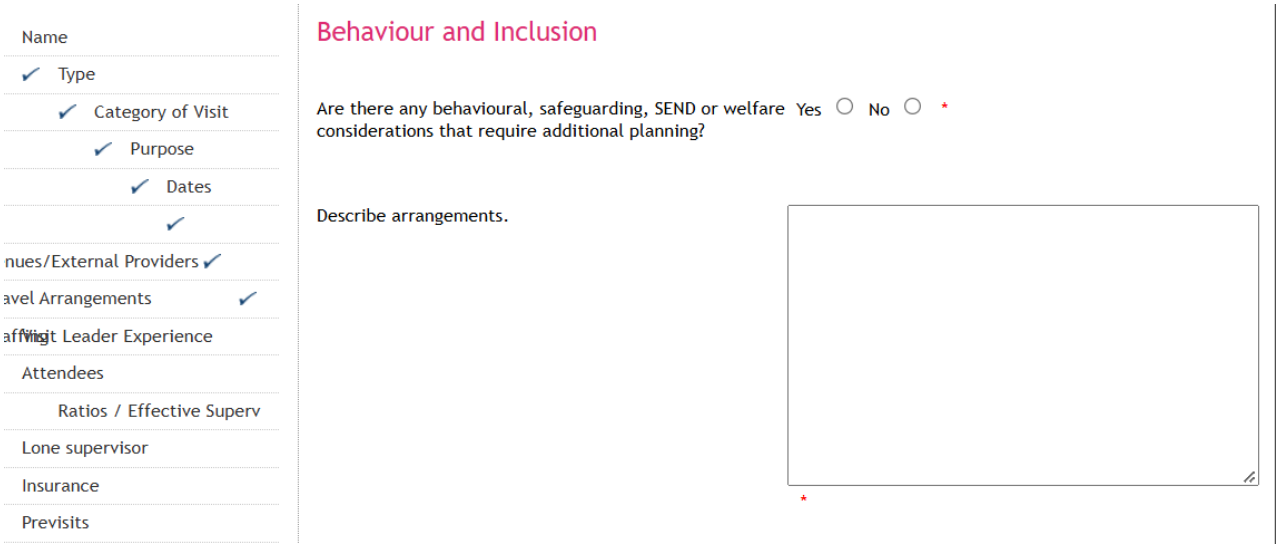
### 6.20.5 Overseas Visits

Before an overseas visit, the school and parents/carers must establish whether any medication required by a pupil is subject to restrictions in the country or countries being visited.
Particular care should be taken with controlled drugs, injectable medicines and other medicines that may be subject to import restrictions.
Medication should remain in its original packaging and be appropriately labelled. Where necessary, the pupil should travel with supporting documentation, such as a copy of the prescription or a letter from an appropriate healthcare professional.
The school should check the requirements of the relevant country or countries sufficiently in advance of travel and make any necessary arrangements for carrying, transporting, storing and administering medication.

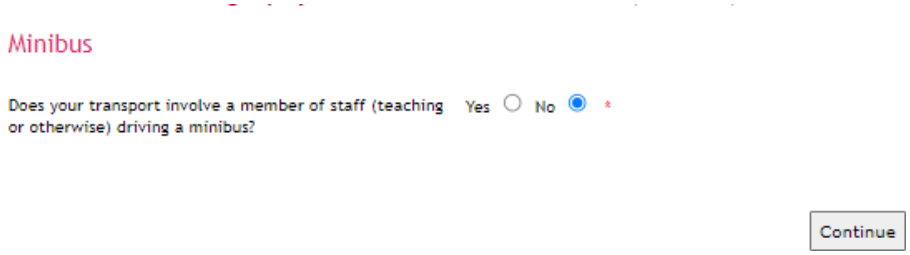
Where medication is administered by syringe or other medical device, the school should establish whether additional documentation is required for border control or security procedures.
Medication must not be purchased overseas and administered to a pupil simply because it is available without prescription in the destination country. Any replacement or additional medication should be obtained and used in accordance with appropriate medical advice and the school's medicines policy.

## 6.21 Behaviour and Inclusion

As part of the planning process, in addition to considering medical need the trip leader must also consider any behavioral, safeguarding, SEND or welfare needs. Information held on school record must be taken into consideration and it is the trip leaders' responsibility to ensure they have liaised appropriately with other staff within school e.g. SEND, pastoral and safeguarding team. They must ensure that a note is added Evolve and risk assessments, as appropriate, to show that students' individual needs are taken into consideration when planning the visit.



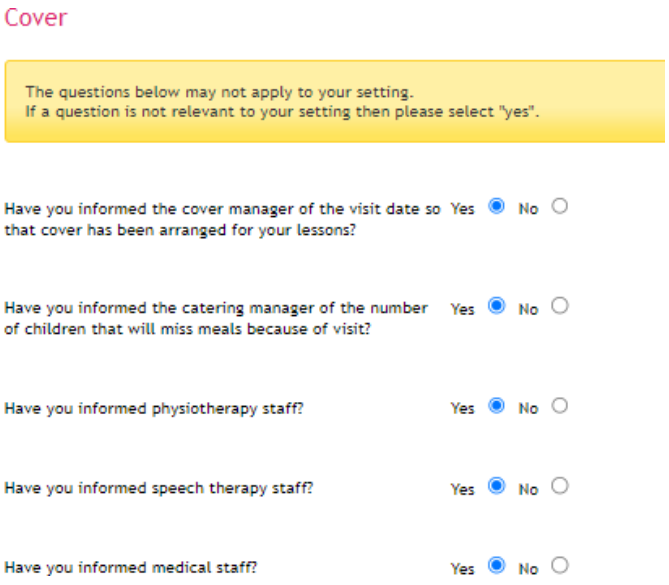

## 6.22 Minibus




This refers to a member of staff on the visit. If you have a school minibus driver that is taking you and then returning then select 'No'.

## 6.23 Cover

1. Cover will have been arranged as part of the outline approval process. However, check at this stage that cover is in place for the date and times of your visit.
2. Two weeks before the visit you should inform Claire Allman of the number and names of students who are eligible for free school meals. If this has been done, you can select 'Yes' for the second point.
3. Select Yes – although not relevant
4. Select Yes – although not relevant
5. Select Yes – although not relevant




## 6.24 Visit Leader Statements

Please read these carefully and select the appropriate answer.



## 6.25 Risk Assessment

For this section you must list all of the risk assessments you will attach in the next section. Please list the risk assessments with the same names as the files you upload.

### 6.25.1 Guidance on writing risk assessments

A risk assessment is a legal document that must be read and fully understood by all staff on the visit. The visit leader has a responsibility to assess all risks that may be present on the educational visit and to ensure as far as is reasonably practicable that these are adequately managed.

Risk assessments set out all of the anticipated risks with the activity and the control measures put in place to reduce the risk to an acceptable level. The risk assessments available on EVOLVE cover almost all activities which are undertaken on school visits. **These are generic and require additional input from the Visit Leader. Please do not simply upload a generic risk assessment.**

N.B. There is no longer a requirement to have a Covid-19 specific risk assessment uploaded on your Evolve form. The Samples will remain on the Evolve system as they may be useful if restrictions are re-introduced at any time and the control measures and actions taken may help in the future. Please still consider making arrangements for students who are showing symptoms to be transported back home from residential and always follow any Covid-19 specific risk assessments or requirements the venue would like you to adhere to. This may still be relevant for visits abroad.

There should be a risk assessment covering all proposed activities on the visit – these can be highlighted on the itinerary. The most up to date risk assessments can be found on Evolve as shown below.







### 6.25.2 Using Leeds Council Risk Assessments

You are free to use any risk assessment template that you wish as part of the visit planning. Leeds Council has generic risk assessments for almost all activities. The generic Leeds Risk Assessments look like this:

| Assessment Title: | Coach Travel Including Wheelchair Users and Accessible Transport | EVOLVE ID. Number | |
|---|---|---|---|

| School Name: | | School Address: | |
|---|---|---|---|

| Date Assessment Undertaken: | Name of Assessor (Visit leader): | Date of visit: | Date of return: |
|---|---|---|---|
| | | | |

| This Risk Assessment has been shared, read, and understood by the following staff members joining the visit (initials): | | Main Legislation and/or Information Source: | - Health & Safety at Work Act 1974.<br>- Management of H & S at Work Regulations 1999.<br>- HSE risk management principles.<br>- DfE Educational Visits Guidance.<br>- National Guidance. |
|---|---|---|---|

**Guidance/Scope**
**This assessment applies to: Coach travel, Accessible coach travel, Wheelchair-accessible coaches, Educational visits by coach, Domestic and international coach journeys, Day visits and residential visits, Pupils with SEND, Pupils requiring mobility assistance.**

**This assessment includes participants travelling in wheelchairs and those requiring reasonable adjustments.**

This is a **Model Risk Assessment (MRA)** and will remain so unless the following criteria are satisfied:

1. The boxes highlighted in orange above must be completed with the required details.
2. LCC no longer requires a Chair of Governors signature. Your own Educational Visits Policy might – therefore check.
3. The Ref number can be the EVOLVE visit number if this is for Educational Visits.
4. The signature boxes above may be typed when uploading to EVOLVE.
5. The control measures identified below **MUST** be either complied with **or AMENDED** to reflect the establishment's control measures.
6. The Visit Leader is responsible for completing the **Person responsible for control measures and any further control measures identified column**.

Once criteria 1-6 have been satisfied, you should remove the '**MRA**' watermark. **Design tab – Watermark – Remove Watermark.**

**Visits Principles**

- Use suitable and reputable transport providers.
- Provide safe supervision throughout the journey.
- Consider safeguarding and participant welfare.
- Include contingency and emergency arrangements.
- Consider SEND, accessibility and medical needs.
- Be supported by dynamic risk assessment throughout the journey

| What are the hazards? | Who might be harmed? | Control Measures. What are you already doing? | Any further Control measures Identified by School: | Person responsible for control measures and any further control measures identified: (Initials) |
|---|---|---|---|---|
| **Unsuitable Transport Provider** | Pupils, staff, volunteers, visitors. | • Transport providers reputable and appropriately licensed.<br>• Coaches maintained in a roadworthy condition.<br>• Emergency arrangements confirmed.<br>• Contact details available.<br>• Breakdown procedures understood.<br>• Any safety concerns addressed before departure.<br><br>**Additional Accessible Transport Controls**<br>• Where wheelchair users are travelling, the Visit Leader should confirm:<br>• Wheelchair lift or ramp provision.<br>• Wheelchair restraint systems.<br>• Occupant restraint systems.<br>• Driver competence in accessible transport operations.<br>• Accessibility arrangements. | | |

To complete a risk assessment, staff must:

6.25.2.1 Fill in the boxes highlighted in orange

6.25.2.2 Read the hazards (column 1), who might be harmed (column 2) and the control measures (column 3). If the control measures already in the risk assessment have reduced the risk to an acceptable level, the visit leader can sign the last column.

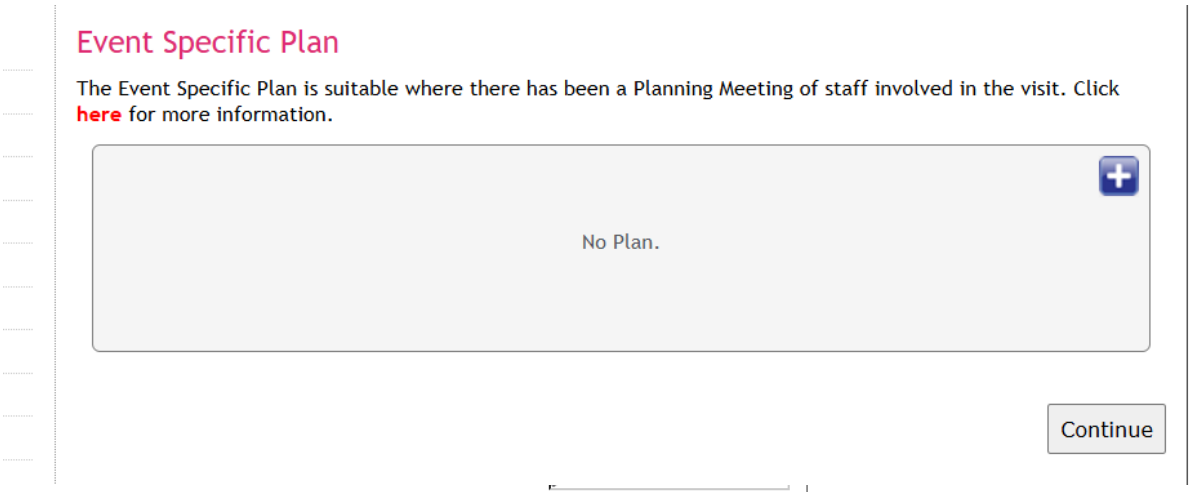
6.25.2.3 If additional control measures are needed e.g. there are DAHIT, VI or SEN students, or if there are behaviour issues, then this is added to column 4.

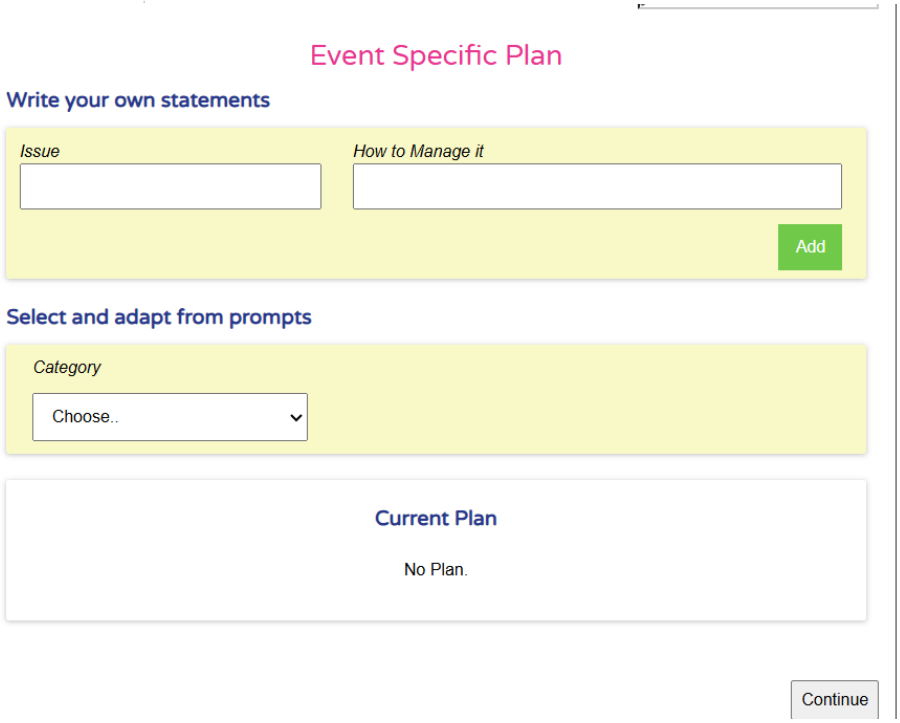
Risk assessment should be shared with all staff attending the visit and the SLT emergency contact.

## 6.26 Time specific event plan

The Event Specific Plan is suitable where there has been a Planning Meeting of staff involved in the visit. Event Specific Plan is a simple communication tool that combines the following in a user-friendly format: event specific notes, comments, rules, decisions made, operating procedures and risk assessment records. It also serves as a 'memory aid' for use when briefing participants, both prior to and during a visit. Event Specific Plan increases robustness and reduces bureaucracy, because information is added and edited directly within an EVOLVE Visit Form, and all entries are date-stamped.

For further information please see the section on Evolve.



# 7 Visit Approval and Next Steps

## 7.20 Visit approval

Your EVOLVE form may need to be returned by the EVC for corrections or alterations. The EVC will then submit the form to the Headteacher (or Local Authority) for category 3 visits. When approval is returned, the visit can proceed.

## 7.21 In preparation for the visit

**Liaise with your SLT contact**

You should inform your SLT contacts of any updates to the visit and provide them with access to the risk assessments, emergency contact information and medical information.

**CP Lead**

A list of students participating on the visit must be shared with the CP lead before submitting the visit for approval, this is to allow necessary safeguarding checks to take place and any additional safeguarding measures to be put in place. For residential/ adventurous activities it is recommended that the list of participants is reviewed again with the CP lead approximately one to two weeks prior to departure.

**Free school meals**

At least 2 weeks before the visit, the Visit Leader should identify the number of students attending that are entitled to Free School Meals (FSM) and e-mail Claire Allman to order FSMs. He will need to know the names of the students, the date of the visit, and the time on the day that you wish to collect the meals.

**First aid**

Arrange First Aid kits from the medical room and ensure that they contain all of the required equipment as outlined in your risk assessment.

**School mobile**

In preparation for the visit, visit leaders should e-mail IT Support (itsupport@allertongrange.com) to arrange a school mobile for the visit. This number must be shared with staff on the visit, the EVC and the SLT Emergency contact before leaving on the visit. This can be shared with students if required by the risk assessment. The number must not be shared with parents.

**Staff briefing**

All staff on a visit should be familiar with the risk assessments and have a list of students with contact/medical information.

**Cover work**

The visit leader should ensure that all staff on the visit will set cover, inform line managers of absence, and will send work to '4040 Cover'.

**Site team**

If your visit is a residential, ensure the site team is aware of the details of any vehicles that will be left on site. This should also be done if the visit will take place outside of the school day or during school holidays.

# 8 On the day of the visit

- Collect First Aid Kits and Free School Meals.
- Register students and check students have required medication (including inhalers/EpiPens) – NO MEDICATION MEANS NO ATTENDANCE ON THE VISIT. Some medication may need to be collected and kept by staff.
- Collect school mobile phone and distribute emergency numbers to all staff, including your emergency contact and EVC (and students if required).
- **Complete a final register, photocopy, and physically hand in to attendance immediately before departure.**

# 9 After the visit

## 9.20 Evaluation

After the visit, visit leaders should evaluate their visit on EVOLVE and to inform the school of any first aid equipment used, so that it can be restocked.

## 9.21 Lessons Learned

Visit leaders or other staff on the visit must report incidents that have occurred on visits to the EVC to ensure that the event is not repeated. This should not be thought of as blame culture, rather, an opportunity to prevent potential future harm to our students.

Please note that failure by the visit leader to complete the evaluation on EVOLVE may result in future visits arranged by the leader not being approved