



St Bernard's Catholic High School

Educational Visits Policy 2026/27

Policy Name	Educational Visits Policy
Policy Produced By	Martin Pearce
Date Policy Produced	September 2026
Date SLT Agreed	
Date Governors Approved	
Date of Next Review	September 2027
Named Persons in this policy	Martin Pearce (EVC) and Daniel Vince (Headteacher)

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1. Aims and scope

"The heavens declare the glory of God, and the sky above proclaims his handiwork" Psalm 19:1

Educational visits are activities arranged by, or on behalf of, our school, which require pupils to leave the school premises, having been authorised to do so by the headteacher and educational visits coordinator (EVC).

Educational visits are a valuable way to develop exceptional people in line with our school virtues, and form an integral part of our approach to furthering our pupils' education and personal growth.

This policy sets out our approach to planning and operating educational visits, to ensure the health and safety of our pupils and staff, and to make sure that our visits are available to all pupils. It sets out the roles and responsibilities of staff, pupils and volunteers when it comes to visits.

This policy applies to activities taking place within and outside of normal school hours, including weekends and holiday periods. This includes (but is not limited to):

- › Visits to places of interest in the local area
- › Day visits to places such as museums and other cultural and educational institutions
- › Sporting activities
- › Adventurous and recreational activities
- › Residential trips organised by the school
- › Trips abroad organised by the school

2. Legislation and guidance

This policy is based on the Department for Education's guidance on health and safety on educational visits, and the following legislation and statutory guidance:

- › Equality Act 2010
- › SEND Code of Practice
- › Keeping Children Safe in Education 2025

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

3. Roles and responsibilities

3.1 Headteacher

The headteacher is responsible for:

- › Approving staff requests for educational visits, including having final authority to approve any educational visit of less than 24 hours
- › Making sure staff, including the educational visits co-ordinator, have received any necessary training
- › Working with the governing board to approve residential trips of more than 24 hours

1.2 The educational visits co-ordinator (EVC)

Martin Pearce is the appointed EVC at our school. His role is to:

- › Oversee and guide other staff to arrange and organise educational visits
- › Assess the ability of other staff to lead visits and designate a suitable trip lead for each visit
- › Assess outside activity providers
- › Advise the headteacher and governing board when they're approving trips
- › Access any necessary training, advice and guidance
- › Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements

3.2 Trip lead

Every educational visit will have 1 member of staff designated as the trip lead. The trip lead will:

- › Plan the proposed visit, taking into account the health and safety risks to pupils, staff and volunteers

- › Assign staff and volunteer roles, as needed
- › Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments
- › Make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed
- › Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party
- › Communicate key details about the visit and all locations to staff, pupils and parents/carers, including roles, responsibilities and expected behaviour
- › Make sure staff are capable and able to fulfil their roles at all times while responsible for pupils and others

3.3 Staff

Staff have a responsibility to make sure all pupils and staff who take part in visits are kept safe and understand the proper way to prepare for trips, as well as how to act while taking part. Staff will:

- › Seek and obtain approval for all educational visits from the headteacher
- › Carry out any required risk assessments and work with the trip lead
- › Communicate with parents and carers and make sure trips are inclusive of all pupils' needs
- › Look out for the health and safety of themselves and those around them
- › Help manage pupil behaviour and discipline as required while on the visit
- › Share any concerns or worries with the trip lead and others, as appropriate

3.4 Parents and carers

By agreeing that pupils can take part in educational visits, parents/carers agree that they will:

- › Provide all information required, such as emergency contact details and health/medicine information if applicable
- › Sign and return consent forms and any other documentation required in a timely manner
- › Share any concerns or information about the pupil that may affect or impact their ability to safely take part in the trip

3.5 Volunteers

Volunteers attending school trips, including parent/carers volunteers, agree to:

- › Follow the directions of staff and act accordingly
- › Behave appropriately and model good behaviour for pupils
- › Report any concerns to the trip lead or other staff present as soon as possible
- › Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible

3.6 Pupils

Our school behaviour policy also applies to all educational visits. This includes the expectation that pupils will:

- › Follow instructions given to them while on the trip
- › Dress and behave as expected for the length of the trip
- › Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or trip supervisor

Pupils will always be reminded of our behaviour expectations before going off-site for a visit, and will be expected to uphold the school's behaviour policy at all times.

As outlined in our school [behaviour policy](#):

Out of school behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including public transport) to and from school, educational visits, or other placements such as work experience or college courses;
- good behaviour on the way to and from school;
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public;
- reassurance to members of the public about school care and control over pupils to protect the reputation of the school;
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and disciplinary action – off-site behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g., bullying (in all its forms) another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was on work experience, taking part in a course as part of a school programme, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

4. Planning and preparation

The decision on whether or not a visit will take place will be made by the EVC in conjunction with the headteacher, subject to local governing body approval, and based on factors including:

- › Cost (including any potential cost to parents/carers)
- › Timing in the school year and any potential clashes
- › Educational purpose and value
- › Disruption to the normal running of the school
- › Health and safety considerations
- › Staff-to-pupil ratio

- › Inclusion and accessibility

As part of the planning stage, information will be gathered by staff proposing the visit, including:

- › Location and travel distance
- › Travel plans or options
- › Full cost breakdown, including multiple options where available
- › Resources, including staffing, volunteers, and physical supplies
- › Accommodation options, where needed
- › Insurance needed, where relevant
- › Risk assessment plans and first aid provision
- › What safety measures can be put in place in order to reduce any risks

See **appendix 1** for our trip information form for the planning and approval of a visit.

In cases where a trip involves activities for more than 24 hours, an overnight stay and/or travel overseas, the headteacher will seek the approval of the governing board.

Once the risk assessment has been approved by the headteacher, and the governing board where relevant, staff will communicate with parents/carers and provide trip information.

Written parental consent will be required for trips that take place outside of normal school hours, and for any trips requiring a higher-than-normal level of risk assessment.

We will evaluate each visit after its conclusion, from the planning through to the visit itself, to continually improve the planning and experience of our future visits.

Trip Categories

Please note the updated OEAC guidance for trip categories effective from September 2026, as per Kym Allan Hub (KAHub):

- residential trips within the UK will not automatically be Category 2 visits requiring Kym Allan input and approval
- adventure activity days or adventurous residential trips will not automatically be Category 2 visits if done with a provider who holds a Learning Outside the Classroom Quality Badge (LOtC QB)

The above former Category 2 visits will from September 2026 be approved at a school approver level without input from KAHSC unless you request it.

These visits will still need schools to retain evidence that they provided parents and carers with enough information for their consent to be informed and some written assessment of the significant risks involved so should still be recorded on the KAHub for future reference.

4.1. Inclusion

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits.

Staff who are planning visits must take reasonable steps to ensure there is support for priority pupils to attend trips, with a commitment to affordability such as payment in instalments, and funding support where applicable.

Special educational needs (SEND)

If a pupil with a disability or an education, health and care (EHC) plan, or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, they will have the same support that is available to them during the school day.

We will adjust the trip programme where necessary, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate.

Additional risk assessments may be carried out to ensure the safety of all staff and pupils.

Challenging behaviour

In some cases, it may be reasonable and necessary to prevent a pupil with challenging behaviour from coming on a trip in order to protect their safety and the safety of the other pupils attending.

We will consider all reasonable options to help the pupil go on the trip safely, such as adapting the trip itinerary and increasing staffing numbers so the pupil can be supervised on a 1:1 basis.

5. Risk assessment

As stated in Section 4, Category 1 trips must have all documentation, including appropriate risk assessments applicable to the nature of the trip, submitted for approval to the EVC at least one week prior to departure.

For Category 2 trips, this must be submitted a minimum of four weeks prior to departure, to allow sufficient time for Kym Allan staff to approve and check documentation.

This will be completed by a staff member with suitable skills, status and competence, and using the risk assessment templates found on KAHub and in **appendix 2**, and approved by the EVC and the Headteacher. Existing risk assessments or those provided by the destination itself might also be used to support this process. These must be up-to-date, reviewed in advance of each specific iteration of annual or regular trips, and demonstrate adaptation for the specific groups of pupils and activities involved.

The risk assessment will include any specific medical issues and allergies (for staff and pupils), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination.

Where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process, but this is not mandatory.

Trip leads will raise any concerns or questions about potential risks and safety measures with the headteacher and, where appropriate, third-party vendors.

Every risk assessment will be approved by the headteacher. One copy taken on the visit and another copy will be left with the EVC. Staff in attendance on the trip must be made aware of the potential risks in advance: it is best practice to meet with staff where applicable, or to share risk assessment materials with key risks highlighted.

5.1 Staff ratios and first aid

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

- › At least 1 male and 1 female supervising adult is present (for mixed pupil groups)
- › At least 1 supervising adult able to administer first aid is present on all trips
- › Appropriate first aid equipment will be taken on all trips, in accordance with the school's first aid and health and safety policies. These can be found at school reception.
- › All supervising adults will be made aware of any medical issues or allergies at the start of the trip
- › Adults without a DBS check will not be left alone with pupils at any time
- › The trip lead will take regular headcounts and/or rollcalls

5.2 Transport

Transportation for trips will be organised by the school, in line with our safety procedures for off-site provision stated in our [First Aid Policy](#):

In the event of an incident that results in an injury or ill-health during school activities off-site, first aid procedures are identical to procedures on site except for some aspects of preparation and communication. When taking pupils off the school premises the visit leader is expected to ensure they:

- Consider the known health and care needs of individual pupils as well as the likelihood of injury or ill-health considering the activities and locations when deciding appropriate first aid arrangements e.g., Education Health and Care Plans, Individual Health Care Plans, allergies, religious requirements.
- Consider what first aid provision is included by activity providers, or the facilities being used, and always consider the needs on any journeys when deciding the first aid needs on a trip.
- Take steps to protect the medical privacy of pupils where possible e.g., not placing pupils in groups supervised by volunteers who would need such information to ensure the pupil stays safe.
- Carry appropriate first aid supplies within the group(s) during all school activities, especially if separating into sub-groups.
- Check that they and all trip supervisors have suitable and reliable means to communicate with the emergency services and school with them at all times off site (and can keep it charged, will have good signal, have more than one phone available on different mobile networks etc.).
- Carry or be able to access in an emergency, any consent information medical professionals might need about a child receiving necessary emergency medical treatment.

- Carry emergency contact information for parents and carers and strictly follow the protocol on informing them when something has happened.
- Use the appropriate tools to help them keep good records of first aid administration and accidents that occur off site, on the same day they happened if possible.

We will make sure pupils, staff and volunteers are transported safely and efficiently, with the required first aid provision.

Unless previously agreed with parents, transport for visits will leave from, and return to, the school site.

5.3 Use of external organisations

As part of the risk assessment process, we will check that any external organisations providing an activity have appropriate safety standards and liability insurance.

This includes checking that organisations hold the Learning Outside the Classroom (LOtC) Quality Badge. Where an organisation does not, we will check additional details as outlined in the DfE's guidance on health and safety on educational visits to make sure it's an appropriate organisation to use.

We will have a written agreement in place with each external organisation outlining what everyone is responsible for during the activity.

6. Volunteers

Where appropriate, parents and carers may be asked to volunteer to attend and supervise pupils alongside staff members on trips. Where more parents/carers volunteer than required on the visit, those invited to attend will be selected as fairly and transparently as possible, while taking into consideration:

- › The needs of the pupils going on the trip
- › The setting and circumstances of the trip
- › Volunteers' skills, attitude and past behaviour, including previous volunteer experience

Parents/carers selected to volunteer will be informed at least 2 weeks ahead of the visit, and asked to confirm their attendance in writing. They will also be asked to confirm they agree to fulfil the expected behaviours for this role. See **appendix 3** for our volunteer code of conduct for educational visits.

Volunteers will receive a full induction from staff members on the day of the visit, prior to departure, including on their responsibilities and expected behaviour, the process for raising concerns, emergency procedures and contact details, and the expected timetable of the trip.

Where practical and as required by the nature of visits (i.e. when volunteers may be left with pupils without staff members present), volunteers may be asked or required to undergo safeguarding checks, including DBS checks.

At no point will volunteers on whom no safeguarding checks have been carried out be left alone with pupils or given sole responsibility for the care of any pupil.

7. Communication and consent

We will contact the parents and carers of pupils invited to take part in an educational visit at least 1 month before the proposed date of the trip for day visits, or six months in advance for any residential trips. Communication will be via letter and email; information provided will include the date, travel times, destination, purpose of the visit, and the size of the group attending.

We will also communicate:

- › Times and details of travel, including drop-off and pick-up times and location

- › Pupil-to-staff ratios and staff qualifications, where relevant
- › Clothing and equipment required, and whether this is provided by the school
- › Expected behaviour and consequences of pupils' failure to meet these standards

Where required, parents/carers will be asked to provide consent for trips via Arbor.

Because most visits during the school day will be part of the curriculum, we will not always need written consent. However, we will always inform parents/carers as above about any off-site visits and give an opportunity for them to withdraw their child.

Parents/carers will also be asked to provide current and relevant medical information and dietary requirements, as well as emergency contact numbers where they can be reached.

In the case of overseas trips, they will be asked to provide passport information and European Health Insurance Card or UK Global Health Insurance Card information, if available.

8. Emergency procedures and incident reporting

Generally, emergency planning will be defined as planning for:

- › Serious and unexpected risk
- › Serious and life-threatening injury
- › Individuals going missing
- › A serious breach of safeguarding expectations

The trip leader will be familiar with these plans for each visit.

In the case of an emergency, the trip leader or other supervising adult will contact the school office. The school office will then contact parents/carers as required and inform them of changes to plans or cancellations of trips and/or alternative travel plans. This will form part of a wider communication plan that covers how routine communications should be handled in such situations.

1 member of staff will always accompany a pupil seeking medical treatment.

In the case of a pupil being unaccounted for, the trip leader will search the area while another member of staff remains in charge of other pupils. In the unlikely event that a pupil cannot be found within 30 minutes, the trip leader will contact the school office who will notify the parents/carers. The trip leader will then contact the police and provide them with the relevant information so they can take over the search, staying with them to comfort the pupil when found. The remaining staff and adults will return to the school with the rest of the pupils.

All incidents and accidents will be reported in line with our health and safety policy, including required reporting to Ofsted and the Health and Safety Executive (HSE).

Smaller incidents, accidents or near misses that do not require external reporting will still be covered by an internal report, to include steps that can be taken in the future to avoid similar incidents.

There will also be a clear process for evaluating all visits and trips once they have been concluded, from the planning through to the visit itself. This will help with evaluating whether planning worked and to learn from any incidents that took place.

9. Charging and insurance

We will follow [The Mater Christi Trust's charging and remissions policy](#) at all times:

9.1 Activities wholly during the school day

No charge will be made for 'education' provided during normal school hours. 'Education' is defined as including all activities related to the National Curriculum and religious education as well as the materials, equipment and transport required to provide it.

We recognise that the definition of 'education' as 'part of the National Curriculum' is not limited to learning outside the classroom experiences required as part of a specific subject e.g. geography or science fieldwork, but also includes activities designed to fulfil requirements under the National Curriculum 'inclusion statement' and others as applicable.

Activities wholly outside the school day

No charge will be made for education provided outside of normal school 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 this school, or part of religious education.

We will ask parents for voluntary contributions to help school fund the range of these opportunities we offer, but no young person will be excluded from an activity on the basis of a parent's inability or unwillingness to pay this contribution. The Governing Body reserves the right, however, to cancel an activity in its entirety if insufficient voluntary contributions are received.

Other enrichment activities not required as part of the national curriculum or religious education and which are wholly outside school hours are Optional Extras and chargeable. Please see Section 9.4 for more information about charging for Optional Extras.

9.2 Non-residential activities that take place partly during and partly outside the school day

Where the majority of time spent on a non-residential activity is within normal school hours, the charging regime will be as if it happens fully within school hours.

The majority of time is defined as 50% or more. Where the majority of the time spent on a non-residential activity is outside of normal school hours, the charging regime will be as if it happens fully outside school hours i.e. the activity becomes an 'Optional Extra' unless 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 this school or part of religious education. The majority of time is defined, in this case, as 50% or more. Travel time is included when considering the time spent on an activity only when it occurs during school time as defined in the Introduction.

9.3 Residential activities

A residential visit may be wholly chargeable if it is an Optional Extra. Please see Section 9.4 for more information about charging for Optional Extras.

If a residential visit is not an Optional Extra, charges will be made to the parents of pupils who wish to participate in residential activities for the cost of board and lodging with the exception of those in receipt of certain benefits. Details of appropriate benefits can be found at <https://www.gov.uk/apply-free-school-meals>.

We understand that parents should be informed of this when they are asked for money. Parents are encouraged to discuss their circumstances in confidence.

In order to cover any other costs associated with a residential visit e.g. activity tuition, for which charges cannot be made, parents will be asked to make a voluntary contribution. No child will be denied the opportunity of attending a residential (only where it not an Optional Extra) if the parents do not wish to or cannot contribute voluntarily. It is possible however, that unless sufficient voluntary contributions are received to cover the cost, the experience will not go ahead. The Governing Body reserves the right, to cancel an activity in its entirety if insufficient voluntary contributions are received.

Other charges will be made to cover associated costs only where the visit is an Optional Extra because the number of normal school sessions (defined in the Introduction) missed by the pupils taking part totals less than half of the number of half-days taken up by the activity. The DfE defines a half-day session as a period of 12 hours ending in noon or midnight. In such cases, parents will be told how the charges were calculated.

Example 1 Pupils are away from noon on Wednesday to 9pm on Sunday. This counts as 9 half days including 5 school sessions, so the visit is deemed to have taken place during school hours.

Example 2 Pupils are away from school from noon on Thursday until 9pm on Sunday. This counts as 7 half days including 3 school sessions, so the visit is deemed to have taken place outside school hours.

9.4 Optional extras

The Governing Body reserves the right to charge parents for activities deemed to be Optional Extras. Such activities will include, for example, an evening visit to a theatre which does not fit the definition of 'education' outlined in Section

9.1. Parents must make payment in order for their child to participate. A charge will be made for examination entry fee(s) if the pupil has not been prepared for the examination(s) at this school.

Where necessary, we may ask for a voluntary contribution to the costs of educational visits, but this will be entirely optional (except for residential visits) and will not affect pupils' ability to take part fully in the trip.

9.5 Insurance

We will make sure adequate insurance is in place for all trips, including, but not limited to: cancellation insurance for contracts with external providers, travel insurance, accident and medical cover, and loss of luggage and other personal items.

10. Residential visits

The headteacher, together with the governing board, will approve all residential trips longer than 24 hours.

The planning and preparation laid out in this policy will apply to residential visits as well as 1-day visits. In addition, the trip lead will make sure:

- › Staff have received any necessary training
- › All necessary permissions and medical forms are obtained at least 1 month before the start of the trip
- › All adults, including volunteers, have had adequate safeguarding checks. Where appropriate – e.g. if the volunteer will be in direct unsupervised contact with pupils – this will include relevant DBS checks

Parents and carers will be given information about the visit and asked for permission at least 2 months before the first day of the visit. Information shared with parents/carers will include:

- › The dates and time of departure and return to school
- › The full address and contact details of the destination
- › Planned activities and options
- › Meal provision
- › Costs and optional charges, including deposits and the date by which these must be received, in line with our charging and remissions policy (this will include information about exemptions)
- › Clothing and equipment provided, and what pupils must bring themselves
- › Public health requirements, including any required vaccinations
- › Accommodation options and arrangements
- › The names of staff attending

For visits abroad, we will make sure that any organisation providing activities holds the LOTC Quality Badge or similar local accreditation. We will follow the Foreign, Commonwealth and Development Office's overseas travel guidance and the government's foreign travel advice when organising these visits.

11. Review

This policy will be reviewed annually, to reflect any changes to guidance and statutory requirements. At every review, the policy will be shared with the full governing board.

12. Links with other policies

- › [Health and safety policy](#)
- › [Charging and remissions policy](#)
- › [Behaviour policy](#)

- › [Child protection policy](#)
- › [First aid policy](#)
- › [Supporting pupils with medical conditions policy](#) (page 18)
- › [Special educational needs \(SEN\) policy](#)
- › [Equality information and objectives](#)
- › [Accessibility plan](#)

Appendix 1: proposed visit planning information

To be completed by the staff member proposing the educational visit and submitted to Headteacher and EVC.

Name of staff member proposing the visit:

Date of request:

Response required by (date):

HEADTEACHER VISIT CONSULTATION FORM

To: Mr Daniel Vince

From:

Proposed Visit to -

Purpose of Visit:

Details of any Potential Hazards:

Year group(s) / No of Pupils involved:

Staff Involved:

Proposed Date(s):

Costs Involved (please ensure cost calculator also completed):

Transport / Accommodation:

Supply:

Approval to Proceed

Given // Not Given

Parental Consent Form Required: **C // D**

Signed: _____ (Headteacher) Date:

Signed: _____ (Chair of Governors) Date:

Please take the following points into consideration when planning an Educational Visit.

Category of Visit	Type of Visit	Approval Level	Deadline for Documentation
Category 1	• Local visits • One-off day visits • Non-hazardous field studies • Non-adventure sporting activities • Visits to LEA maintained centres • Adventure activity days or adventurous residential trips if done with a provider who holds a Learning Outside the Classroom Quality Badge (LOtC QB) • Residential Visits within the UK	School	minimum 1 week in advance unless prior agreement obtained via Consultation Form.
Category 2	• Visits abroad/Overnight stays outside of the UK • Camping • Cycling on roads or non-remote off road • AALA Centre visits	School	notified to KA Hub/EVC a minimum of 4 weeks in advance
Category 3	• In or near water • Winter conditions • On or near cliffs • If subject to extremes of weather • School led visits that would come under scope of AALA	School then LEA	Minimum 4 weeks prior to visit as written confirmation has to be received from LEA.
For Duke of Edinburgh Activities the same process applies but approval is gained through LEA DoE Coordinator.			
<i>Please consult 'Approval of Visits by the LEA' notes for full details of the above categories and requirements.</i>			

Documentation to be completed once permission in granted includes:

Document	Content	Note

Form A	Detailed information on trip which has to be signed off by Headteacher.	Typed copies kept on Admin system so that they can be updated / amended as necessary.
Form C	Consent form giving medical and contact information from parents for visits not covered by Form D.	Gives more detailed consent for visits which are overnight or out of area rather than using tear off slips.
Form D	Blanket consent for local visits made in school hours and sports fixtures.	Sent out annually and kept centrally in admin office. Teachers' responsibility to ensure that this has been received for relevant pupils.
Form E	Summary sheet of trip emergency contact information.	Necessary for overnight visits and day trips out of the local area.
Photo Consent	Consent by parents for photos/ videos taken on visits to be used within school.	Sent out annually and kept centrally in admin office.
Risk Assessments	Necessary to cover each part of journey and any activities relevant to the trip.	Generic RAs available from Admin which can be amended and kept on system for future use.
<i>Please consult 'Route through Procedures' which is Appendix B of the Educational Visits Policy.</i>		

Appendix 2: Exemplar KAHub All Trips Risk Assessment template

Activity:	Visits off-site (all)	Locations:		Date of Assessment:	
Assessor's Name:		School/Setting:	St Bernard's Catholic High School, Barrow-in-Furness	Proposed review Date:	

Key Activity Leading Competence: Note below what knowledge, qualifications (if any), & experience make the leader (& accompanying adults with key roles) competent in leading off-site visits.

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Ratio of supervisors to participants (S:P): Appropriate ratios are determined by the nature & duration of a visit & activities; location & environment; nature of the group (age, ability, gender, needs etc.); & leader competence & staffing. Consult [OEAP](#) guidance or speak to the EVC if unsure. Describe your supervision breakdown below e.g., 6 43 2(1:10) 2(1:11)+1 & 1(1:1) :

Total no. of supervisors:		Total no. of participants:		Ratio breakdown:	
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What are the hazards?	Who might be harmed and how?	What are we already doing to control the risks?	What else do we need to do or explain to control risks - WHO needs to do WHAT, HOW, and WHEN?
Poor prevention or management of infection, illness, injury, or another emergency	Participants/supervisors may become ill, fatigued, or injured; exposed to biohazards; lost; made worse without treatment, or under/ overdosed on a medicine. People nearby may be affected by the illness, injury, or other emergency. Families, leaders, or authorities hampered and distressed by	☐ Supervision ratios take account of reductions in staffing (illness, managing behaviour). ☐ Plan first aid provision suitable for all activities with suitable kit available. ☐ Supervisor briefings to include first aid, infection control, group health risks, when to call medical services, and roles (transport to hospital or home, remaining with patients, PPE etc.) ☐ Medicines to be discreetly carried & stored securely; parental consent written; staff trained, and administration recorded. ☐ Plan for an outbreak of a specific infectious disease to include steps to prevent someone infectious attending, preventing spread (hygiene, fresh air, face coverings perhaps, PPE for supervisors in close contact, exclusion of anyone symptomatic), & clear agreements with families about the return of ill participants home in the safest way. ☐ Sanitiser isn't effective on dirty hands so take, use & dispose of wipes hygienically if soap & running water isn't always available and discourage nail biting & other unhygienic habits. ☐ Put emergency procedures in place & communicate them e.g., Leader Emergency Action Card / First Contact Emergency Action Card / participant panic cards.	

	inaccurate information during an emergency.	☐ Carry at least one copy of all medical & emergency contact details for <i>everyone</i> incl. travel lists by coach/cabin/flight/carriage etc. and leave a copy with Base. ☐ Digital ☐ Hard copy ☐ Check the Critical Incident Response Plan in place at base suits the visit with roles allocated. ☐ Carry mobiles (on 2 different networks), pre-program emergency numbers with alternatives for mobile issues (paper list, coins, credit/phone card, secure apps, VHF radios). ☐ Supervisors must try to control communications with families in an incident. ☐ Supervisors must reasonably monitor drink/food intake & hygiene to ensure wellbeing. ☐ Keep the group informed of local news/weather/transport reports etc. that may affect plans and communicate significant changes to base as necessary.	
Poor due diligence on UK activity providers or facilities ☐ N/A	Inadequate arrangements or insurance, inappropriate/ illegal contracts/waivers, lack of quality/safety assurance, exposure to negligence & inadequate safeguarding (especially images) that could lead to injury, loss of life & of legal protections or rights for participants, supervisors & families. Damage to governors & school reputation. Financial loss.	☐ Follow OEAP guide 4.4g: Selecting External Providers & Facilities when choosing one. ☐ Check third-party activity providers have Public Liability Insurance & it meets our requirements only if there is significant risk of lifechanging injuries during activities planned & led by them. ☐ Check https://kymallanhub.co.uk/page/supplier/ & follow up as required i.e., ask providers about renewal/review of anything that seems expired or >1yr old e.g., accreditations, insurance, OEAP 8.1q Provider Statement). ☐ Follow OEAP guide 6a FAQs: Asking for a provider's risk assessments and never ask for copies unless assurances recommended in OEAP guide 4.4g aren't available or satisfactory. ☐ Check we have not tried to risk assess activities we did not plan and will not lead and ensure we get quality info. about activities, safety & preparation to inform our plans & parental consent (risks, rules, kit list etc.) and that we provide quality info. about risks the group presents (non-swimmers, allergies etc.). ☐ Provide parents with the full wording of any risk acknowledgement, waiver or disclaimer if supervisors must sign it on their behalf.	
Poor planning for/managing of religious, diet, medical, or Special Educational. Needs & Disabilities incl. consents	Participants may become ill, injured, panicked, lost, or neglected through incorrect dietary/ medical/other care. Supervisors' needs may be neglected, or they may become ill.	☐ Plan suitable activities, routes, and facilities e.g., toilet access, and supervision for all needs. ☐ Make arrangements in line with EHCPs, Individual Health Care Plans, Behaviour Management Plans etc. (staff, support, travel needs, equipment, records, Personal Emergency Evacuation Plan, withdrawal plan, specialist facility/provider staff etc.). ☐ Use information (from supervisors/parents/GP/SENDCo/ NHS etc.) to inform plans incl. religious, dietary, educational, medical & care needs and obtain relevant vaccination status, written consent to administer care/medicines (see trip consent form) etc. ☐ Label pre-packaged food we make with allergen information unless it was made to order using allergen info., and the order can be matched to the person who ordered it.	

Contact with harmful animals, insects, & plants ☐ N/A	Participants/supervisors may become ill, injured, or suffer an allergic reaction.	☐ Avoid or prepare for high risk situations (long grass, stagnant water etc.) by using insect repellent, full body cover clothing etc. & giving parents information based on nhs.uk/conditions/lyme-disease/ about checking for ticks, tick bites, and infection. ☐ Brief supervisors on appropriate action on encountering unexpected outdoor risks. ☐ Brief participants & supervisors about harmful plants & the Countryside Code as appropriate. ☐ Plan for an allergic reaction, illness, animal attack etc. & share procedures.	
Exposure to sun, cold, wind, rain, lightning etc. ☐ N/A	Weather exposure may cause slips, falls, shock, burns, hypothermia in a supervisor/participant.	☐ Plan for likely weather effects on activities, kit lists etc. (regular weather checks, Plan B, sunscreen, waterproofs etc.). ☐ Provide a suitable kit list in good time & offer appropriate support. ☐ Plan for those without suitable kit (excluded/alternative activity/spare kit etc.).	
Being near traffic, crossing roads etc.	Participants/supervisors, or the public may be injured in a traffic collision	☐ Brief on & monitor safe behaviour in car parks, near traffic and crossing roads e.g., Green Cross & Highway Codes and encourage bright reflective clothing if appropriate ☐ Deploy supervisors in high-vis clothing if necessary or helpful to groups or road users. ☐ Deploy supervision appropriately throughout the group.	
Water ☐ N/A	Participants/supervisors may drown, become entangled, or suffer hypothermia, sunburn, cuts, impact injuries from slips/trips/ falls, infection. People nearby could be injured by a water incident, slip, trip or fall in our group.	☐ Never allow impromptu paddling or swimming. ☐ Consider any significant open water hazards (trip hazards, litter, cold, infection, other users etc. see OSS website), even if there is no intention to swim/paddle in case of a fall into water. ☐ Ensure clothing and footwear (anti-slip) is suitable for activities. ☐ If going to the water's edge, check access/egress is suitable (not too steep/slippery) <i>Commercial Pleasure Trips on Water e.g., lake steamer, river cruise</i> ☐ Choose a reputable and licensed operator. ☐ Closely supervise boarding and alighting with frequent headcounts. ☐ Brief on hazards, behaviour, following instructions, not leaning over handrails, not throwing litter overboard (a criminal offence) etc. and supervise closely. <i>Activities Nearby to Water e.g., walks past water, duck feeding</i> ☐ Closely supervise all activities nearby to water with frequent headcounts. ☐ Give clear briefings incl. specific hazards, behaviour, boundaries, Towpath Code etc.	
Becoming lost or separated from the group	Participants could panic, or become injured, abducted, or assaulted, while unsupervised. Supervisors may risk the same issues and may lead a group into danger if lost	☐ Allocate supervision roles clearly to maintain adequate ratios or support throughout. ☐ Group control measures include: ☐ subgroups; a buddy system of ☐ 2, ☐ 3 and/or ☐ 4 people; ☐ distinctive hat; ☐ trip hoodie/sweatshirt; ☐ wristband; ☐ other (see right→). ☐ Issue suitable panic/crib cards as necessary e.g., with leader's mobile & school landline on. ☐ Discuss the itinerary, arrangements, meeting points etc. with supervisors & participants before departures and give frequent reminders throughout. ☐ Plan & communicate the lost/separated procedure.	

		☐ Conduct regular head counts (@ arrivals/departures, separating/reforming subgroups etc.) ☐ Give supervisors the Leader's mobile no. ☐ Give participants the Leader's mobile no.	
Remote/indirect supervision (fieldwork, shopping, theme parks, independent journeying) ☐ N/A	Participants may be lost, injured, abducted, or assaulted, or cause loss or injury to others while unsupervised.	☐ Define direct, indirect & remote supervision for parents & explain the scope of all indirect & remote supervision (see OEAP guide 4.2a Group Management and Supervision) ☐ Explain GPS tracking to parents, share relevant privacy policies and get explicit consent ☐ Check locations & arrangements are suitable & supervisors can meet their duty of care e.g., boundaries, check-ins, headcounts, remoteness, communications. ☐ Brief participants in & check understanding of rules, boundaries, emergency procedures etc. ☐ Agree, communicate & adhere to a suitable buddy system of ☐ 2, ☐ 3 and/or ☐ 4 people. ☐ Agree and share meeting points and return times.	
Crowds incl. organised street events or unexpected demonstrations ☐ N/A	Participants/supervisors may become separated, panicked, assaulted, or be harmed by a slip, trip, fall, thrown object, or people crushes in a crowd.	☐ Conduct a pre-visit or ☐ Obtain location/facility/event information to identify the potential for crowds & plan suitable routes, meeting points, access to facilities, and for likely issues. ☐ Never breach temporary or permanent traffic/hazard/pedestrian barriers unless in danger. ☐ Follow signage or instructions from police, event security/other organiser & seek their cooperation to keep the group together. ☐ Supervisors must move their subgroup to keep safe within crowd movements; keep together as a priority & reform with other subgroups only as crowd movements allow. ☐ Brief spectating participants not to throw anything & to report objects thrown at them. ☐ Supervisors must actively prevent participants from climbing on unsuitable platforms for a better view of something (barriers, ledges, staff, each other etc.).	
Substance misuse and misconduct leading to incidents or accidents	Participants/supervisors may become ill, injured, in inappropriate contact with someone. Supervisors may also become unfit for duty	☐ Make activity/alcohol/smoking/substance/sexual contact bans, their enforcement and the consequences clear to supervisors participants and parents & give suitable reminders. ☐ Follow the law & the employer alcohol policy for staff, volunteers & participants, obtain explicit parental consent, and consider supervision duty or driving rotas. ☐ Implement a Code of Conduct agreed to by supervisors, participants & parents including the procedure for returning a participant in serious breach home early at parental expense.	
Inadequate child protection or privacy arrangements	Participants may be bullied, abused, neglected, or harmed by inappropriate data sharing or contact.	☐ Check <i>unsupervised</i> adults (or with <i>potential unsupervised</i> face-to-face contact with children 2-6am/providing personal care) hold a suitable Enhanced Disclosure for Regulated Activity. ☐ When personal data will be shared with third parties, share their Privacy Notice with parents, participants, and supervisors <i>before</i> they agree to participate.	

	Allegations against supervisors or others. Parent consent issues.	☐ Ensure letters, emails, app notifications, meeting agendas/ppts etc. that parents base consent on include everything relevant from OEAP guide 4.3d Parental Consent and Informing Parents e.g., when mixed sex supervision is not available for mixed sex visits. ☐ Allocate adequate supervision at all times incl. in public toilets if necessary. ☐ Have an adequate buddy system in place when necessary and advise how to ensure personal safety, stay vigilant, and seek help. ☐ Explain & strictly enforce the mobile policy especially in sensitive areas e.g., changing rooms	
Children of leaders/other supervisors ☐ N/A	If activities are not age appropriate or the supervisor is conflicted people may be harmed.	☐ Consider best practice supervision arrangements at the initial planning stage (parents not directly supervising their own children when on the same trip). ☐ Supervise children of a similar age to the group with participants and children of a significantly different age, separately.	
Threat of terrorism	Participants/supervisors may be come lost, abducted, injured or die in an incident.	☐ Research & plan in line with Terrorism Considerations when Planning Educational Visits only if appropriate to the visit locations, groups, activities and transport arrangements. ☐ Brief supervisors, participants & parents on any <i>real</i> risks and plans to manage them considering, needs (spare mobile, power source, extra accessible water/ snacks/ medicines), supervision, news, communication & methods, vigilance & reporting, and what action to take.	
Crime	Participants/supervisors may be assaulted incl. sexually, injured, or traumatised.	☐ Advise leaving valuables at home if possible, locking them in a secure place in accommodation if not, and/or how to carry or use them discreetly. ☐ Advise on criminal tactics common to the destination e.g., distractions to aid robbery such as sexual assault, fake charities, petitions, “lost” children, “found” valuables etc.; how to avoid them & action to take if a crime occurs.	

This risk assessment (RA) seeks to identify significant hazards, who might be harmed & how, and measures that can be taken to reduce risks. All relevant parts must be followed along with any other necessary RA e.g., **All-Visits**, any **transport** type, any **activity-specific** RAs and it *should* be reviewed soon after the event and *must* be reviewed before the next one. **Other important details include:**

Location address, GPS coordinates, map grid references, what3words, link to directions or published map online (if useful to have here):

Activity Risk Ratings (optional)

Consider how hazardous this activity is and if enough has been done to control risks. *If required*, record before & after risk evaluations below (see [KAHSC Evaluating Risk \(ratings guide\)](#) for more information)

Method	Rating the harm and the likelihood				Risk Evaluations		
	Consequences	#	Likelihood	#	RISK RATINGS	INITIAL	RESIDUAL
Rate <i>probable consequences</i> from interacting with identified hazards (no injury 0 to fatality 5), the likelihood of harm arising (never 0 to certain 5) & multiply them to find the risk rating. Calculate	Insignificant - slight injury/illness	1	Very unlikely	1	Unacceptable (17-25):		
	Minor - minor injury/illness or multiple slight	2	Unlikely	2	Tolerable (10-16):		

twice to show risk reduction: Once *before* controls were put in place to find the **INITIAL** (pre-controls) risk rating (0-25) and once *after* controls to find the **RESIDUAL** (leftover) risk rating (0-25).

Moderate - serious injury/illness or multiple minor	3	Fairly likely	3
Major - major injury/illness or multiple serious	4	Likely	4
Catastrophic - imminent danger of death/epidemic	5	Very likely	5

Adequate (5-9):		
Acceptable (0-4):		

Appendix 3: volunteer behaviour and code of conduct

This code of conduct sets out the expected behaviour for volunteers attending school trips. Volunteers should read and sign this form, showing that they understand and agree to follow this code while acting on behalf of the school. If you feel you cannot agree with this code, please speak to EVC at the earliest opportunity and withdraw from the trip.

A copy of this form will be kept in the school office, and you may ask for a photocopy to keep for yourself.

This volunteer code of conduct will be used alongside the school's parental code of conduct.

Volunteers agree to:

- › Remain professional and respectful with staff and pupils at all times
- › Listen to and act on instructions from staff
- › Dress appropriately for the trip
- › Arrive at the agreed time and remain until the trip is concluded and they are told they may leave by staff
- › Pay attention to potential dangers and raise concerns with staff
- › Act responsibly and demonstrate good behaviour to pupils
- › Report any concerns about the safety or wellbeing of a pupil to staff as soon as possible

Volunteers agree **not** to:

- › Exchange contact details with pupils unless asked to by a member of staff
- › Engage in physical contact with pupils unless appropriate or required
- › Share inappropriate personal information (i.e. personal beliefs, religious views, relationship status)
- › Use demeaning, offensive, abusive or insensitive language
- › Smoke, drink alcohol, or use drugs (other than those required for medical reasons) or be under the influence of alcohol or drugs (other than those required for medical reasons) for the duration of the visit
- › Allow themselves to be left alone with a pupil unless previously agreed with staff
- › Take photographs or record pupils without the permission of pupils and staff, and in accordance with school policy (saved directly to OneDrive or sent directly via Outlook).

As a volunteer, I have read and agree to this code of conduct, and will follow the rules set out above.

Signed:

Date: