



Educational Visits Policy

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1. Purpose of Policy

Bohunt Education Trust (the Trust) has introduced this Policy to provide the operational framework within which its ethos of Enjoy Respect Achieve and its vision of developing Game-changers is reflected in its implementation/work/processes for Educational Visits and to ensure its legal duties and charitable purposes are met effectively.

2. Legislation and Guidance

This Policy complies with and discharges the Trust's legal duties with respect to:

- Health and Safety at Work 1974
- DfE Guidance on Health and Safety on Educational Visits 2018
- HSE Policy Statement School Trips 2011

It also complies with good practice with regards to diversity and inclusion and the latest version of Keeping Children Safe in Education.

BET follows advice and guidance from Hampshire Outdoors which is based on OEAP National Guidance.

3. Definitions

EVC: Events and Visits Coordinator - the person in school responsible for operationally running the Trips and Visits Policy.

Evolve: The online systems for signing off and risk assessing trips and visits, which is run by Hampshire County Council.

Trip/visit: Any visit off the school site where school staff are responsible for student(s) - they are acting 'in loco parentis'.

Trust EVC: The person on the Trust Executive who quality assures documentation on Evolve for residential and adventurous trips, supports EVCs and Heads across the Trust, liaises with the Hampshire County Council team with regards to Evolve and reports to Ed Comm with regards to trips and visits across the Trust.

4. Equalities Assessment Impact Statement

The Trust is committed to treating all people equally and with respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation. We are committed to eliminating discrimination and recognise children's diverse circumstances. We ensure all children have the same protection, as required by our duties under the Equality Act 2010. We have reviewed the effect of this policy on those who may face additional or different barriers to securing its benefits than the population as a whole and have identified the following:

- Giving plenty of notice of trips and visits allows all students the opportunity to work through personal barriers with members of staff and their families
- Careful consideration should be given on residential trips and visits to ensure, as much as is reasonable, equity of opportunity

- The use of Pupil Premium funds to support appropriate (determined by the student's school) trips and visits

5. Roles and Responsibilities

5.1 All Staff

Staff are responsible for understanding and following the procedures laid out in this policy and where deemed necessary, undertaking appropriate training.

Employees and volunteers (keeping in mind that a higher duty of care is expected from qualified teachers) on trips should:

- Take reasonable care of their own and others' health and safety
- Cooperate with their employers
- Carry out activities in accordance with advice, guidance, training and regulations
- Inform their employers of any significant issues or serious risk
- Record and share any incidents or near misses

Members of staff whose own children are on the trip/visit they are part of cannot count in the trip ratios.

5.2 Trust Board

Overall responsibility is with the employer, which is the BET Board of Trustees.

5.3 CEO

To oversee the role of Heads and to support the Trust Board in their obligations.

5.4 Heads of Schools

The Head of School is responsible for ensuring the management of visits and ventures meets the regulations and guidance offered by Hampshire County Council, the Department for Education and others, as well as conforming to the Trust's own health and safety policy, the H&S Manual, and all School H&S processes and procedures and this policy. The Head is supported in this role by the school's EVC.

5.5 Local Governing Bodies

To receive annual reports on the nature, extent and type of provision of each School's trips and visits programme, and the extent of participation and engagement by cohort and group within each cohort in order to monitor the breadth of opportunity, integration within the curriculum and equality of access to all opportunities for all students.

LGBs should have a Governor assigned to checking the processes and procedures of the school with regards to Trips & Visits, at least once a year. This responsibility is incorporated annually into the BET Governor Visit Schedule, but may be undertaken more often as needed. This assigned Governor should have access to Evolve.

5.6 Trip Leaders

Leaders on trips and visits are responsible for their children or young people throughout the entire venture. This duty of care means the leader must act in the same way that a reasonably careful parent would, although it must be remembered that they may have 10, 12, 20, or more people in their care. The latter point means that the leader must act in a professional manner, taking all reasonable measures to ensure that everyone under their control and supervision is safe and protected from unacceptable risks. The leader may be aware of special factors, or have received specialist professional training, that are unknown or unavailable to parents. This would lead to an expectation of a higher duty of care of the children and young people. The duty of care extends to after the trip meaning relevant parties (e.g. parents, DSL, Head of Year) should be informed of relevant incidents that occurred whilst away.

Trip leads must have received training from their school before embarking on a trip.

5.7 EVC

The role of the EVC is to:

- Create procedures for trips and outdoor learning, including safeguarding, inclusion, risk management, etc
- Support and train colleagues to understand and implement the BET policy and BET/school procedures
- Support and oversee planning so that well-considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable, and memorable visits/outdoor learning
- Work with Educational Visits Advisers from Hampshire County Council (our Evolve provider) to ensure best practice, and that compliance is embedded within the establishment
- Report to the LGB on trips and visits
- Make periodic checks on the accident book to ensure incidents and near misses are recorded appropriately
- The EVC should support all aspects of learning outside the classroom in addition to ensuring that policies are followed robustly. An effective EVC can drive home a positive and highly successful programme

5.8 Trust EVC

The Trust EVC:

- Creates policy across the Trust
- Supports EVCs and Heads with all aspects of the Trust policy
- Liaises with BET finance regarding financial procedures
- Reports to BET's Education Committee regarding trips and visits
- Completes Evolve Form checks on adventurous and/or residential trips

6. Principles

Trips and visits should typically:

- Be integrated into the curriculum of the school/Trust/department which is running the activity
- Arise out of the classwork being undertaken and/or the vision and ethos of the Trust
- Be used to further the levels of attainment of each student being sought within each subject and/or develop students inline with the Trust's vision and ethos

- Normally be available to all students studying a particular subject irrespective of personal circumstances
- Build personal attributes (e.g. self-confidence) and skills, ideally linked to developing Game-changers, as well as knowledge

7. Sign-off process on Evolve

The sign off route, as forced by the Evolve process is as follows:

- Trip leader submits Evolve form and associated documentation well in advance of the trip to allow time for the following stages
- Sign off by school's EVC
- Sign off by school's Head of School
- Comment by Trust EVC if residential or adventurous
- Sign off by Hampshire County Council if residential or adventurous

8. Behaviour

8.1 Students' Behaviour

In addition to the normal expectations for student conduct in accordance with School procedures and the Behaviour Policies for on-site activities, students are expected to adhere to guidelines of proper behaviour on educational visits. Such behaviour includes:

- Carrying out party leader and staff instructions at all times
- Not entering the room (eg in a hostel) of classmates of the opposite gender
- Not carrying, possessing, or purchasing weapons, alcohol, vapes, cigarettes (including e-cigarettes) or illegal substances of any kind
- Not smoking/vaping
- Observing the School's rules and procedures on banned substances and items, including alcohol, tobacco, vapes and illegal substances

Students should understand that failure to meet behavioural expectations may result in being sent home at parents' expense.

Where there are concerns regarding a student's behaviour prior to a trip a behavioural contract should be put in place with the student and parents far enough in advance that the student has adequate chance to meet it and show they can attend the trip/visit.

If there are issues on a school trip/visit then the trip lead should inform relevant people on return (e.g. parents, DSL, Head of Year).

8.2 Staff Behaviour

Staff on trips are at work and should behave in a professional manner at all times. It is, however, recognised that trips can be lengthy and so planned, safe downtime can be beneficial for the overall safety and feel of visits.

9. Insurance

BET uses the government's RPA travel insurance. This covers the majority of trips, however, potentially hazardous activities, or where the school is an agent for a third party (e.g. World

Challenge), may require additional cover. All party leaders should consult RPA Insurance in the planning stages of the trip to ensure adequate cover and to arrange further insurance if necessary. Categories of cover available are as follows:

- Employers' liability
- Public liability
- Vehicles
- Accident cover
- Travel insurance

Parents should be informed of the insurance that is applicable to the trip and whether the school's travel insurance applies or whether holiday insurance is additionally necessary.

10. Training

All EVCs (including the Trust EVC) and Heads should receive EVC training at least every three years.

All trip leaders must receive the school's trips training before departure. This training should be refreshed at least every three years.

All staff going on trips should consider receiving the school's trips training before departure. Staff should consider refreshing this training at least every three years.

As fixtures sit outside of the Evolve process a member of the PE team who oversees fixtures should consider receiving EVC training at least every three years.

With regards to the BET's Outdoor Programme and trips that are in outdoor and rural/remote locations (e.g. field trips, beach days):

- Appropriate qualifications are held for the activity, location and/or ratios. E.g.:
 - Fire lighting and the use of Kelly Kettles requires training and sign off from appropriately trained members of the BET Outdoor Team
 - Those running DofE Expeditions (and most DofE Leaders) should have completed and passed the Mountain Skills Course and/or a suitable MTA Qualification (e.g. Lowland Leader)
 - Those leading paddling have the right qualifications for the body of water they are on, the type of craft they are in and the ratios of students.
- Qualifications are in-date and validated by in-date, appropriate First Aid Qualifications where necessary

In addition, the following could also be considered:

- Serious incident management training for appropriate staff: Heads and Leadership Group members who would be managing an incident
- Publicity training for appropriate staff: Heads
- EVC training for the Governor assigned to checking the processes and procedures of the school with regards to Trips & Visits

- Appropriate first aid training for staff going on trips. The type of First Aid qualification should be appropriate to the location of the trip or visit (e.g. 16 hour Outdoor First Aid Qualification for trips in rural/remote locations).

11. Monitoring

The Education Committee will review this policy at least every two years. Data relating to incidents, participation and response under this policy is reviewed termly at LGB and Education Committee.

12. Links to other Policies

- Behaviour
- SEND and Inclusion
- Accessibility
- Equalities Objectives
- Health and Safety

13. Sample processes for schools to use in order to create their own internal processes

Plenty of advance notice.

Visits in school time should be planned in the Summer Term for the following year's calendar. See [] regarding the Calendar, [] regarding cover implications and [] regarding minibus/coach bookings before you do anything else.

All trips are to be put through Hampshire's online Evolve process (www.hampshireoutdoors.com). On the Evolve website you can find copies of the key forms required (Income & Expenditure, Risk Assessment and Medical Questionnaire) as well as a Draft Letters, a Checklist of Information for Parents and a Checklist for information left with Reception/Base Contacts: Click on 'Resources' tab and then the pink icon ('Guidance, Policies and Documents').

The person organising the trip and the second in charge of the trip (and ideally most of the staff on the trip) should have been on the in-school training on trips and visits. It is recommended that staff refresh this training every three years.

The trip, and in particular the deployment of staff, must be discussed fully with the EVC, before the Evolve form is filled in.

If the trip is being organised entirely or in part by a third party then you must undertake 'due diligence':

- Check the third party has appropriate insurance in place
- Establishing how long the third party has been providing this service
- Asking and checking references
- Requesting and checking paperwork for appropriate qualifications
- Asking for the appropriate risk assessments and checking their quality
- Seeking information about previous accidents or relevant incidents

Any Hazardous or residential Trips have to be approved by the EVC, the Head, possibly the Director of Education (if s/he is not the school's EVC) and County so the initial submission of the Evolve form must be submitted at least 8 weeks before the trip. All such hazardous or residential trips should be notified annually at least to the Local Governing Body, by the Head, and to the Director of Education who will, as appropriate, notify the Education Committee.

It is imperative that the financials are approved (and then attached to the Evolve Form before it is submitted) before the initial letter goes out.

Letters must be approved by [] before they are sent to parents. Letters are sent to parents by emailing them, along with the list of names, to 'Reception Group', who will then sort the formatting. Trip leaders should not send out letters. The letters should also be attached to the Evolve form. Indicate in the initial letter if the trip is an essential or an additional activity. Standard letters (Form A5) are available.

In any letters a date must be set and adhered to in order that consents can be downloaded from the Gateway within plenty of time. If there is competition for places, then getting consents back on time must be used as a way of deciding who goes (first come, first served is NOT recommended). Timings are something that needs to be focused on.

The initial letter is important in terms of information given and so should include all relevant information from Form A4 that is available at the time.

Sign-off for trips is done by the receipt of payments, or it is assumed for free trips such as school fixtures. Medical forms are collected at the start of the year by reception. Please check with reception to ensure that you have students' medical forms if needed (residential or adventurous trip). If you do not have sign-off and/or medical forms from particular parents then please chase parents for these, take a copy and give the originals to reception to add to their collection.

Staff should not collect money themselves.

Summary Regarding Finance Process

1. Trip budget to Finance for approval*.
2. Once budget is approved:
 - 2.1 Trip letter** to be sent via the School Gateway by the reception team (who will also get approval for the letter) inviting firm commitment to the trip by a certain date.
 - 2.2 Finance will synchronise with the Reception Team and set up a commitment of interest in the trip on the Gateway.
3. List of registered students given to the trip leader by Finance after the deadline.
4. Trip leader to finalise selection of successful pupils and order any reserves.
 - 4.1 Finance set up a deposit payment request by a certain date.
 - 4.2 The Reception Team sends out successful/ unsuccessful letters.

5. Paid deposit list given to Trip Leader by Finance.

5.1 Any outstanding deposits are the responsibility of Finance to chase in the first instance and if necessary Finance will invite reserves in the order given by the Trip Lead until the trip is full.

5.2 If parents/guardians do not respond to Finance then the Trip Lead will then need to chase.

6. Trip leader is only to confirm the provisional / tentative booking with Travel, Coach, and Rail companies after pupil numbers have been established by deposits received.

7. Finance monitor trip instalment payments and liaise with the Trip leader.

8. Trip expenditure:

8.1 All trip invoices to be given to Finance for payment

8.2 Fill out Expense claim form***, attach all receipts and hand to Finance.

Trip will be reconciled by Finance and if in deficit Finance will contact the Trip Leader.

*Budget form can be found in Staff Handbook under Offsite Learning- Forms including Policy

**Draft letters can be found in Staff Handbook under Offsite Learning- Forms including Policy

***The expenses form can be found as follows: Staff Shared- Admin- Purchasing- Staff Expenses

Expenditure

Any request for cheque payments should be supported by documentation e.g. copy invoice, and attached to a cheque request form – available from [redacted].

Please allow at least 10 working days for currency.

A copy of any invoices received by [redacted] will be forwarded to the trip organiser for approval for payment. Please return these copies as soon as you can to avoid delays in paying.

After the trip please ensure all receipts are scanned and sent to [redacted].

Any surplus cash or currency should be clearly labelled and handed to [redacted] – Do not leave money lying around.

[redacted] will reconcile the account and in the event of a deficit will need to be met from the departmental budget. So get your figures correct at the beginning.

Please do try not to leave things to the last minute as this can lead to errors and a bad feeling.

Summary Timeline

SIX WEEKS prior (8 weeks prior for residential or hazardous trips) the Evolve form should be fully completed with the risk assessment, itinerary and additional letters attached, staffing updated and any notes from the EVC, Headteacher or County answered.

TWO WEEKS prior (and one week prior) a reminder should be put in the Staff Circular if students and staff will be missing in class. It is also an idea to put a list of students out (unless it's a whole Tutor Group) on the Staffroom noticeboard.

TWO WEEKS prior to trip the organiser should see [] for an up to date non-payment list; ensure it is clear who is chasing non-payers: [] or the trip organiser.

ONE WEEK prior to the trip the organiser should hand over the information pack to the named contact back at base. For a checklist see Form A8. Reception has access to all the information through the Evolve website.

ONE WEEK prior let the kitchen know numbers of students that will be out on any given day
Any queries regarding the organisation of trips or activities please see EVC
Any queries regarding the Finance or Administration please see the Finance Assistant

After the Trip

If particular things crop up during the trip (good or bad) then please briefly record these in the evaluation section of the Evolve Form. This part of the form can be filled in up to 29 days after the trip or visit.

Reporting injuries and accidents

Trip leads must (legal responsibility) report accidents to the Head of School and Trust Health and Safety Lead that result in:

- Deaths
- The situation being classed as a medium or major incident (see Serious Incident Management Form A10 for categorisation)
- Over-7-day injuries (where an employee is away from work or unable to perform their normal work duties for more than 7 consecutive days)
- A member of staff, student or member of the public being taken to hospital for treatment to that injury (examinations and diagnostic tests do not constitute 'treatment' in such circumstances)
- 'Near misses', where a medium or major incident did not result, but could easily have done

All other health and safety incidents should be recorded using normal procedures.

This policy also complies with our funding agreement and articles of association.

PE Fixtures

PE fixtures sit outside of the Evolve process, but:

- They must be risk assessed
- An accurate list of people on the fixture, the member(s) of staff on the fixture, the staff mobiles, destination and return time should be left with reception
- Adequate base contacts should be in place

Where many fixtures are taking place it is preferable that the PE Department has its own, trained EVC.

Sixth Form

Bohunt Liphook's Sixth Form Trips & Visits policy can be found [here](#)

SGS's Sixth Form uses this policy for its trips and visits.

Boarding

Boarding follows this policy for its trips and visits.

Emergency Procedures

In the case of an emergency your first concern is the safety of the students and then for the safety of other adults on the trip/visit; this includes the calling of emergency services if relevant. Once there is space to reflect:

- Categorise the incident using the SIMS Form (Form A10)
- Collect the required information
- Follow the correct procedure on the Emergency Flow Chart (Form A11)

It is useful to note-take as the trip goes along anyway (medicines taken by students, illness, positives and negatives of the trip, great student quotes etc.). In an emergency situation allocate an adult as note-taker and ensure key points, decisions and times are noted.