Thomas Telford Multi Schools Trust

Educational Visits

Redhill Primary Schools

and

Thomas Telford Primary Free School

Signed

Mrs Raj Samra

Chair of Governors

September 2026

Adopted Telford and Wrekin Council Policy

DOCUMENT STATUS:	Telford and Wrekin Council Policy. Telford and Wrekin Council Guidance
EFFECTIVE FROM:	First published September 2019 – updated September 2023
RELATED DOCUMENTS:	The Department for Education (DfE) Guidance Health & Safety on Educational Visits https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits
	Outdoor Education Advisers Panel - National Guidance for the Management of Outdoor Learning, Off-site Visits and Learning Outside the Classroom (Reviewed and updated on regular basis) https://oeapng.info/
	OEAP - Writing an Establishment Policy for Outdoor Learning, Off-Site Visits and Learning Outside the Classroom 5.3b-Writing-an-Establishment-Visits-Policy (3).pdf (btw.gov.uk)
	TWC Guidance – School Emergency Plan
SUPERSEDED DOCUMENTS:	DfE Guidance 1998 – Health and Safety of Pupils on Educational Visits (HASPEV) and Part 1, 2, & 3 supplements
	DfE Guidance 2001 – Health and Safety: Responsibility and Powers
	TWC Employers Guidance for Educational Visits and School Journeys - September 2016
AUDIENCE:	Head Teachers, Principals and Managers of Schools; all other educational settings; other private, voluntary or independent establishments and those that are commissioned by TWC
	Educational Visit Co-ordinators (EVCs)
	Visit Leaders / Assistant Leaders
	Governing bodies
	Local Authority Officers –Telford and Wrekin Council: • Directorate for Education and Skills • TWC Internal Health and Safety Service • Legal and Insurance Services • Public Health and Civil Resilience Services

TWC Policy for Educational Visits and Journeys

This policy is essential for all those who have responsibility for the approval, planning and/or execution of any educational visit or Outdoor Learning including on site adventurous activities.

All visits must be planned and organised in accordance with this document. The status of this document is mandatory for all Telford & Wrekin maintained schools and for establishments working under the TWC Educational Visits Service Level Agreement. The schools, school staff and course providers have a duty of care to their children and young people, any accompanying adults, each other and themselves to ensure that they are kept safe and well and, that, in the event of any incident, they are able to respond appropriately in order to minimise the risk of harm.

Telford and Wrekin Council is responsible for:

1. An Outdoor Education Adviser accredited by the Outdoor Education Advisers' Panel
2. Telford and Wrekin Local Authority Policy and Guidance for Educational Visits and Journeys which is compliant with Department of Education's guidance 'Health and Safety on Educational Visits' and adopts the Outdoor Education Advisor Panel's National Guidance.
3. The Evisits software system (induction and training provided).
4. Forms 16A to 16H and the E-Visits software system with associated training and support. The Form 16A matches the EVisits software.
5. Initial and revalidation training for Educational Visits Coordinators (compulsory role for all schools).
6. Termly network meetings for Educational Visits Coordinators (Minimum attendance of 1 meeting per school year will count as revalidation instead of repeating the EVC training if preferred).
7. Email and telephone support with response time within 5 working days (term time).
8. Monitoring of visits.
9. Approval of Category 2b Educational Visits; outdoor adventurous activities both on/off site, residential visits, visits overseas and their associated journeys via EVisits.
10. Document Library on EVisits for guidance, events and resources.
11. Outdoor Learning and First Aid and Leadership courses (fees will vary).

The schools are responsible for following this policy and guidance and:

1. Ensuring the schools holds a current Educational Visits and Journeys SLA.

2. Appointing an Educational Visits Coordinator (EVC) and makes sure they have the training they need – **Nikki Bell-Ward and Alison Turner.** The EVC works with the TWC Outdoor Education Adviser to help their colleagues in the schools to assess and manage risks.

3. The EVC will:
    - be an experienced visits leader (or alternative and relevant experience)
    - have the status to be able to guide the working practices of other staff
    - be confident in assessing the ability of other staff to lead visits
    - be confident in assessing outside activity providers
    - be able to advise Head Teachers/Governors when they are approving visits
    - have access to training, advice and guidance.

4. The schools must have an emergency response plan that covers what to do if there is an incident during an Educational Visit or outdoor learning including on site or adventurous activities. This must be part of schools Emergency Plan. This plan must include communications plan that covers how routine communications will be handled, including regular check-ins and calls to reassure people. Visit Leaders must be familiar and confident with these plans.

5. The schools using an external organisation or provider are responsible for checking they have the appropriate safety standards and liability insurance. There will be an agreement that makes it clear what everyone is responsible for, which is especially important if the organisation or provider is taking over supervision of the young people. The schools are responsible for making sure required dietary, allergen, medical and behavioural information for both staff and young people are communicated as appropriate.

6. The schools are responsible for evaluating all visits once they have concluded from the planning through to the visit itself. The schools are required to keep a record of any incidents, accidents and near misses. This will help with evaluation of the value of the visit and to learn from any incidents which took place and inform the management of future visits.

TWC Guidance for Educational Visits and Journeys

1. Introduction

1.1 This guidance is essential for all those who have responsibility for the approval, planning and/or execution of any educational visit or Outdoor Learning including adventurous activities on site. All visits and outdoor learning must be planned and organised in accordance with this document.

1.2 The schools, staff and course providers have a duty of care to their children and young people, any accompanying adults, each other and themselves to ensure that they are kept safe and well and, that, in the event of any incident, they are able to respond appropriately in order to minimise the risk of harm.

1.3 This guidance sets out Telford and Wrekin Council's (TWC) expectations of how Educational Visits, Outdoor Learning (including on site adventurous activities) and any associated journeys will be managed by its Employees and those that have adopted this Employer Guidance. T&WC has adopted the Outdoor Education Adviser's Panel (OEAP) National Guidance to make sure Educational Visits and Outdoor Learning are properly planned, managed and run by competent staff and to maximise their many benefits.

2 TWC adoption of Outdoor Education Advisors Panel National Guidance

2.1 Telford and Wrekin Council has adopted the OEAP National Guidance. This will ensure that this Guidance for Educational Visits and Journeys reflects nationally recognised standards. To ensure that the most up to date National Guidance is accessed, please go to the OEAP website: http://oeapng.info/

2.2 This Policy/Guidance document can be accessed through the Telford and Wrekin Council Educational Visits Service Level Agreement which can be accessed by emailing: EdVisits@telford.gov.uk All associated guidance, training information, events and resources are found within the documents section of your establishment's EVisits site.

2.3 OEAP National Guidance is written and kept up to date by leading and informed professionals and replaces the previous TWC / Shropshire Guidelines. This TWC Guidance contains specific additional detail and clarification that has developed through input from the TWC Health and Safety Team, Head Teachers, Educational Visit Coordinators (EVCs) and the Outdoor Education Service.

2.4 Throughout this document, reference is made to individual OEAP guidance documents; these are the key documents which are regularly updated, but further information may exist. TWC recommend the use the OEAP website and its search function, and that the most current version of a document is always used.

3. Clarification of Roles

3.1 All Educational Visits and Outdoor Learning activities will follow the hierarchy below and this is used in both the paper based and E Visits systems:

- **Visit Leader (VL)** - Initiates, plans and runs the visit and/or Outdoor Learning activity and on return completes an evaluation.
- **Educational Visits Co-ordinator (EVC)** – checks the plans and associated documents, gives outline approval, monitors progress, assesses the success (or otherwise) and provides feedback to improve future visits or Outdoor Learning activities.
- **Outdoor Education Adviser** – For the higher risk/more complex visits the Outdoor Education Adviser checks the plans and associated documents, gives LA approval (or otherwise) and provides training, advice and guidance to improve future visits or Outdoor Learning activities.
- **Head Teacher/ Senior Manager** – checks that essential elements for the visit or outdoor Learning activities are in place and **must** give their approval by using Evisits or Form 16A.
- **Local Governing Board** – will determine which Educational Visits and Outdoor Learning they would like to be notified of in advance to give their prior approval. It is their responsibility to ensure an Establishments Visits Policy is in place for the schools as part of their health and safety statutory requirements. This Establishment Educational Visits Policy will clarify any establishment-specific requirements of these and other roles within their the schools. Any delegation of key areas of responsibility, such as assessment of competence or approval must be clear.

4. Procedural Requirements

4.1 This guidance applies to all situations where adults acting in the course of their employment have responsibility for children and young people taking part in Educational Visits or Outdoor Learning including on site adventurous activities.

4.2 The schools follow TWC Educational Visits and Journeys Guidance and has a trained EVC who has been trained by TWC or has, within 3 years, revalidated their training with an accredited OEAP Provider. The EVC attends at least one TWC EVC training course and then may maintain subsequent revalidation by attending at least 1 out of 3 Network Meetings each year. Attendance at Network Meetings is recorded and used for revalidation of the EVC role every 3 years.

4.3 Educational Visits and journeys are placed in 3 categories:-

- **Category 1. Routine activities covered by generic risk management.** These are off-site activities and outdoor learning on-site activities that take place during the schools hours and which are a normal part of a child's education. These involve no more than an everyday level of risk, such as slips and trips, and are covered by the school' current policies and procedures. They only need a little extra planning beyond the educational

aspect of the trip. They can be considered as lessons in a different classroom. These would include the use of the schools' grounds for enhancing the delivery of the curriculum including data collection and local studies. Also included typically would be regular visits to a library or place of worship. Routine PE fixtures although not covered by Educational Visits and Journeys Guidance would be another example.

- **Category 2a. Visits and/or journeys that require enhanced planning and event/journey specific risk management but are NOT residential, overseas or adventurous.** These visits require one-off consent, parents **must** be given specific information about the visit and their child's proposed participation, and **must** also be given the opportunity to withdraw their consent should they not wish them to participate. Examples will include visits that extend beyond the schools day (out-of-hours), longer journeys that involve breaks e.g. for toilets and food stops, and larger public venues such as national museums and regional cultural events.

- **Category 2b. Visits that are residential, or require travel overseas, or are adventurous in nature.** These require detailed planning to reflect the challenging environments, distant locations, and higher risk activities. The activities in this category require enhanced Leader competence. These visits are those that are any of the following:
    - Residential visits
    - Visits that involve travelling outside England, Scotland and Wales
    - On-site adventurous activities
    - Off-site adventurous activities
    - The associated journey and travel arrangements

4.4 Adventurous activities both day/residential and both on/off site include:

Multi activities (from list)	Abseiling	Airborne: all types
Archery	Assault course	Bell boating
Bushcraft	Camping in wild country	Camping on campsites
Caving	Clay pigeon shooting	Climbing: indoor & outdoor
Coasteering	Cycling on tracks & roads	Dog sledging
Dragon boating	Field studies: natural envt.	Forest School
Free running	Go karting	Gorge walking
Ghyll scrambling	Hang gliding	Horse/pony riding
Hovercraft	Improvised rafting	Jet skiing
Kayaking	Kite surfing	Mine exploration
Motorised sports (all)	Mountain biking	Mountain boarding
Open canoeing	Orienteering	Paintballing
Pot-holing	Powered boats inc. safety	Ropes Courses
Rowing	Sailing	Scuba diving: indoor pools
Scuba diving: lake & sea	Segway	Shooting
Skateboarding	Skiing & snowboarding	Snorkelling
Surfing/body boarding	Swimming: not lifeguarded	Trampolining out of PE
Walking: Hill & Moorland	Walking: Lowland	Walking: Mountain
Water skiing	White-water rafting	Wind surfing/sailboarding

4.5 EVC's will audit Category 1 and 2a Visits and/or journeys themselves, and refer Category 2b visits to the Outdoor Education Adviser. All visits are given final approval by the Head Teacher.

4.6 This process is supported by a software system called 'EVisits' which has replaced the Form 16A. EVisits includes Visit Leader profiles, secures data and has clear reporting lines. All Category 2b Notifications to T&WC and the Outdoor Education Adviser are required through EVisits.

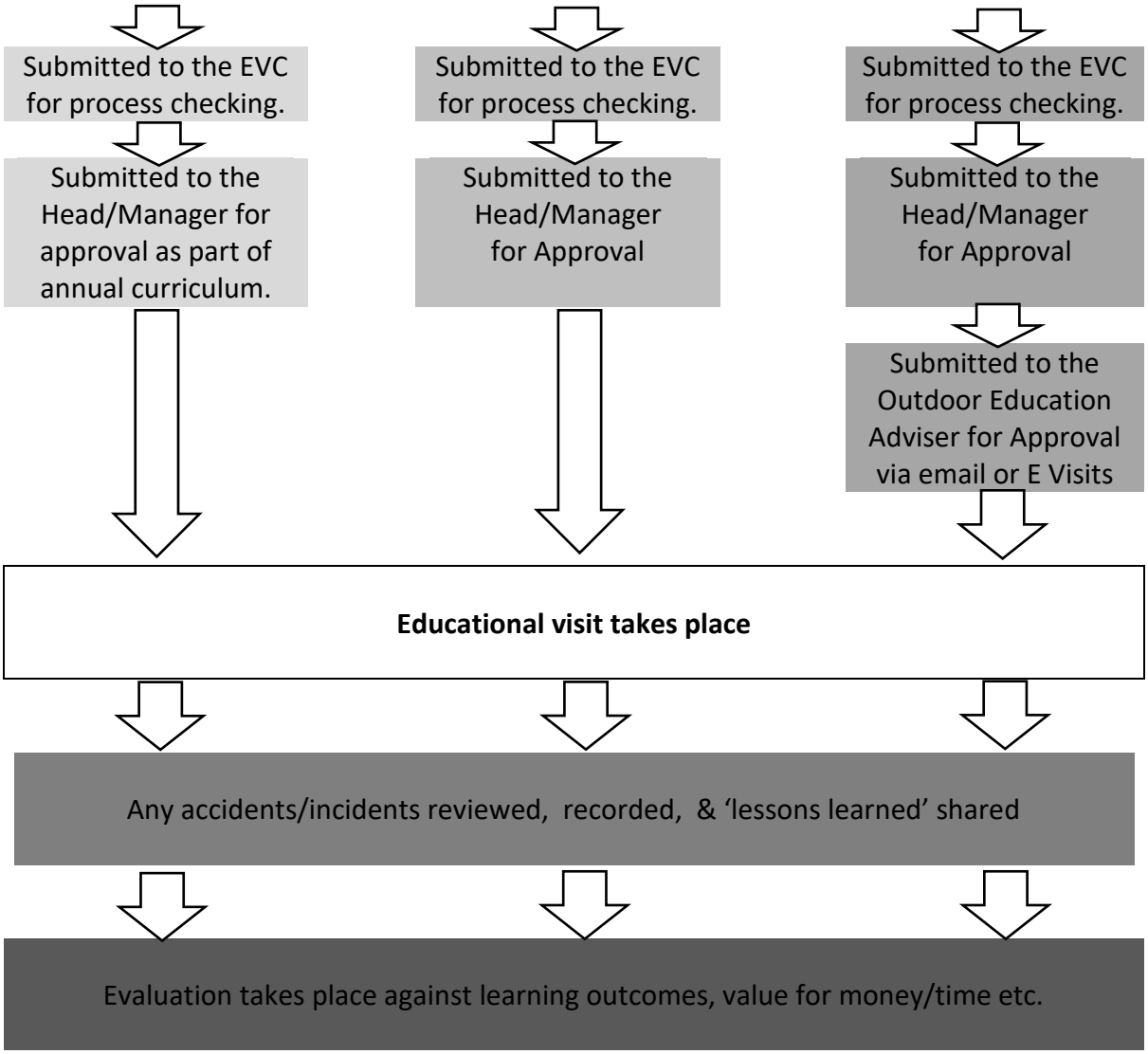
Notification and approval of visits and/or journeys

- **Category 1 visits and/or journeys.** These will be organised through general Schools planning. Generic risk assessments must be in place and available for the EVC for process checking. Submitted to the Head at the Schools for approval as part of annual curriculum for approval.
- **Category 2a Visits and/or journeys**. Visit Leaders complete EVisits and Form 16C (and 16D if relevant) to the EVC for process checking. On receipt from the Visit Leader, the EVC must check that all required information is included and then submits to the Head Teacher for approval. This process is done through the EVisits software package and added to the EVisits calendar.
- **Category 2b Visits and/or journeys**. Visit Leaders complete Evisits and Form 16C (and 16D if relevant) which go to the EVC for process checking. On receipt, the EVC checks that all required information is completed fully and submits to the Head Teacher for approval. Once the Head Teacher has approved the Visit, EVisits and Forms 16C (and 16D if relevant) the visit is submitted to the Outdoor Education Adviser for process checking and approval and notification to TWC. **This process is done through the EVisits software.**

4.7 Category 2b educational visit submission to the Outdoor Education Adviser is required **four working weeks** before the departure date. This is to allow any recommendations to be considered and implemented. Notifications will be considered after this 4-week period but a response cannot be guaranteed. Advice may also be sought well in advance if a visit and/or journey is particularly complex for any reason. **Notification is via Evisits.**

4.8 Notification of Educational Visits and/or Journeys Summary

Category 1	**Category 2a**	**Category 2b**
Routine curriculum activities within school hours covered by generic risk management**.**	Visits and/or journeys that require enhanced planning and event/ journey specific risk management	Visits that are residential, or require travel overseas, or are adventurous in nature.
Current generic risk assessments must be in place. EVisits is optional	Visit Leaders complete EVisits and Forms 16C (and 16D if relevant)	Visit Leaders complete EVisits and Forms 16C (and 16D if relevant)



EVisits follows the above notification process and is a version of the Form 16A and allows for the attachments of visit specific information and forms, which is then archived after the visit.

5. Monitoring

5.1 The schools ensures that there is sample monitoring of Educational Visits and Outdoor Learning including on site adventurous activities. Such monitoring should be in keeping with the recommendations of OEAP National Guidance. There is a clear expectation that the monitoring function is a delegated task to the Schools, principally carried out through systems put in place by the EVC.

6. Induction, training, apprenticeship and succession planning

6.1 **Educational Visits Co-ordinator**: The schools EVC holds a current EVC training certificate (valid for 3 years) and attends termly Network Meetings for Educational Visits Coordinators.

6.2 **Visit Leader Training:** OEAP accredited Visit Leader Training (Theory and Practical) is offered by TWC as a recommended option for EVCs, and strongly recommended for staff leading and/or taking a key role on an Educational Visit.

6.3 **Management of Visit Emergencies:** TWC also offers the OEAP accredited Management of Visit Emergencies (MOVE), a 2–3-hour scenario-based course for EVCs and Managers. This is an expanded section of the EVC Training course.

6.4 **Endorsement of Visit Leaders:** OEAP National Guidance is used to provide advice regarding the assessment of Visit Leader competence. The EVC leads, Nikki Bell-Ward and Alison Turner provide training and support to ensure they are competent to undertake the responsibilities of leading the educational visit or Outdoor Learning including on site adventurous activities.

6.5 **Accompanying Staff:** Staff participating in educational visits and Outdoor Learning including on site adventurous activities are aware of the extent of their duty of care and will only be given such responsibilities in keeping with the above guidance. It is particularly important that careful consideration of competence issues is applied to both newly qualified and newly appointed staff.

6.6 **Volunteers:** Adults volunteering are required to follow the instructions of the Visit Leader and the accompanying schools staff to help with ensuring the health, welfare and safety of the children. They may be allocated a group to supervise and help, but not be left in sole charge of the children. Where a volunteer helper is a parent (or otherwise in a close relationship to a young person taking part in the visit) they are made aware of their roles and responsibilities with regards their own, and other children. The Visit Leader will directly address this issue as part of the Risk-Benefit assessment. The Form 16G is provided to assist with roles and responsibilities.

6.7 **Succession:** To avoid a visit becoming dependent on one individual, succession planning is considered. Planning for a visit includes consideration of the possibility of the Visit Leader or an Activity Leader becoming incapacitated. An Assistant Leader can contribute to supervision, support the Visit Leader with agreed aspects of the visit and act as deputy for a Visit Leader. At the same time the Assistant Visit Leader will be developing their experience and competence for the future.

7. Risk management, risk-benefit assessment, ratios and effective supervision

7.1 The schools use a "Risk-Benefit Assessment" approach, whereby the starting point for any risk assessment should be a consideration of the desired benefits and learning outcomes. HSE endorse this approach through their ***"Principles of Sensible Risk Management"*** and advocates that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

7.2 We formally record the risk management process and for suitable and sufficient control measures to be identified for all significant risks i.e. those that may cause serious harm to individuals. Form 16C is used for this purpose and has two styles of risk assessment which a

Visit Leader may choose from. 'Form 16C with notes' gives assistance with this process. When completing a risk assessment it is essential to focus on what is important, to keep this group of children, safe on this day, with these staff, doing this activity - be specific. The risk assessment includes the safety of staff, volunteers and members of the public. The risk assessment shows the Visit Leader's thinking and then informs the 'how' the visit is going to be managed safely, which can then be shared.

7.3 **Risk Benefit Assessment Process** Risk management, in the context of outdoor learning and off-site visits, an integral part of the planning process, and is a two-stage process:

1. Identify the potential benefits to be gained from an activity, and any significant risks to the health and safety of those involved.
2. Plan and implement measures to reduce these risks as low as reasonably practicable without losing the benefits.

The visit risk assessment needs to include the journey, the self-led aspects of any visit, any down times, anything required because of a specific child, venue or aspect of an activity. The process links with the Schools's incident plan and 'Plan B', should things go wrong.

7.4 Risk-Benefit Assessment is included in both the EVC, Visit Leader and MOVE training and regularly included in EVC Network Meetings.

7.5 The schools' risk assessments are required with the completion of EVisits. Risk assessments from a Provider are not required; evidence of their management of risk can be shown through their safety statements and relevant accreditation e.g. the Learning Outside the Classroom Badge (LOtC), and/or the Adventure Activities Licence. If not LOtC accreditation is available, the Schools requests the completion of a Form 16D – 'External Providers Declaration'.

7.6 Staffing ratios are a risk management issue and will be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity.

7.7 **Ratios and effective supervision.** The schools require the staffing ratio to young people sufficient to ensure effective supervision and considering:

- Staff competence and their relevant and recent experience
- The nature of the activity (including its duration).
- The age and gender (including developmental age) of the young people to be supervised. The ability of the young people (including their behavioural, medical, emotional and educational needs).
- The location and environment in which the activity is to take place.
- Distance from the home base and/or assistance and emergency help.
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

7.8 The schools follow TWC **guidance**. Staff ratios may be decreased if the risk assessment supports it or may also need to be increased as an outcome of the risk assessment process. (The term 'staff' here includes all competent adults provided by the Schools).

- Nursery: **1:2**
- Reception: **1:4**
- School years 1 - 3, **1:6** (overnight minimum **1:6**)
- School years 4 - 6, **1:15** (overnight minimum **1:10**)
- School years 7 onwards, **1:15** (overnight minimum **1:10**)

7.9 When planning a repeat visit or a series of activities, the schools will review the previous plan (no matter how well it worked in the past) so as to ensure that it meets current group needs and any other changes (e.g. time of year and experience level of the staff).

8. Assessing venues and providers

8.1 Where possible, the schools visit leader will complete an exploratory visit will give the Visit Leader greater confidence in their ability to supervise the pupils. It will help the Visit Leader to concentrate on the needs of the group as well as the unexpected demands of the environment. The aim of the exploratory visit is to:

- ensure that the venue is suitable to meet the aims and objectives of the visit
- undertake a full appraisal of learning opportunities and experiences
- identify what facilities are available and what the leader will need to provide
- establish the level of care and supervision which will be required
- identify any special problems or hazards and the organisation and expertise required to cope with them
- establish what information the provider will need and by when
- Consider what alternative activities are available if those planned could be adversely affected by weather or other changes.

8.2 If a visit is impractical the same information needs to be gathered by other means – from the venue or provider, previous visit leaders, other users and local information sources.

8.3 The schools use the Form 16D as a guide to selecting a provider and/or accommodation but take advantage of established national approval schemes such as:-

- Learning Outside the Classroom Badge
- Adventure Activities Licence
- Schools Travel Forum
  (See TWC resource 'Know your Badges)

8.4 For providers who do not hold external accreditation, the schools use the Form 16D External Providers Declaration which is a pre-visit questionnaire to assist with gaining information to make an approval decision.

8.5 The schools do **not** ask for copies of providers' risk assessments but seeks any information specifically aimed at helping Visit Leaders to manage their visit and complete the schools' risk assessment, such as a Safety Management Statement, Health & Safety Policy, or information for specifically written for Visit Leaders.

9. Volunteers

9.1 The schools adheres to the following;

- The vetting procedures for volunteers, including when an enhanced DBS check is required.
- The minimum induction and training procedures for volunteers.
- Under what circumstances (if any) volunteers may act as Visit Leaders or their assistants. If volunteers are allowed to act as Visit Leaders, they must be accountable. This implies that they have been engaged through a thorough recruitment process that includes vetting and induction into the establishment's policies and procedures.
- How volunteers are assessed as competent to carry out their assigned role.
- Requirements for supervision of volunteers.

9.2 The Form 16G is provided for use with volunteers, and the activity leader will ensure they collect any relevant medical needs and/or dietary requirements.

10. Emergency procedures and incident reporting

10.1 The schools have an emergency response plan that covers what to do if there is an incident away from the Schools. Or if there is an incident at base that the Visit Leader may find affects the visit currently taking place off site or on their return.

10.2 For the purposes of these procedures, examples of an emergency might be:

- an accident leading to a fatality or other serious injury;
- circumstances in which a party member is/might be seriously at risk;
- serious illness;
- any situation in which the press or other media are, or might be involved;
- significant delays that need to be communicated to parents/others.

10.3 The policy explains the visit emergency procedures, including any procedures or support provided by the employer. This will include nominating suitable people to provide 24/7 cover at base during a visit; these contacts need to be competent to fulfil this role. The Emergency Contact(s) will have 24/7 access to all details of the visit, including medical and next-of-kin information for staff and young people e.g. access to E Visits.

10.5 TWC has a Resilience Team who will advise on School Incident Planning which includes Educational Visits.

10.6 Depending on the nature and seriousness of the emergency, a response to media interest may be required. Consideration is given to who amongst the staff, and/or the Local Governing Board is to act as spokesperson in dealing with the media; this is likely to include the Headteacher, but may need to include others.

11. Behaviour

11.1 The schools policy encourages the use of codes of behavioural conduct as a means of establishing appropriate expectations of young persons' behaviour. Such codes are explained to young people and parents before a visit, so reducing the opportunity for misunderstanding of both expectations and the sanctions that may be invoked where the code is breached.

11.2 The policy addresses the following:

- Do young people sign up to a "behavioural contract" for all residential visits?
- Do parents also sign and accept responsibility for removing young people in prescribed circumstances?
- What are the expectations for discipline and sanctions on visits?
- Any specific establishment rules relevant to visits (e.g. whether children are allowed to bring mobile phones or other electronic devices).

11.3 Careful consideration will be given to pupils whose behaviour is likely to pose a serious risk to themselves or others on a visit. An individual risk assessment may be used and a balanced and reasoned decision reached as to whether control measures are suitable and sufficient to enable the young person to take part in the educational visit.

12. Inclusion

12.1 Every effort is be made to ensure that Educational Visits and Outdoor learning including on site adventurous activities, are available and accessible to all who wish to participate irrespective of disability, special educational or medical needs, ethnic origin, sex, religion etc.

12.2 All young people are encouraged to participate in as wide a range of activities as possible. If a visit is to cater for pupils with particular needs, a suitable venue will be selected, and in some cases, additional supervision, resources or support may be needed or activities adapted. An individual risk assessment may be appropriate. Visit Leaders are responsible for ensuring a Provider is fully informed of all relevant information including medical, emotional, dietary including allergens, and behavioural to enable them to fulfil their duty of care.

12.3 Early discussion with all parties concerned including parents about what is needed will enable plans to be drawn up to meet these needs in most situations. These will enable the child/young person to take part safely and benefit from the visit.

12.4 The Schools's Policy endorses these principles:

- A presumption of entitlement to participate.

- Accessibility through direct or realistic adaptation or modification.
- Integration through participation with peers.

12.5 It is unlawful to:

- Treat a disabled young person less favourably.
- Fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage **without justification.**

12.6 Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence and is reasonable.

13. Insurance

13.1 The Visit Leader ensures, well before the group departs, that adequate insurance arrangements are in place.

13.2 Additional arrangements may be necessary to obtain insurance cover for activities abroad and activities of a potentially hazardous nature. The party leader will scrutinise carefully the list of exclusions in the policy. If there is any doubt about the cover the provider of the insurance will be asked for clarification.

13.3 The Visit Leader ascertains the details of the insurance held by the tour operator together with confirmation of their membership of ABTA/ATOL or the appropriate trade organisation.

13.4 Additional cover may be necessary for participants with certain known medical conditions. The party leader will check this with the insurance company before departure.

13.5 When hiring coaches etc. the party leader will check that the company used has appropriate insurance both in terms of motor vehicle insurance and public liability insurance.

13.6 The Visit Leader will check that the insurance policy for the Schools minibus is appropriate to the journey.

13.7 Where the transport arrangements for a particular visit or journey are to involve the use of privately owned motor vehicles the party leader will obtain confirmation from the vehicle owner that it is fully and appropriately insured, particularly in respect of passenger liability and for use on the Schools business which the vehicle is to be put on that occasion. If there is any doubt the owner concerned must check with his/her insurance company so that the required confirmation can be obtained. It is good practice for the Schools to request and retain a copy of the valid insurance certificate.

13.8 The Schools insures against its own legal liability for injury or damage that might arise as a result of negligence. The policy carried is known as a 'third party liability policy' or public liability insurance.

13.9 The taking out of additional insurance cover for pupils is a matter for the Schools to determine **except** for trips abroad where fully comprehensive travel insurance - combined medical, journey, personal accident and public liability etc. insurance **must be** taken out.

14. Finance

14.1 The Schools must take account of the law relating to charging for Schools activities, as set out in sections 449 to 462 of the Education Act 1996.

14.2 No charges may be made unless the local governing body of the Schools has drawn up a charging policy giving details of the optional extras or board and lodging that they intend to charge for, and a remissions policy.

14.3 The Schools **must not** charge for:

- Education provided during Schools hours.
- Education provided outside Schools hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the Schools, or part of religious education.
- Transport provided in connection with any educational visit of this type.
- Supply teachers to cover for teachers who are away from the Schools on a visit.
- It will be noted that 'part of the National Curriculum' is not restricted to outdoor learning experiences that are specifically subject based but includes, for example, activities designed to fulfil requirements under the National Curriculum 'inclusion statement'.

14.4 The Schools **may** charge for optional extras, which include:

- Education provided outside of Schools time that is not:
    - Part of the National Curriculum.
    - Part of a syllabus for a prescribed public examination that the pupil is being prepared for at the Schools.
    - Part of religious education.
- Board and lodging for a pupil on a residential visit, except to parents in receipt of certain benefits (broadly equivalent to those that qualify children for Free School Meals).
- Extended day services offered to pupils (e.g. activity clubs).

14.5 The Visit Leader ensures that parents have early written information about the costs of the visit, how much will come from Schools funds and how much each parent will be charged or asked to contribute. Parents are given enough time to prepare financially for the visit.

14.6 The Headteacher will ensure that banking arrangements are in place to separate the visit's receipts from other Schools funds and from private accounts.

14.7 The Headteacher where necessary, will reach a pre-agreement with parents on whether any funds left surplus after the visit will be returned to the parents concerned or retained by the Schools to be used for another visit(s).

14.8 The Headteacher will obtain the parents' agreement to meet the costs of an optional extra visit before the visit is planned in detail. Charging parents for an optional extra visit must not include an element of subsidy in respect of other pupils whose families do not meet the full charge.

15. Key staff Contact details

Jo Barnett
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16. Educational Visit Forms

- **Form 16A:** Ed visit planning form matches the EVisits software.
- **Form 16B:** Checklist to plan their visit
- **Form 16C:** Risk Benefit Assessment to cover educational value, foreseeable risks and suitable and sufficient control to manage the risks identified. There may be a need to include personalised RBA for anyone for whom the visit may pose a specific and unique risk. Form C with notes gives an explanation on how to complete a Risk Benefit Assessment.
- **Form 16D:** External Provider Declaration
- **Form 16E:** Parental consent form for a specific Schools visit.
- **Form 16F:** Emergency contact information
- **Form 16G***:* Formal agreement for the provision of pastoral support by Volunteer Supervisory Adults during Educational Visits
- **Form 16H:** Evaluation of Visit

E Visits Educational Visits Software – replaces Form 16A and required for visit notifications.