



The GORSE Academies Trust Educational Visits Policy

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THE GORSE ACADEMIES TRUST EDUCATIONAL VISITS POLICY

NOTE: Details of changes to Policy (December 2022) can be seen in Annex 1 on page 28

1 Policy Aims.

1.1 To ensure:

- The GORSE Academies Trust recognises the value of off-site visits for students as an enrichment to their studies and to their personal and social development. Such visits can strengthen students' sense of belonging to the Trust establishment and help generate positive relationships with their teachers and peers
- It is the responsibility of the Trust establishment and Local Governing Body to ensure that such visits conform to this policy. The principal of each Trust establishment is responsible for the implementation of the policy on a day-to-day basis through the Educational Visits Coordinator (EVC). This policy should be read in conjunction with the Leeds City Council (LCC) Educational Visits Policy Handbook

- 1.2 The proposal for a visit will state the educational purpose of the visit, its aims, and objectives and how it conforms to the aims of the Trust establishment curriculum.
- 1.3 The GORSE Academies Trust has adopted Leeds City Council's approved on-line 'EVOLVE+' system for the recording and notification of all visits.
- 1.4 Trips or higher risk academy-based events must first receive outline approval from the principal prior to any firm bookings being made. This should be completed using the Outline Approval function on EVOLVE+. Failure to obtain approval from the principal could result in the visit being cancelled.
- 1.5 EVOLVE+ must be completed in full for all visits/trips and academy-based events where high risks are identified i.e. rewards/100% attendance events – fair grounds, inflatables, farms/animals, helicopters etc using either the 'visit form' or 'local area visits' documents and submitted to the EVC for initial approval and authorisation.
- 1.6 Parents/carers must be given sufficient information to enable them to make an informed decision as to whether their child should participate in the visit. They must sign the relevant e-consent forms as issued via EVOLVE+ and provide emergency contact numbers and all relevant medical details.
- 1.7 Where coach or minibus travel is used it must be in accordance with the Trust's procedures.
- 1.8 For any visit, adequate insurance cover must be in place, and staff should check that this is the case (e.g. adventurous activities).
- 1.9 If places on trips are oversubscribed it will be for the Trust establishment to manage, in a fair and transparent way, how those places are allocated.
- 1.10 All staff should ensure any relevant qualifications pertaining to the trip for which they are participating are uploaded to EVOLVE+ during the planning stages of the trip.

2 Organisation

The purpose of this section is to highlight the general roles, responsibilities and accountabilities across the Trust and its establishments. It is not designed to be exhaustive; there may be other roles, responsibilities and accountabilities that apply to staff, pupils, and other functions that each person will need to make themselves aware of. These can typically be found in other areas, for example, the other policies, structures, systems, procedures, practices, risk assessments, safe systems of work, contracts of employment, job descriptions and service arrangements.

All visits external to the Trust establishment environment and high-risk academy-based events (such as 100% attendance events) will be submitted to the Educational Visits Coordinator (EVC) and principal for review and approval via EVOLVE+ using either the 'visit form' or 'local areas visit' submission documentation. Only with formal documented consent and approval from the principal can the visit proceed.

The 'visit form' should be completed where a comprehensive risk assessment is required for any proposed trip.

The 'local area visit' document should be completed where a trip is considered low risk and to a venue within the learning area.

Local area visit forms should be completed as per the guidance on EVOLVE+. Details of the proposed visit location, date and time of the visit, number of staff accompanying the visit should initially be entered onto the submission. Additional details can be added such as each pupil attending the visit – this will aid the registration process.

HSE (Health and Safety Executive) guidance states:

"It is important that those running school trips act responsibly by:

- Putting sensible precautions in place, and making sure these work in practice
- Knowing when and how to apply contingency plans where they are necessary
- Heeding advice and warning from others, for example those with local knowledge or specialist expertise (especially in respect of higher-risk activities)"

"Legal obligations and standards of care while in the UK.

Staff involved in educational visits should be fully aware of the standards of care demanded of them by the law. Such standards are those which form an objective point of view can reasonably be expected from staff generally applying skill and awareness of children's problems, needs and susceptibilities. The law expects that a member of school staff will do that which a parent with care and concern for the safety and welfare of their child will do, bearing in mind that being responsible for up to twenty pupils can be very different from looking after a family. The legal duty of care expected of an individual is therefore, that which a caring education profession would in any case expect of itself.

This means in practise that a trip leader must:

- Ensure supervision of the pupils throughout the journey or visit according to professional standards and common sense
- Take reasonable steps to avoid exposing pupils to dangers which are foreseeable and beyond those with which the particular pupil can reasonably be expected to cope

This does not imply constant twenty-four-hour direct supervision. The need for direct supervision has to be judged by reference to the risks involved in activities being undertaken."

Legal obligations and standards of care whilst abroad.

Where an educational visit is to involve travel abroad, it is the Visit Leader's responsibility to ensure contact is made with the Embassy or tourist office of the country or countries to be visited to check the laws and customs of those countries and to identify how these differ to the UK. Some countries may have expectations of adults supervising children and young persons which may differ from those in England and Wales. It is important to build this consideration into the planning stages as this will identify key elements required within the risk assessment and whether the event itself should be allowed to go ahead.

2.1 Principals

Principals are responsible for implementing the Trust policy and procedures in their Trust establishment and should ensure that all parents/carers are aware of the policy.

The principal will ensure that the Visit Leader is competent, physically, and mentally fit and has the relevant and required skills to lead the proposed visit/trip.

The principal will be responsible for ensuring that visits/trips are well and efficiently planned, organised, undertaken, controlled, monitored, and reviewed.

The principal will ensure that all visits/trips are authorised prior to leaving the Trust establishment.

2.2 EVC

The EVC must ensure that all risk assessments used on submission conform to the current version issued by the Local Authority (LA) and found within the resources section of EVOLVE+.

The EVC must ensure that all documentation submitted to EVOLVE+ by the Visit Leader is accurately completed, covers all required elements of the visit/trip, support documentation is password secured where relevant, and that all certification is valid.

The EVC must regularly check that qualifications have been added to individual profiles, that these qualifications are in date at the time of the visit/trip, and that they suit the requirements of activities being undertaken.

The EVC and Visit Leader must ensure the visit/trip has been authorized prior to the trip taking place. If the visit/trip has not been authorised on EVOLVE+, the visit/trip must not leave the Trust establishment until it has been authorised on the EVOLVE+ system by the principal.

When submitting the visit/trip notification for approval, the EVC is stating that the leader of the visit/trip is competent and fit enough to lead the activity. The EVC must verify that ALL accompanying staff and volunteers are physically and mentally fit to undertake the expected duties of the visit/trip.

The EVC is to ensure unsubmitted visits/trips are removed from the system at the start of each term.

The EVC is to ensure all staff who leave the Trust establishment have their accounts disabled within one week of leaving work.

2.3 Visit Leader

The Visit Leader will comply with the requirements outlined in the Local Education Authority Educational Visits Code of Practice.

The Visit Leader is responsible for planning the visit/trip, completing all the required documentation, reviewing all support documentation and that all outside organisations have the appropriate safety standards and liability insurance prior to submitting the EVOLVE+ submission to the EVC for review.

The Visit Leader will comply with all EVOLVE+ guidance in relation to the submission and management of a proposed visit/trip. All information relating to the visit/trip will be entered into the event submission, all proposed attendees will be added under the participant's element.

The Visit Leader will agree potential participants with the pastoral team.

The Visit Leader will liaise with the EVC throughout the planning and preparation of their visit/trip.

The Visit Leader will ensure that EVOLVE+ is completed and that any activities or events that may place staff at significant risk are assessed and that safety measures are in place prior to the visit/trip taking place. Risk assessments should be completed based on the current year sample risk assessment provided in the resource section on EVOLVE+.

The Visit Leader will ensure a suitable Individual Pupil Risk Assessment (IPRA) is in place and linked to the EVOLVE+ submission for any pupil who has a condition which may require alternative management of control measures whilst away from the Trust establishment and home locations. It is the Visit Leaders responsibility to ensure that all IPRA's are password protected prior to being linked to the EVOLVE+ submission. All Trust establishment persons supporting the trip should be granted access to this information for young persons within their care - access should NOT be given to volunteers.

The Visit Leader will ensure a suitable Wellbeing Action Support Plan (WASP) is in place for all Trust establishment colleagues and volunteers supporting with the visit/trip who have a condition which may impact their ability to safely support the visit. The Visit Leader will seek permission from the WASP recipient and creator to become familiar with the content and to share said content with essential persons on the visit. The Visit Leader will ensure that the WASP is password secure prior to linking the document to the EVOLVE+ submission. Only those persons deemed essential and permitted by the individual to whom the WASP pertains should be granted access – access and details or its content should NOT be given to volunteers.

The Visit Leader will ensure that all parents/carers of students proposed to attend the trip are provided with full information about the visit so that an informed decision can be made when consenting to the arrangements, and any questions raised are answered prior to the visit/trip taking place. Where overseas trips are being conducted a pre-visit briefing session should be conducted. The Visit Leader will ensure that a consent form is created within the EVOLVE+ visit/trip submission ensuring that data for all students proposed to attend the visit/trip is imported from the central Trust establishment database. Following creation, this form will be linked automatically to myEVOLVE for the electronic consent of parents/carers. Where parents/carers have opted not to use the myEVOLVE app, an email/paper consent form should be provided.

Prior to the visit/trip the Visit Leader must remind students and support staff/volunteers that they must bring any medication stated on their forms or on SIMS, on the day of the visit/trip. Failure to bring medication which has been identified as necessary (on the E1) will result in the student(s) being withdrawn from the visit/trip.

The Visit Leader will perform a register roll call prior to the departure of the visit/trip using the roll call element on EVOLVEGo. This will link to the main Trust establishment attendance record. Where multiple coaches or modes of transport are being used for the visit/trip, students should be placed into subgroups as per their designated mode of transport.

It is the Visit Leaders responsibility to ensure that all persons present on the visit/trip conduct themselves in a manner befitting to the values of The GORSE Academies Trust. Any behaviour deemed to not follow these values should be actioned swiftly and where necessary the pupil removed from the event. The Visit Leader will ensure a completed Visit Leader Emergency Checklist is taken on the visit/trip and a copy is held by the Trust establishment nominated emergency contact.

The Visit Leader will ensure that all relevant staff members supporting with the visit/trip are synchronised with the visit/trip activity via EVOLVE+ and have access to a fully charged authorised handheld device to support EVOLVEGo on which they can access data pertaining to the visit/trip, and relevant password secured medical documentation.

Where students are above the legal age to consume alcohol, this must be done so under the supervision and discretion of the Visit Leader/Responsible Officer.

Where students are above the legal age to smoke, this will be permitted in designated areas and at designated times with the supervision and discretion of the Visit Leader/Responsible Officer.

The Visit Leader should ensure that they have a fully charged authorised device suitable to support the requirements of EVOLVEGo for the duration of the event.

It is the Visit Leaders responsibility to produce an emergency contact list, recording the names of all colleagues supporting with the event – the academy issued mobile phone number, or personal mobile number where applicable. This Emergency Contacts List should be added to the EVOLVE+ submission.

In the event of a serious incident, the Visit Leader will inform their emergency contact who will in turn recourse to the Crisis Support Procedures (on EVOLVE+).

The Visit Leader will ensure that should an incident occur that results in a delayed return to the home destination this will be communicated to parents/carers by the Visit Leader using the EVOLVEGo SMS communications function and my EVOLVE+ app.

The Visit Leader should comply with all guidance within EVOLVE+ and ensure that GDPR (General Data Protection Regulations) guidance is adhered to.

2.3.1 Approval of Visits

Approval of all visits will be undertaken by the principal or the designated vice principal following an EVOLVE+ submission.

The Visit Leader will submit a proposal to the principal within the following timescale for each category visit.

Category	Latest date for submission to principal
1 – Regular curriculum	1 week
2 – One offs	2 weeks
3- Overnight, Overseas, Adventurous	4 weeks

Where a visit/trip involves students from several academies, an individual EVOLVE+ form should be completed with all relevant academy principals granting approval prior to allowing their students to attend.

2.4 Other Staff Participating in the Visit

Where adult helpers are involved, necessary checks should be undertaken. Trust establishments are required to ensure that all persons volunteering with the visit apply for an Enhanced Disclosure Check from the Disclosure and Barring Service (DBS). The DBS acts as a central access point to criminal records information held on the Police National Computer and to the DfE's List 99 which contains details of people considered unsuitable to work with children and young persons.

When parents are acting as supervisors for pupils in Key Stage 2, it is recommended that the parents should not supervise a group containing their own child. For pupils aged 0-7 the academy may wish to discuss the reasons for this with the parents/carers.

All staff assisting in supervising on any visit/trip will be conversant with their responsibilities as stated in the Policy Handbook on Educational Visits. They should feel confident to challenge any unsafe practice observed.

All staff/volunteers assisting in the visit/trip will be conversant in the visit specific risk assessment and ensure that the requirements of said risk assessment, risk control procedures and safe systems are followed. All staff/volunteers must read and sign to state they understand the risk assessment control measures from the visit/trip.

All staff will ensure that once the trip has started, where any previously unforeseen hazards or risks are identified, they are brought to the attention of the Visit Leader.

Staff and volunteers over the age of 65 must be declared to the insurance team at Zurich Municipal prior to the visit/trip.

2.4.1 Staffing and Supervision

Adequate levels of supervision and staffing must consider factors such as:

- The age of participants
- Gender
- Meeting the needs of those with behavioural issues
- Meeting the needs of those with disabilities
- Meeting the needs of those with specific medical needs

- The nature of the activities
- The venue
- The duration of the visit/trip i.e., day trip versus residential to allow staff rotation and provide 24hour waking cover
- Remoteness
- Weather conditions

Guidance issued by the Government in 1998 suggested the following 'starting point' for consideration of staffing ratios. These were intended as a general guide for visits/trips to local historical sites and museums or for local walks.

1 adult for every 6 pupils in school year 1 to 3 (under 5s reception classes should have a higher ratio)

1 adult to every 10 – 15 pupils in school years 4 to 6

1 adult to every 15 – 20 pupils in school year 7 onwards

The above guidelines may require higher ratios dependent on the nature of the activity, such as for higher risk activities, foreign travel, and swimming activities.

The NEU's advice on this issue is set out below:

These ratios should be regarded as a minimum appropriate staffing ration for school journeys. These ratios should preferably be interpreted as referring to the number of staff needed to supervise the party. Voluntary helpers may be involved in assisting staff with the organisation and supervision of visits, but staff will retain primary responsibility for supervising the party at all times.

A minimum of two members of staff should be involved in every school journey regardless of how many other adults are helping. Given the possibility of members of the group needing to be taken home or back to the Trust establishment or to hospital, at least two staff members are needed in order that one may remain in charge where another is called away.

With a mixed gender party, there should be members of staff or other responsible adults of each gender accompanying the group:

- Supervision arrangements for swimming activities should include provision for supervision by qualified lifesavers
- At least one member of staff should be a qualified first aider and aware of the special medical needs of any member of the party
- Newly qualified teachers should not normally lead school parties in their first year of teaching

When supervisors of an educational visit/trip are in a relationship there should always be a third supervisor on the visit/trip.

All relationships, whether that be between supervisors or with students/attendees should be declared on EVOLVE+.

The Early Years and Foundation Stage Statutory Framework sets out specific legal requirements for minimum ratios in this age group, which apply both indoors and on outings. These are complex and include requirements about the qualifications of the staff. In summary, they require a minimum of 2

adults with a group, including at least one person who has a current paediatric first aid certificate, with minimum ratios as follows:

Age under 2	1: 3
Age 2	1: 4
Age 3+	1: 8 or 2: 13 depending on setting, time of day and staff qualifications.

The framework states that, for each type of outing, providers must carry out a full risk assessment which includes an assessment of required adult: student ratios. This assessment must take account of the nature of the outing, the needs of individual participants and consider whether it is necessary to exceed the minimum requirement. A ratio of 1: 1 may often be necessary on an outing.

Only persons aged 17 or over may be included in ratios (staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 and over) and staff sorting as appropriate in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible.

Where a visit/trip is to incorporate an overnight stay the relevant ratios continue to apply. Consideration should be given to the provision of supervision during twilight hours and the necessity for a minimum of one member of supervisory staff to always remain awake. This is of particular importance where the visit/trip involves students within EYFS.

2.4.2 Lone Supervision

Visits should not be planned with a lone supervisor.

Where this cannot be avoided, the following criteria should be detailed in the academy's risk assessment:

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

3 Undertaking the Visit

3.1 Preliminary Visits

The National Education Union (NEU) recommends that where possible the group leader should make preliminary visits to become familiar with the places and activities to be encountered. Visits should be followed by reviews to identify problems, identifying matters arising which may be relevant on future visits, and to prepare reports for the EVC.

Outdoor Education Advisors Panel (OEAP) guidance states:

“All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third-party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is vital dimensions of management...wherever reasonably practicable, it is good practice to carry out a preliminary visit.”

Where it is reasonably practicable to do so, the destination should be pre-visited within the last 12 months.

Common examples of when a pre-visit is required and when they may not be practicable are listed below:

Pre-visit required.

- Town centres – these change regularly, venues should be seen before a visit
- An unknown centre – e.g., visiting an outdoor centre for the first time
- Higher risk activities – taking students rock climbing under the leadership of an academy colleague
- Where children and young persons are higher risk e.g., behavioural problems, medical issues, very young children
- Where there is a specific route to be followed, e.g., DofE expeditions, fieldwork
- Where there is extensive remote supervision

Examples of where a pre-visit may not be practicable

- Foreign countries – although considerable research into the area should be completed
- A very distant venue in the country, e.g., a site 100+ miles away
- Where you use the same site every year and the manager briefs you as to any changes since the last visit
- Where the cost to make the pre-visit in terms of time and money would be disproportionate to the level of risk in undertaking the visit

Once an approval notification has been received the visit/trip will commence in accordance with the itinerary and activities planned. Any deviation from the itinerary or planned activities must be considered by the Visit Leader and a dynamic risk assessment made prior to the alteration taking place. Any changes must be verbally communicated to all persons supporting the visit/trip prior to their implementation and documented on return to the academy.

3.2 Incidents

A record must be kept of all such instances for evaluation and review purposes.

Any accidents or near misses that occur during the visit will be reported to the Director of Health and Safety using the EVERY incident portal, accessed via the smart phone provided by the Trust establishment. If the incident involves the facility where the trip is taking place, the host location staff should be made aware of any incidents/near misses you have prior to leaving the location.

The Visit Leader will ensure that consideration has been given to all potential medical emergencies including those whilst in transit. The emergency response plan must incorporate steps to take should an individual require medical attention outside the capabilities of the designated first aider. The Visit

Leader will ensure that the visit/trip emergency response plan incorporates the safe movement of said individual(s) to medical facilities whilst limiting impact on the remainder of the group.

Any accidents that result in a student or member of staff having to go to hospital must be telephoned to the Trust establishment contact immediately. Upon receipt of any such call the Trust establishment contact will immediately inform the Director of Health and Safety.

3.3 Excluding Pupils from Educational Visits

The Equality ACT 2010 and the Special Educational Need and Disability Act 2001 (SENDA) have simplified and strengthened the discrimination laws which protect school pupils from unfair treatment. It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Harassment

Children or young persons with medical needs should be encouraged to participate in academy/college visits/trips.

It may be necessary for an academy/college to take additional measures for outside visits. This may include:

- Additional appropriately trained staff
- Adaptions for bus or coach seats and entrances
- Provision of secure cool bags to store medicine
- Provision of properly labelled single dose sets

Every effort should be made to make educational visits/trips accessible to all who wish to participate, irrespective of disability. Staff should plan for inclusion from the outset and should make appropriate 'reasonable adjustments' to enable the participation of disabled pupils.

The Equality Act 2010 recognises that some costs may be 'unrealistic'. But ultimately, reasonableness of any costs is calculated in terms of the Trust's overall budget. It should also be noted that academies/colleges are, under the 'anticipatory duty' required to retain contingency funding in the event that costs associated with inclusion arise during the financial year. Principals should only conclude that costs are prohibitive in the visit/trip or absorbed by the academy/college. Academies/colleges should not ask parents/carers of disabled students to contribute to the additional costs associated with the inclusion of their child. Any additional costs must be distributed amongst all participants in the visit/trip or absorbed by the academy/college.

In the event that the principal has deemed the risks associated with the disabled student's inclusion unacceptable, the academy/college should either provide the student with an alternative experience on the same visit/trip or consider what could be done to provide the student with a separate activity that is, as far as possible, equivalent to the visit/trip/activity they have missed. This 'equivalence' should be a shared experience (i.e. involving friends and peers). The principal should involve the students' parents/carers in the decision making and planning process around this separate activity. Any reasonable costs associated with this activity should be borne by the academy/college.

When planning visits/trips which will include a child or young person with medical needs, all persons supervising the visit/trip should be made aware of their individual needs and any emergency procedures that may be required.

The location to be visited should be made aware that a person or persons with medical needs are included in the party.

In some cases, particularly where poor behaviour is an issue, this may not be possible. Where the behaviour is a direct consequence of a child's disability, however, schools will need to demonstrate that they have considered such reasonable adjustments that could have been made in order to comply with the law. Pupils should not, however, be permitted to participate in educational visits where their behaviour may be such that they present a danger to themselves or to others, until such time as their behaviour can be modified. NEU.org.uk

If there is any doubt regarding the suitability of a student's attendance on an academy/college visit/trip, medical advice should be sought.

3.4 Adventure Activities

These are defined as activities which;

- Require the centre to be AALA licensed OR
- Require the leader to have a National Governing Body qualification OR
- Require specific competence and experience beyond that of a casual participant

Adventure activities: caving, climbing, trekking, and watersports.

These kinds of activities should be identified, and risk assessed as part of the visit/trip beforehand. Staff managing or leading visits must not decide to add such activities during the visit/trip.

Always consider the abilities of students, and IPRA's of those attending the visit/trip when assessing risk.

Organisations need a license to provide some adventure activities. Organisations who hold the LOtC Quality Badge should hold a license for the activity they provide.

Consideration should be given to the level of qualification and competency of any person running an adventurous activity, even where this is being run by a member of academy staff.

If a member of academy/college staff is leading an adventurous activity, then that leader must be competent to do so.

Competence = experience, evidence of continued activity + qualifications

OR

Competence = experience, evidence of continued activity + statement from a technical expert.

When completing an EVOLVE+ submission, should the option 'adventurous activity lead by establishment staff' be selected, a popup 'Adventurous Leader Form' (ALF) should be completed. This document records details of experiences and qualifications for the academy/college colleague running said activity. Should the activity lead be very experienced in the activity but not hold any formal qualification the ALF form should be used to detail their level of experience for the principal to consider prior to granting approval.

If a qualification is required the certificate should be scanned and uploaded to 'Awards' section of the staff members profile on EVOLVE+, it is not sufficient for the academy/college or individual to hold a

paper certificate alone. This certification should be supported by a statement of competence from technical experts where relevant.

Watersports

When planning watersports, consider the need for:

- Instructors
- Lifeguards

Schools should take particular care when using hotel swimming pools and other water leisure activities which may not have a trained lifeguard. Although there are no swimming pool specific health and safety laws, the Outdoor Education Adviser's Panel (OEAP) provides advice when undertaking adventure specialist activities, including swimming.

Trans individuals often face dilemma and anxiety when participating in water-based activities. If swimwear is to be worn, the Visit Leader should encourage and support Trans individuals to wear whatever they feel comfortable in. The outfit must be safe to swim in. The Visit Leader should communicate with the activity centre manager to agree that any changes in outfit will not impede the safety of the activity being completed.

If the young person wears a chest binder the Visit Leader and/or trusted academy colleague should discuss with the young person their plans around water activities. An individual should not spend the day in a wet binder as this can be detrimental to their physical health. Adequate and preferably private spaces and time should be provided for them to change after the activity. If the individual only owns one binder, they should be encouraged to find an alternative for use whilst in the water (t-shirt/rash vest/sports bra). This conversation should take place prior to the event taking place to allow for alternatives to be arranged.

3.4.1 Paddling in the Sea

Paddling in the sea is defined as an adventurous activity due to the inherent dangers of open water.

Swimming in the open ocean is not normally approved.

A sample risk assessment is available on EVOLVE+ and it is recommended that the control measures detailed within it, plus the ratios and support guidance are fully adhered to.

When paddling in the sea there should be a standard box or triangle formation used for supervision. Either one supervisor should be positioned on the beach and two in the sea, or two on the beach and two in the sea. The supervisor(s) in the sea demark the maximum distance into the water permitted with the depth not exceeding the thigh of the child.

Where possible it is recommended that the area of a beach covered by a lifeguard is used for this activity.

3.5 Duke of Edinburgh Award (DofE)

DofE programmes are delivered under licence by over 400 'Operating Authorities' throughout the UK (e.g., local authorities, uniformed organisations, charities, and businesses). They are responsible for the administration of DofE in their area and for authorisation of awards. Each operating authority has a number of DofE centres, managed by a centre coordinator. In each DofE centre there can be one or more DofE group, each run by a DofE leader.

All DofE centres must be authorised by a licensed Operating Authority to ensure they meet specific standards of safety, child protection, training etc.

The Visit Leader should ensure that where DofE is to be undertaken, this is a DofE accredited course and follows all guidance.

Comprehensive guidance on running DofE award activities can be found on the DofE website.

3.6 Farm Visits

Risk assessments on taking students to farms should include hazards associated with E. coli 0157 and other infections, as well as those arising from the misuse of farm equipment. Precautionary measures include:

- Making sure that students wear appropriate footwear and clothing
- Covering cuts and grazes on the hands with waterproof dressings
- Not allowing students to eat, drink or chew anything (including sweets) outside of designated areas
- Reminding students not to suck fingers or put hands/pens/pencils/crayons etc. in their mouths
- Never allow students to kiss animals or place their faces against them
- Ensure students wash their hands thoroughly before and after eating and before leaving the farm – alcohol gel and wet wipes are not sufficient substitutes
- Make sure students do not use or pick up tools unless permitted to do so by farm staff and ensure that they do not ride/climb on tractors or other machinery
- Ensure that the risk assessment incorporates all elements of farm activities, including contact with animals/animal waste, farm machinery, foodstuffs and harvesting activities

The Visit Leader should ensure that all safety guidance as highlighted on the hse.gov.uk website is adhered to during any visit to a farm or area holding livestock.

3.7 Sports Fixtures

Sports fixtures are considered high-risk activities.

Consent must be obtained from parents/carers for their child to participate in a fixture.

Lone supervision of fixtures is not recommended because there needs to be a supervisor available in the event of a hospital trip – an ambulance may decline to carry a minor without an adult supervising. Reciprocal arrangements should be put in place with the visiting/host academy if lone supervision is planned.

It is recommended for the Visit Leader to have first aid training and carry a first aid kit. Due to the nature of the types of incidents usually sustained during fixtures it would be advisable for Outdoor First Aid or Sports Injury training to be undertaken by regular supervisors.

The Visit Leader should carry a mobile phone and should always have the contact details of participants available.

If specialist equipment is required to undertake the sport e.g. shin pads, it is the Visit Leaders responsibility to ensure that all participants under their control comply with this requirement.

It is the Visit Leaders responsibility to ensure that toilet and changing facilities outside of the home academy/college fit the requirements of ALL students within their care and must have due regard to IPRAs in place for students who are identifying as Transsexual.

3.8 Travel

3.8.1 Coaches / Minibuses

“Educational visits, especially those which include overseas travel, are likely to require coach travel. When using hired coaches, the key safety factors to consider are the driver, the coach and equipment, the company, and the route or itinerary.

Considerations when choosing a coach provider should include:

- Check that the coaches have seat belts appropriate for the age of the pupils
- Ensure that the chosen coach company will not subcontract to another company, as the subcontractor may have different standards
- Ask for copies of the operator’s vehicle, public liability, and employer’s liability insurances
- Confirmation that the coach company has a specific risk assessment for group travel with children and young people
- Confirmation that vehicles undergo four weekly safety checks
- If travelling abroad, check that the driver has experience of driving the coach in the expected conditions, e.g., mountain roads and in snowy conditions
- Ask if the coach company has any external accreditation or audit such as the BUSK Benchmark, CoachMarque or Guild of British Coach Operators

It is the Visit Leaders responsibility to ensure that all vehicles are checked internally prior to departure to highlight the location of all emergency exits (including rear doors, windows, and roof hatches). Ensuring that these and any emergency related equipment are clearly signposted (e.g. first aid box, Fire Fighting Equipment (FFE)). Staff members should be positioned strategically around the vehicle, specifically adjacent to emergency exits to aid evacuation should an emergency occur.

Where the academy/college minibus is being used and driven by a member of academy personnel, this individual must have Minibus Driver Awareness Scheme (MIDAS) certification. It is the Visit Leaders responsibility to check that this certification is current and valid. Persons without valid MIDAS certification should not be permitted to drive the academy vehicle as referenced within the TGAT-PR-001-Educational Visits and Transport Safety Presentation.

3.8.2 Private Cars

NO member of staff should be compelled to transport pupils in their personal vehicles. Where staff members volunteer to transport pupils in this way, it is their responsibility to ensure that they have the correct type of motor insurance and should never agree to drive alone with a child/young person due to the risk of unfounded allegations (unless it is an emergency).

3.8.3 Seat Belts and Child Restraints

When transport for school trips is arranged, the Visit Leader should consider when and where seatbelts and child restraints should be used.

The law requires the use of seatbelts and child restraint systems dependent on the age and height of the person and the type of vehicle being used. Child restraint systems (including booster cushions) must be suitable for the vehicle, suitable for the child (determined by their weight, as well as their age and height), and in good condition.

The Department of Transport – Seat Belt and Child Restraints Guide states:

Seat belts: the law

- You must wear a seat belt where one is fitted
- The driver is liable to prosecution if a child aged under 14 years does not wear an appropriate seat belt which, for children aged under 12 years and shorter than 135 centimetres in height means the correct child restraint
- A child may wear an adult seat belt when they reach 135 centimetres in height or the age of 12 years old (whichever is reached first)

Exceptions for passengers in buses, coaches, and minibuses

A bus or coach has more than 8 seats in addition to the driver's seat, and a maximum laden weight exceeding 3.5 tonnes.

A minibus has more than 8 seats in addition to the driver's seat, and a maximum laden weight not exceeding 3.5 tonnes.

- Passengers in buses, coaches, and minibuses in which standing is permitted or which are being used to provide a 'local service,' are not required to wear seatbelts
- Children aged under 14 years in the rear seats of buses and coaches are not required to wear seat belts or child restraints
- In the front seats of buses and coaches – children from 3rd birthday up to 135 centimetres in height or 12th birthday (whichever is reached first), may travel wearing an adult seat belt, if an appropriate child restraint is not available in the front of the vehicle

Minibuses

- Children aged 3 to 13 must use a child car restraint if there is one available anywhere in a minibus. Children must use an adult seat belt in the front or rear of the vehicle if child restraints are not fitted or are unsuitable
- Children aged under 3 must use a child car seat if there is one available anywhere in a minibus or may travel unrestrained in the rear of the minibus if no child restraint is available
- No child under the age of 14 may travel unrestrained in the front of a minibus
- However, where a minibus is used to take groups of 3 or more children aged 3 – 16 on a trip, it must have enough forward-facing seats fitted with seat belts for every child on the trip. All the children must therefore be wearing a seat belt

3.9 Using tour Operators

Many educational visits, particularly residential visits either abroad or in the UK, are arranged through tour operators. When selecting a tour operator, it is important to choose a reputable company with externally verified safety management systems. The NEU supports the School Travel Forum (STF), a group of tour operators who have developed a rigorous Code of Practice to which all its member companies must adhere. STF member countries must undergo an annual external verification of their safety systems and suppliers, including spot checks on all key components of the arrangements they offer to schools.

Choosing an STF member tour operator does not mean that Trust establishments do not have to undertake risk assessments. It does mean, however, that teachers can be confident that the main components of a school package, for example travel arrangements. Food, accommodation, and fire

safety have been organised with health and safety as their chief concern. Choosing an STF member should reduce the workload involved in organising visits/trips as well as providing a large degree of protection for all attendees. It is the Visit Leaders responsibility to ensure that a reputable, suitably accredited travel provider is used for all residential visits.

3.10 Overseas Travel

Where trips are being organised to take place outside of the UK additional research and consideration should be given to accommodation/activity providers, the laws/customs/languages of the destination of travel and an increased level of risk assessment should be undertaken by the Visit Leader. Where there are no foreign language speakers on the visit it is essential that key phrases in the local languages are learnt.

The HSE does not cover incidents overseas. However, it can investigate work done in Britain to support the trip, such as risk assessments. Trust establishment staff could also be liable under civil law for any injuries to students due to negligence.

It is the Visit Leaders responsibility to ensure that all passports and visas for all persons, both children/young persons and support staff within the group are in date and valid for travel prior to leaving the home destination. The Visit Leader should ensure that at least two photocopies of all passports, visas and other important travel documentation are obtained – one set retained by the home base emergency contact, and the second kept with the group, separate from the original documents. All photocopies must be safely discarded on the return to the home establishment following the Trust GDPR guidance and confidential waste disposal.

Border officials in the UK and other countries monitor departing children due to concerns about child sexual exploitation and abduction. The Visit Leader should be able to readily access consent documentation for all participants using EVOLVE+ and EVOLVEGo. A student should not be taken overseas without formal consent from a parent/carer.

In some countries, it may be necessary for Visit Leaders to provide evidence of their responsibility for children/young persons in their party. Proof of parental consent may be required by medical professionals overseas prior to carrying out treatment. The age at which someone is considered a child is different in different countries, this research should be carried out during the initial planning stages of the visit.

It is the Visit Leaders responsibility to check the national citizenship status of all members of the group. If a group member is not British, or is a British Overseas Territories Citizen, British Overseas Citizen, British Subject, British National Overseas or British Protected Person, they may need a visa that is not required by British Citizens. These may also be relevant to countries throughout which the group passes in transit. The Visit Leader should identify the nearest British Embassy/Consulate to all locations of prolonged stay during the trip.

If a child/young person has a dual nationality and is a citizen of a country to or through which you are travelling, it is the Visit Leaders responsibility to contact the country's Embassy, High Commission or Consulate to identify any restrictions or requirements, including about parental consent that might affect them in or when leaving the country.

Before booking a visit, the Visit Leader should obtain written/documented assurance that providers such as your operators have assessed the risks themselves and have appropriate safety measures in place.

It is the responsibility of the Visit Leader to maintain regular communication with the home destination.

No one can guarantee safety, especially in unfamiliar and unpredictable environments, but choosing travel organisations that take good preparation and planning seriously is a good start.

3.10.1 Adventure Travel

Trust establishments should consider the Foreign and Commonwealth Office's detailed guidance on safer adventure travel and volunteering overseas when organising adventure visits abroad.

If the trip includes significant risks, such as challenging terrain, going to remote places or extreme climates, the guidance set out in the British Standard for Adventure Activities outside the United Kingdom should be followed as the basis for planning and risk assessment writing.

Trust establishments should ensure that any organisation that is providing activities holds the Learning Outside the Classroom (LOtC) Quality Badge or similar local accreditation.

Additional attention is required with regard to foreign laws on hazardous activities. Dangerous skiing, for example, can attract heavy legal penalties both for the skier and for the adult supervisor. It is the Visit Leader's responsibility to obtain advice on the safety approval regimes governing any activity centres the group intends to visit abroad and regulations governing the safety of accommodation. Only centres and residential facilities satisfying these standards should be used.

3.11 Health

The UK has reciprocal health agreements with several countries, including the Isle of Man and Jersey (but not the other Channel Islands), and the EU (European Union). The provision varies from country to country. The Visit Leader should ensure that all party members have/obtain either a European Health Insurance Card (UK EHIC) or UK Global Health Insurance Card (UK GHIC) and bring it with them. An EHIC is valid until its date of expiry, beyond which UK residents no longer qualify for a replacement. Alternatively, a GHIC, which provides the same level of necessary medical treatment across the EU can be applied for. Many insurance policies include a condition that an EHIC (Or UK GHIC) is used when possible.

The Visit Leader should ensure that all party members are covered by sufficient health insurance for the country or countries being visited, and the activities being undertaken. This is important even for countries where there is a reciprocal agreement, to cover costs not covered by the agreement and to cover party members (such as non-UK nationals) who may not be included in the agreement. Copies of all WASPS and IPRA's for members of the group should be reviewed and shared with all relevant support personnel prior to the visit. The password secured information should be included with the EVOLVE+ submission and allocated for reading on EVERY.

Although primarily the responsibility of the parent/carer it is the Visit Leaders responsibility to ensure that all medication is legal in the host country. Inhalers and other common prescriptions and over-the counter medicines are banned in some countries. Where prescription medications are needed, it is advised that a copy of the prescription or a note from the doctor accompanies the individual. Medicines should always be carried in their original packaging. It is the Visit Leaders responsibility to ensure that

any medication that accompanies the trip is stored in a secure manner as per the manufacturer's guidance.

It is the Visit Leaders responsibility to communicate vaccination requirements for any international travel, collating evidence of these should it be required for proof upon arrival at the host destination.

3.12 First Aid

First aid training falls into 3 main categories:

1 day	Emergency First Aid
2 days	Paediatric First Aid / Outdoor Incident Management
3 days	First Aid at Work

It is recommended that all visits/trips away from the base academy/college should be accompanied by a first aid at work trained academy colleague, and a first aid kit must always be carried.

First aid qualifications should be recorded in the 'Awards' section of staff profiles on EVOLVE. EVOLVE can highlight when a first aid qualification requires renewal.

Any visit with children 5 years old or younger MUST be accompanied by someone with paediatric first aid training.

Where a visit/trip requires students to be moved in multiple vehicles a first aid trained colleague should be present on each vehicle.

The provision of first aid should consider the age range, ability of participants, the nature of the activity being undertaken, duration and location.

3.13 Emergency Procedures

The Visit Leader, EVC and principal must ensure that a suitable emergency or critical incident plan is in place. These plans should outline actions to be taken and include the following:

- 24/7 emergency contacts at the Trust establishments, including overnight, holiday periods and at weekends
- Should a participant become unwell in transit between destinations
- Whole group evacuation / repatriation
- Contingency funding arrangements
- Getting support to the group

An emergency plan should consider actions in case a member of staff/support personnel or a child/young person becomes incapacitated or must leave the visit, including the need for a backup member of staff to meet any visa requirements where the visit/trip involves foreign travel.

Groups can be particularly vulnerable when arriving in a foreign country, especially at night or following a tiresome journey. Criminals often target busy airports, railway stations and bus stations. Pick pocketing and luggage theft are common, and more serious crimes such as sexual assault and kidnapping may also occur.

The Visit Lead and the principal should help reduce this risk by:

- Having leaders who are familiar with the location and speak the local language – if this is not the case, local support should be sought from a trusted local source to facilitate the arrival of the group at the airport/station
- Delegating specific leaders to concentrate on group supervision while others deal with other tasks
- Preparing participants to keep valuables secure and out of sight, to be alert and vigilant, to stay together and to know what to do if they feel threatened
- Ensure that participants' clothing and behaviour minimise unwelcome attention
- Having a clear plan, so that the group moves purposefully
- Having pre-arranged transport to the first night's accommodation
- Ensuring that the first night's accommodation is secure and in a safe area, so that it provides refuge for rest and orientation

3.14 Discrimination

Discrimination on the grounds of gender, sexual orientation, religion, ethnicity grounds could occur whilst away from the academy/college location, both domestically and during foreign travel.

Under the Equality Act 2010 and Schools (May 2014) protection against discrimination is now extended to pupils who are pregnant or have recently given birth, or who are under gender reassignment.

Consideration should be given to the suitability of activities and locations to be visited which may place any member of the group, whether that be student or support staff at risk of physical/verbal/mental abuse or discrimination.

Local and cultural practices should be adhered to during all visits both domestically and internationally.

In some countries, aspects of the LGBTQ+ way of life are illegal and can be subject to severe penalties. In countries where homosexual relations and all gender identities are legally recognised, levels of tolerance and acceptance within society may still vary hugely. In some places, it may be best for all couples to avoid overt public displays of affection so as not to attract unwanted attention.

Even in LGBTQ+ friendly countries, the same precautions should be taken as those taken elsewhere.

3.15 LGBTQ+ - Transgender/Non-Binary/Intersex Individuals

The GORSE Academies Trust is committed to equality and creating a culture in which equality of opportunity is actively promoted and in which unlawful discrimination, harassment or victimisation based on a person's gender identity, and/or gender expression does not occur.

The GORSE Academies Trust wishes to provide a place where there is a culture of respect for human rights and where all staff, students and other stakeholders feel valued in line with the Equality Act 2010, as set out in the Trust Equality Statement, and Single Equality Policy.

'All children have a right to education. Schools must not discriminate unlawfully against pupils because of protected characteristics such as gender reassignment, disability, sexual orientation, or sex.'

Guidance for maintained schools and academies in England on provision for transgender pupils
– Nov 2022.

Attitudes towards members of the LGBTQ+ community differ globally, with many countries still considering elements of the LGBTQ+ way of life illegal. Homosexuality, homosexual acts, or being a member of the Transgender community can result in a custodial sentence or are punishable by death in some countries. Some countries also consider it an offence not to report to authorities that someone within the party is part of the Transgender community. Attitudes in these countries can be mirrored by social morality, making it dangerous for foreign travellers whilst in public areas as they may face both verbal and physical abuse. Harassment is defined within the Equality Act 2010 as 'unwanted behaviours or conduct related to a protected characteristic which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual.'

The protected characteristics of Gender Reassignment: section 7 of the Equality Act 2010

- **'Proposing to undergo'**: A person may have the protected characteristic of gender reassignment on the basis that they are 'proposing to undergo' a process, or part of a process, of reassignment. This is particularly important in the case of pupils who are unlikely to be able to progress an intention to transition before they reach legal adulthood but could nonetheless have the protected characteristic because of their intention
- **'A process or part of a process'**: A person may have the protected characteristic of gender reassignment on the basis their intention to undergo 'a process or part of a process' of reassignment. There need be no settled intention to complete all possible aspects of reassignment
- **'Physiological or other attributes of sex'**: The steps proposed may be quite limited as they may include changing 'physiological or other attributes of sex.' 'Other' could include non-physiological attributes of sex such as hair or clothing (as in the case of social transition)
- **'Process'**: Unlike previous legislation, there is no requirement for a person to be under medical supervision to have the protected characteristic of gender reassignment

The EHRC's Technical Guidance for Schools provides criteria in paragraph 5.114 in relation to when a pupil becomes protected:

'A person will be protected because of gender reassignment once:

- They make their intention known to someone, regardless of who this is (whether it is someone at school or at home, or someone such as a doctor)
- They have proposed to undergo gender reassignment, even if they take no further steps or decide to stop later on
- There is manifestation of an intention to undergo gender reassignment, even if they have not reached an irrevocable decision
- They start or continues to dress, behave, or live (full-time or part-time) according to the gender with which they identify as a person
- They undergo treatment related to gender reassignment, such as surgery or hormone therapy
OR
- They received gender recognition under the Gender Recognition Act 2004

It does not matter which of these applies to a person for them to be protected because of the characteristics of gender reassignment.'

It is the responsibility of the EVC and principal to identify whether the proposed destination, or countries through which are travelled pose a risk to LGBTQ+ travellers. Guidance on the safety of foreign countries can be found on the GOV.UK website.

It is the Visit Leaders responsibility to ensure that Trans individuals and members of the LGBTQ+ community feel supported whilst away from the home academy, and able to report any homophobic/transphobic incidents or crimes, ensuring that these incidents are reported on the EVERY incident portal and reported on CPOMS as a hate incident/crime as detailed in the following policies: Safeguarding and Child Protection Policy, Health and Safety Policy, Behaviour and Positive Discipline Policy, Anti-bullying and Hate Incident/ Crime Policy (Students).

Welfare Facilities

The availability of gender-neutral toilet and changing facilities must be carefully considered by the Visit Leader both domestically and during foreign travel.

Sleeping Accommodation

Sleeping arrangements should be considered prior to any trip either domestically or during foreign travel. Traditionally, sleeping arrangements are split by the binary genders – one area for girls and another for boys.

‘When it comes to pupil accommodation on school trips, several legal principals operate simultaneously in the same space, such as: the best interest of each pupil, privacy, equality, Gillick-competence, health, safety and safeguarding, and pupil voice. Reaching decisions about the appropriate accommodation of Trans pupils on residential trips will require schools to consider the privacy interest of all pupils involved, to conduct appropriate risk assessments and to consider proportionality and consent, taking into account the needs of all pupils affected.’

Guidance for maintained schools and academies in England on provision for transgender pupils – Nov 2022.

As a general principle a trans student who does not feel comfortable sleeping in a dormitory/room prescribed to their assigned sex at birth will be provided with a separate room.

Schools must ensure that respecting the rights of one group does not lead to the rights of other pupils being compromised or undermine the ability of third-party organisations such as residential centres, organisers of sporting or outward-bound facilities, or employers providing work placements to discharge their responsibilities.

Foreign travel

Transgender/Non-Binary/Intersex travellers may face additional scrutiny when travelling abroad with many facing difficulties and delays at border crossings.

Transgender/Non-binary/Intersex persons whose passport gender marker does not correspond with the gender that they are currently presenting face additional scrutiny when going through Advanced Imaging Technology (AIT) body scanners. This can raise additional concerns/questions from the border controller and stress and anxiety in the individual, especially where the individual is not fully transitioned and where the body can appear as both male and female (a person does not need to undergo gender reassignment in order to identify as a gender different from that prescribed at birth, or as gender neutral).

If a member of the party has undertaken or is in the process of undertaking facial feminisation or masculinisation, post passport issuing, facial recognition may not correspond. Under these circumstances it is advised that a letter from the medical team explaining the reasons for the change in appearance should be held alongside the individual's passport.

Transgender persons/those in the process of transitioning will travel with prescription hormone medication which may require being kept within certain temperatures ranges. These medications may not be legal in all countries.

The Visit Leader and the principal should support individuals in identifying potential risks that the medication that they have been prescribed and their ongoing medical treatment may pose to their safety during the trip.

The Visit Leader must ensure that any person identifying as Transgender/Intersex participating in the trip have all relevant medical documentation prior to leaving the home location.

Medical support whilst away from the academy

It is the Visit Leaders responsibility to ensure that EVERY person for whom they are responsible, receive treatment in the case of a medical emergency. There are certain countries where members of the Trans community may be refused treatment by medical professionals or treated in a gendered space which could cause distress to the individual. It is the Visit Leaders responsibility to ensure that support measures and considerations are given to the easing of the process if required.

In extreme situations it may be necessary to evacuate persons within the group identifying as members of the LGBTQ+ community from the country/destination being visited. This should be factored into the academy's risk assessment, including consideration about staffing and how the situation will be explained to other students/parents/carers. An evacuation plan should put the individual's physical and emotional safety as the priority.

No person should ever be stopped from participating in a visit/trip/activity.

The Visit Leader should complete an individual risk assessment with each student/member of support staff who identified as a member of the LGBTQ+ community to identify how additional challenges can be mitigated prior to travel, ensuring that all support colleagues are aware of the safe practices to be implemented during the visit/trip.

An LGBTQ+ student should be allocated a member of support staff whom they trust as a primary point of contact to whom they can raise any concerns during the visit/trip. Where issues/concerns/negativity is faced the Visit Leader and members of the support team should handle them with discretion, delicacy, and compassion.

3.16 Food Provision

The quality of any food consumed on an educational visit/trip should form part of the academy/college risk assessment. Where packed food is supplied by parents/carers or the academy/college catering team, the production, storage, and handling of these items should comply with all elements of the Food Hygiene Regulations. Reference should be made within the academy's visit/trip risk assessment as to how high-risk perishable foodstuffs will be held within safe temperature parameters prior to consumption. Where foodstuffs form part of a DofE trip, reference should also be made to safe cooking methods.

The October 2021 amendment to the Food Information Regulations 2014, and allergen guidance impacted the provision of foodstuffs provided to students whilst away from the home academy/college.

Where packed lunches are made on the academy/college premises in anticipation of a visit/trip, the allergen information requirements vary. If foodstuffs are made and packed to order, these are not prepacked and are therefore not required to comply with the PrePacked for Direct Sale (PPDS)

requirements. In this case, allergen data can simply be available at the point of ordering and upon request.

If, however, foodstuffs are made and packed without specific order form individual students then these would need to comply with the new PPDS labelling requirements.

Where foodstuffs are deemed to be PPDS the law requires that each item be labelled with the name of the foodstuff, a list of ingredients including compound ingredients with any of the 14 allergens emphasised in the ingredients list if present, safe storage requirements, use by date, and reheating requirements where relevant.

If there are multiple items in a packed lunch, each PPDS item requires individually labelling.

Any prepacked items purchased from elsewhere (that is food packed at a different location by another business) will already have full ingredients labelling.

Food which is commercially prepared and sold e.g. in restaurants, cafes, hotels, hostels, outdoor activity centres etc. Could reasonably be assumed to comply with the law in terms of food safety. It would be advisable to carry out checks in advance. This is especially so on foreign trips, where group members should be warned of the dangers of drinking tap water in certain countries. In some countries it is safer to drink bottled water, and care needs to be taken with raw vegetables, salads and peeled fruit, raw shellfish, underdone meat, or fish. In such circumstances tap water should also be avoided when brushing teeth etc.

Care should be exercised in checking that provisions can cope with any participants food allergies or special dietary requirements.

To simplify to process of verifying the quality and safety of food provision on an academy/college visit/trip especially on foreign visits, it is advisable to use the services of a tour operator approve by the School Travel Forum (STF). Such organisations have undergone rigorous independent safety audits on all aspects of their services, including their arrangements for the provision of food and drink. The STF website enables academies/colleges to verify a tour operator's membership of the STF, and the site contains full information on the STF Code of Practice, as well as offering a wide variety of useful information and links for Visit Leaders. Visit Leaders can also make use of the STF's email advice line on all matters relating to the academy/college journey arrangements including safety.

3.17 Monitoring

Under health and safety legislation, monitoring is an integral part of a safety management system.

The Trust will monitor the implementation of this policy by ensuring that the documentation required has been produced to a satisfactory standard.

On occasion the principal, EVC, Director of Health and Safety or a member of the Governing Body will accompany the group.

The TGAT Health and Safety team aims to monitor a percentage of notifiable visits/trips each year. This target is to include:

- Visits/trips in categories 2 and 3
- All key stages
- A selection of venues

- Prioritising venues most used by TGAT academies
- Prioritising academies that have not been monitored and high-volume academies
- Prioritising higher risk activities and those not yet monitored
- Prioritising external providers that have not been monitored
- This includes visits/trips beyond the UK

All monitoring visits will be unannounced, however if an unannounced visit is considered to pose a potential health and safety concern in individuals running/attending the visit/trip it is the EVC's responsibility to inform the Director of Health and Safety who will arrange for prior notification and communications to take place.

Visits/trips will be attended for observation purposes only, however the monitoring officer will intervene in a visit/trip if the health and safety of participants is at risk.

Following the visit/trip, a written feedback report will be provided to the academy/college at the earliest opportunity.

Should the monitoring officer identify potential concerns during the visit/trip in a location which is to be visited by other academies/colleges within the Trust this will be communicated to principals and EVC's for consideration when completing the academy's risk assessment.

3.18 Evaluation and Review

Every visit/trip will be reviewed by the Visit Leader within 28 days of the visit/trip taking place.

These reviews will be recorded on EVOLVE+ and linked to the original event submission.

The results of the Evaluation and Review will be available to the principal via EVOLVE+

The Visit Leader will report any significant safety issues to the Director of Health and Safety

The principal's annual report to the Governing Body should include details of evaluations and reviews of visits/trips undertaken, especially in cases where concerns have been raised by the monitoring officer(s).

3.19 Financial Arrangements

The Visit Leader should check costings for the visit/trip with the Trust establishment finance assistant once the visit/trip has been approved.

When requesting any form of payment staff are to follow the Trust's money handling guidelines.

All visits/trips should be entered on Parent Pay prior to letters being issued to parents/carers.

If the trip is a requirement of the specification/national curriculum:

Schools are **not permitted to charge** students for educational visits where they are a requirement of the specification/national curriculum. The **only exception** to this is for NON-FSM students if the educational visit is a residential trip whereby board and lodging can be charged for. FSM students (note this is not the same as Pupil Premium) must have their board and lodgings covered by the school and therefore there should be no charge to FSM students for the trip.

If the trip is NOT a requirement of the specification/national curriculum:

If a **student is in receipt of Free School Meals (FSM)** at the time of the letter to parents/carers the only permitted charge to these students is for the transport costs. The FSM Enrichment Remuneration Request Form which can be found on the academy's website, must be completed by the parent(s)/carer(s) of the student in receipt of FSM and this must be submitted to Student Services. The Visit Leader must ensure the letter sent home to parents/carers informing them of the trip includes information about where to find the FSM Enrichment Remuneration Request Form.

For other students (i.e. those not in receipt of FSM) all of the charges associated with the trip will apply, however, if a family feels they are in financial difficulty they can apply for financial support via the Supporting Achievement Fund, reference to this should be made within initial parental/carer communications. Parents/carers must sign the digital consent form agreeing to the charges detailed in the letter. It is essential that all of the charges are detailed in the letter – if you cannot give specific details for a certain reason, you must approximate and clearly state that it is an approximation. Visit leaders must ensure that a signed consent form is received before a student is granted a place on a trip.

Parents/carers who indicate they have financial hardship and cannot afford visits/trips should be referred to the principal.

Non-payment of visit/trip monies will be at the discretion of the principal as to whether the student is still able to participate.

3.20 Amendments to the Policy

Any amendment for submission is to be raised via the principal or line Manager. Where appropriate for consideration, they will then arrange for the amendment to be presented to the Policy Owner and Policy Committee at a scheduled meeting for their review, rejection, or inclusion within the Policy.

3.21 Further Information

[EVOLVE \(edufocus.co.uk\)](http://edufocus.co.uk)

[EVOLVE+ Learning Centre](#)

[EVOLVE Help Centre \(edufocus.co.uk\)](http://edufocus.co.uk)

3.22 Useful Contacts and Information

- Safer Adventures: Managing the risk of Adventure travel
<https://www.bsigroup.com/localfiles/en-gb/consumer-guides/resources/bsi-consumer-brochure-adventurous-activities-uk-en.pdf>
- Health and Safety Executive – School trips and outdoor learning activities
<https://hse.gov.uk/services/education/school-trips.pdf>
- National Guidance OEAPNG.info 7r Overseas Visits
- www.gov.uk/government/publications/school-parties-visiting-the-uk-by-coach
- www.nhs.uk/using-the-nhs/healthcare-abroad
- <https://travelhealthpro.org.uk/countries>
- [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)
- Special Educational Needs and Disability Act 2001 (SENDA)
- Educational Visits – National Education Union – www.neu.org.uk
- Council of Europe – Protecting Human Rights of Transgender Persons – A short guide to legal gender recognition [ES126755_PREMS_150215_GBR_2615_ProtectingHumanRightsTransgenderPersons_WEB A5.pdf \(coe.int\)](https://www.coe.int/t/e/treaties/ES126755_PREMS_150215_GBR_2615_ProtectingHumanRightsTransgenderPersons_WEB_A5.pdf)
- [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)
- SchoolsTransgenderGuidance
<https://www.westberkseducation.co.uk/Pages/Download/CFC5EAF8-FB78-4191-A2E5-987AA89F85F4/PageSectionDocuments>
- Gendered Intelligence – Trans Inclusive Residentials [GI Youth Residentials Guide.pdf \(theproudtrust.org\)](http://theproudtrust.org)
- Leeds City Council – Health Safety and Wellbeing Team – Policy Handbook for Educational Visits 2021
- [Charging for school activities \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)
- [Guidance for maintained schools and academies in England on provision for transgender pupils \(ascl.org.uk\)](http://ascl.org.uk)

Annex 1 – Table of substantive Changes from November 2022

This table explains where we made substantive changes.

1.1	Policy aims
Paragraph 2	Paragraph amended to reference the LCC Educational Visits Policy Handbook.
Paragraph 5	Paragraph amended to incorporate higher risk academy-based events and their requirements for Outline Approval.
Paragraph 6	Paragraph amended to incorporate academy-based activities.
2	Organisation
Paragraph 13	Paragraph amended to incorporate high-risk academy-based events.
2.1	Principals
Paragraph 23	Clarification added in relation to factors the principals should consider when identifying a suitable Visit Leader.
2.2	EVC
Paragraph 28	New paragraph highlighting the requirement to check qualifications prior to submitting a visit/trip for approval.
Paragraph 30	New paragraph referencing competency requirements of persons involved in the visit/trip.
2.3	Visit Leader
Paragraph 49	New paragraph clarifying the Visit Leaders responsibility to produce an emergency contact list, the data required and how this should be communicated.
2.3.1	Approval of Visits
Paragraph 55	New paragraph referencing multi academy visits/trips.
2.4	Other Staff Participating in the Visit
Paragraph 57	New paragraph clarifying parental constraints when supervising a visit/trip.
2.4.1	Staffing and Supervision
Paragraph 62	Clarification recorded highlighting factors to consider when identifying adequate level of supervision.
Paragraph 69	New sentence added highlighting actions required when two members of supervisory team are in a relationship.
Paragraph 70	New sentence added referencing the declaring of ALL relationships.
Paragraph 74	New paragraph added referencing age constraints of supervisors.
Paragraph 75	New paragraph added relating to overnight supervision.
2.4.2	Lone Supervision
Paragraphs 76 - 77	Whole section added relating to the risks and requirements of Lone Supervision.
3.1	Undertaking the Visit – Preliminary Visits
Paragraphs 80 - 83	Reference made to the requirement for destinations to be pre-visited with examples given of when this will and will not be practicable.

Paragraph 84	Clarifies steps to be taken when a dynamic risk assessment is undertaken during a visit/trip.
3.3	Excluding Pupils from Educational Visits
Paragraphs 90 - 91	New paragraph adding further detail to the encouragement of children or young persons to participate in visits/trips and additional measures that may require consideration.
Paragraphs 93 - 94	New paragraph highlighting the additional costs that may be placed on an academy/trust to involve All students in an activity, including those which result in a separate 'equivalent' activity being organised for a disabled individual.
Paragraphs 95	New paragraph referencing the communication to supervisory personnel that a member of the visit/trip has medical needs.
Paragraphs 96	New paragraph referencing the notification of the visit location that a member of the group has medical needs.
Paragraphs 98	New paragraph directing to seek medical advice where there is doubt over a student's suitability for attendance of a visit/trip.
3.4	Adventure Activities
Paragraph 99	New paragraph added defining 'Adventure activities.'
Paragraphs 102 - 105	New paragraphs relating to competence, the definition of competence and how this should be evidenced where an academy/college colleague is leading an adventurous activity.
Paragraph 108	New paragraph highlighting the concerns faced by trans individuals during water-based activities.
Paragraph 109	New paragraph referencing individuals using chest bindings.
3.4.1	Paddling in the Sea
Paragraphs 110 - 114	Whole section added relating to the risks associated with paddling in the sea.
3.7	Sports Fixtures
Paragraphs 121 - 127	Whole section added relating to the risks associated with sports fixtures.
3.8.1	Coaches / Minibuses
Paragraph 131	New paragraph highlighting the requirement for minibus drivers to be MIDAS trained.
3.11	Health
Paragraph 158	Paragraph amended to reference the current guidance in relation to UK EHIC & UK GHIC.
Paragraph 161	New paragraph added to highlight the responsibility for the communication of vaccine requirements for foreign travel.
3.12	First Aid
Paragraphs 162 - 167	Whole section added relating to first aid requirements
3.13	Emergency Procedures
Paragraph 169	Clarification recorded as to emergency planning and visa requirements for foreign travel.
3.14	Discrimination
Paragraphs 172 - 173	New paragraph identifying protected characteristics.

Paragraph 174	New paragraph highlighting suitability of activities and locations.
Paragraph 175	New paragraph referencing the adhering to cultural practices.
Paragraph 176	Reference made within this section relating to LGBTQ+ individuals and the legal recognition of gender identities.
3.15	LGBTQ+ - Transgender / Non-Binary / Intersex Individuals
	Section title amended
Paragraph 177	New paragraph added highlighting TGATs commitment to equality in relation to gender identity and/or gender expression.
Paragraph 178	New paragraph added highlighting TGATs culture of respect as highlighted in the Trust Equality Statement and Single Equality Policy.
Paragraph 179	New paragraph added highlighting the global attitudes towards members of the LGBTQ+ community.
Paragraph 180	New paragraph highlighting the responsibility for the identification of risks LGBTQ+ individuals face during travel.
Paragraphs 181 - 184	New paragraph highlighting the protected characteristics of Gender Reassignment: section 7 of the Equality Act 2010
Paragraphs 185 - 186	Reference made to the EVC responsibilities
Paragraph 187	Section added relating to Welfare facilities
Paragraphs 188 - 191	Section added relating to Sleeping accommodation
Paragraphs 198 - 202	Section added relating to the requirement for medical support whilst away from the academy.
3.16	Food Provision
Paragraphs 203 - 212	Whole section added relating to the risks and requirements around the provision and safe handling of foodstuffs whilst away from the academy.
3.17	Monitoring
Paragraphs 213 - 220	Added further detail to this section highlighting the aims of monitoring, how this will occur, and how findings will be communicated.
3.18	Evaluation and Review
Paragraph 225	New paragraph referencing the requirement for the principals annual Governing Body report to reference concerns raised during trips/visits.
3.19	Financial Arrangements
Paragraph 228 Paragraph 229 - 231	Clarification recorded relating to the setting up of a visit/trip on Parent Pay. New paragraphs added in relation to the charging for visits/trips.
3.22	Useful Contacts and Information
	Added additional reference and links to: <ul style="list-style-type: none"> • Keeping Children Safe in Education 2022 • Council of Europe – Protecting Human Rights for Transgender Persons • Schools Transgender Guidance • Gendered Intelligence – Trans Inclusive Residentials • Leeds City Council – Health Safety and Wellbeing Team – Policy Handbook for Educational Visits 2021

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