

Educational Trips and Visits Policy

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1. Introduction

- 1.1. This policy is applicable to all of the schools of the Stephen Perse Foundation (the **School**). It is applicable to the whole school community including those children in the Early Years Foundation Stage (**EYFS**).
- 1.2. Learning is enriched by the provision of well-organised and well-led co-curricular and educational trips and visits, both residential and non-residential. The School has a long history of operating a successful and broad programme of such activities. Visits and trips can directly support and stimulate curriculum learning or be provided to help support co-curricular objectives and the general social, cultural and spiritual development of pupils. The Governors of the School recognise the value of educational visits and are grateful for the energy, commitment and professional skills of the staff involved.
- 1.3. It is essential that the utmost care and attention is given to the planning and running of educational visits to ensure the safety of pupils and staff involved is fully protected. Safety is the top priority for the School, and each Trip Leader understands that they have a duty to act as a responsible parent would in looking after the pupils in his / her care under the particular circumstances of the visit; there is also a responsibility within the conditions of employment to maintain order and discipline and for safeguarding the health and safety of the pupils, whether on School premises or on authorised activities elsewhere.
- 1.4. This Educational Trips and Visits Policy and the Educational Trips Procedures have been written with reference to Department for Education (**DfE**) guidance: [Health and Safety: Responsibilities and Duties for School \(updated April 2022\)](#) and [Health and Safety on Educational Visits \(November 2018\)](#). The School also makes extensive use of National Guidance for the management of high quality outdoor learning, educational visits and adventurous activities) produced by the Outdoor Education Advisers' Panel (**OEAP**). All staff organising and running trips, particularly those which carry a higher-level of risk are encouraged to use the National Guidance Website: www.oeapng.info.
- 1.5. This policy should be read in conjunction with the School's:
 - Safeguarding and Child Protection Policy
 - Health and Safety Policy
 - First Aid Policy
 - Medicines Policy
 - Supporting Pupils with Medical Conditions Policy
 - Risk Assessment Policy
 - Behaviour Rewards and Sanctions Policy
- 1.6. This policy has regard to Part 3 (Welfare, health and safety of pupils), Paragraph 16 (Risk Assessment) and Part 4 (Suitability of staff, supply staff, and proprietors) of the Independent School Standards Regulations 2014.
- 1.7. Throughout this policy, the term "Trip" is used to refer to any educational trip or visit.

2. Roles and responsibilities

2.1. Governors

- 2.1.1. Governors have oversight of the Educational Trips and Visits Policy, procedures and implementation as part of their overview of Health and Safety.

2.1.2. Further information on the role of the Governors can be found in [National Guidance 3.4f - Member of a Management Board or Governing Body](#).

2.2. The Head of School

2.2.1. The Head of School (**Head**) refers to the following:

- The Head of Dame Bradbury's School;
- The Head of the Stephen Perse Cambridge Junior School; or
- The Head of 11-18.

2.2.2. The Head delegates some of the responsibilities for Trips to the Educational Visits Coordinator (**EVC**).

2.2.3. The Head (or a nominated deputy) is required to provide outline and final approval for all Trips.

2.2.4. The Head (or a nominated deputy) has the following principal functions. To:

- Ensure that they are familiar with the School's policies for Trips;
- Ensure that the School has a policy for Trips;
- Ensure that all Trips comply with employer and establishment policies and OEAP National Guidance, and are notified or submitted for formal approval as required;
- Put arrangements in place for the governing body to be informed of such Trips;
- Ensure there is a clearly designated and suitable member of staff as the EVC, and the designated person meets the School's requirements, including undertaking training as required;
- Ensure the roles and responsibilities of those involved in Trips are clear;
- Ensure both the Head and EVC have access to expert advice;
- Ascertain that all Trip Leaders are appropriately competent, confident and accountable to carry out the responsibilities they are allocated;
- Support the EVC in ensuring information has been shared with parents, and consent has been given if required;
- Ensure that when taking part in a Trip, all staff members are clear about roles;
- Put suitable safeguarding procedures in place, including the appropriate vetting of all adults including volunteers, helpers and visitors;
- Ensure sufficient time has been assigned for Trip Leaders to organise Trips properly;
- Ensure arrangements are made for the medical, pastoral and special educational needs of all participants and staff;
- Ensure inclusion needs are considered and met;
- Ensure suitable transport arrangements are in place;
- Put systems in place to ensure that equipment used during Trips is suitable and safe – e.g. systems for recording inspections, recording use and reporting defects;
- Ensure appropriate insurance arrangements are in place;
- Ensure that Trips have contingency plans to deal with changing circumstances;
- Obtain best value – consideration must be given to financial management, choice of external providers and facilities, and contractual relationships;
- Ensure any charges made to parents are within legal and employer requirements;
- Ensure appropriate procedures are in place to account for the costings of the Trip;
- Ensure risk management is proportionate, suitable, and sufficient;
- Establish that where the Trip involves a third party provider, appropriate checks have been made and assurances obtained, a clear contract is in place setting out what the contractor is to provide, and the provider holds sufficient indemnity insurance;
- Ensure there are suitable emergency procedures in place for each Trip and the School has an Emergency Plan for all off-site Trips;

- Ensure all details related to off-site Trips are accessible at all times to designated Back-at-Base Contacts in case of a serious incident;
- Make sure that anyone designated as a Back-at-Base Contact is contactable and available for the full duration of the visit, 24 hours a day, has the authority to make significant decisions, is able to respond immediately to the demands of an emergency and has a back-up person or number;
- Ensure there are systems in place to monitor the progress of Trips while away from the establishment, and to raise an alert if a group does not report or return when expected;
- Ensure provision is monitored to ensure good practice and compliance with the School's requirements and to identify any training needs;
- Make sure serious incidents are reported as required by the School's policies and legal obligations, meeting the requirements of RIDDOR;
- Establish that Trips are reviewed, addressing issues raised by any incident and informing future Trips;
- Ensure all Trips are evaluated against their aims and objectives.

2.2.5. Further information on the role of the Head can be found in [National Guidance 3.4g - Head/Manager](#).

2.3. **The EVC**

2.3.1. The EVC, supported by the Deputy EVC, has the following principal functions. To:

- Be a champion of all aspects of Trips;
- Challenge colleagues across all curriculum areas to use Trips effectively in order to provide a wide range of outcomes for children and young people;
- Support/oversee planning so that well considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable and memorable Trips;
- Support the Head in ensuring that the School fulfils its duty of care and complies with legal requirements regarding Trips;
- Ensure good practice in the provision of Trips;
- Mentor Trip Leaders and aspiring Trip Leaders, supporting their ongoing development and training;
- Ensure that Trip Leaders are competent to lead the activities and visits to which they are assigned;
- Ensure that Disclosure and Barring Service (DBS) disclosures are in place as necessary;
- Support Trip Leaders to ensure that parents are fully informed about Trips and to obtain parental consent as necessary;
- Ensure that emergency arrangements are sufficient, and that there is an emergency contact for each visit;
- Ensure that an incident management contingency plan is in place for each visit and that all responsible adults are fully conversant with its content;
- Monitor provision in the School to ensure good practice and compliance with the School's requirements, and to identify any training needs;
- Ensure that planning complies with the School's requirements and that, where required, the arrangements are submitted for approval within agreed timescales;
- Support the Head in approval decisions so that all those with responsibility have the competence to fulfil their roles;
- Ensure that all activity is reviewed and evaluated, that good practice is shared and that any issues are followed up;
- Keep records of individual Trips including reports of accidents and near-misses;
- Keep the Head and Governors informed about the visits and outdoor learning taking place and their contribution to the School;
- Ensure all key staff have access to the final arrangements for all Trips on Google Drive;
- Ensure compliance with data protection law.

2.3.2. Further information on the role of the EVC can be found in [National Guidance 3.4j -Educational Visits Coordinator](#).

2.4. **The Trip Leader**

2.4.1. The Trip Leader has the overall responsibility for supervision and conduct of each Trip. This includes the learning, development, supervision and welfare of the participants and the health and safety of all, including any other leaders and helpers. To ensure accountability and to avoid potential confusion, there is a single Trip Leader for each Trip. All Trips should, in addition, have a Deputy Trip Leader, who will assume the role of leader if the Trip Leader is unable to go on the visit for any reason. All leaders have a legal duty of care and must comply with the School's policies and guidance. The principal responsibilities of Trip Leaders are to:

- Liaise with the EVC;
- Be formally approved to carry out the Trip;
- Be specifically competent;
- Ensure that the Trip has clear aims and that the chosen environment or venue facilitates the intended learning or development outcomes;
- Assess the risks involved in the Trip, and ensure that the Trip is planned to appropriately balance benefits and risks;
- Take a lead on risk management, involving all the staff Trip team to ensure they understand what they need to do, and involving participants wherever appropriate;
- Ensure all parent volunteers are suitably briefed about the Trip and the expectations of the parent volunteers, including the use of technology and reading and signing the Volunteer Risk Assessment;
- Ensure that a Back at Base contact and secondary Back at Base contact have been appointed and are fully briefed on the Trip;
- Follow the advice in the OEAP National Guidance documents about specific types of trips, activity and hazard that are relevant to the Trip;
- Implement all elements of the Risk Assessment;
- Liaise with the School's EVC to ensure that all leaders and helpers accompanying the Trip are competent for those roles and meet the School's requirements;
- Define the roles and responsibilities of other leaders and helpers and appoint a deputy;
- Ensure that, if the staff Trip team includes someone with a close relationship to a member of the group, this is managed to avoid any possible compromise of effective supervision;
- Have alternative plans (a 'Plan B') in case the itinerary needs to be changed;
- Have an effective emergency plan;
- Provide information to other leaders and any external provider, as relevant;
- Ensure that parents have been fully informed and that parental consent has been obtained as necessary;
- Ensure that participants and parents are aware of standards of behaviour and any consequences if these are not met;
- Check with the School's EVC whether the Trip is covered by adequate insurance;
- Review all aspects of the Trip, both during and after the event;
- Liaise with the School's EVC about evaluation of the Trip;
- Report any accidents, incidents or near-misses, following the School's procedures
- In the event of an accident, significant illness, incident, significant event, dynamic change to trip schedule, itinerary or staff ratios etc, seek guidance and support from the SLT Back at Base contact at the earliest sensible opportunity;
- Inform the EVC of any incidents during a trip as soon as reasonably possible;
- Ensure compliance with data protection law.

2.4.2. Further information on the role of the Visit Leader can be found in [National Guidance 3.4k - Visit Leader](#).

2.5. **The Back-at-Base Contact**

2.5.1. The Back-at-Base Contact must be a member of one of the School Senior Leadership Teams or Operational and Educational Executive. They are responsible for providing support and guidance to Trip Leaders in the event of a query, concern, advice required and/or a near miss during the course of a trip. The principal responsibilities of a Back-at-Base contact are to:

- Engage with the Trip Leader and be aware of and have access to all trip documents and information including all risk assessments via the Trip pack in the Trip planning Folder provided by the Trips Team.
- Be contactable for the duration of the trip and in the UK.
- Provide guidance, professional challenge, support and advice if contacted by Trip Leader, or member of the trip staff team.
- Record any communication with trip staff on the Back-at Base Contacts' spreadsheet.
- Lead or play a key part in the Back-at-Base incident management response to any accident/incident that occurs during the trip, in conjunction with the Executive Team and in accordance with the Trip Incident Management Protocol if required.
- In the event of contact from the Trip team regarding any emergency that will require contact with the travel insurance Emergency Assistance Helpline, contact the Helpline, liaise between Trip Leader and Insurers and notify the Compliance Team.
- Ensure Dynamic Risk Assessment - update relevant Risk Assessment where necessary in the event of an accident, incident, significant event, dynamic change to trip schedule, itinerary or staff ratios etc.
- In the case of a significant incident (described above) lead a debrief meeting within one week of return of trip. If return is out of school term time, meet at earliest possible time upon School reopening.

3. **Procedural requirements**

3.1. The EVC maintains detailed Educational Trips Procedures which sets out all the key procedures relating to the running of Trips. This is available to staff on Google Drive.

3.2. The Educational Trips and Visits Procedures cover the following areas:

- Outline and Final Approval
- Parental Consent
- Ratios
- Information for Parents
- Information for the EVC, Staff and Reception
- Risk Assessments
- Medical Needs
- Hazardous Activities
- Safeguarding
- Transport
- Researching Providers, Facilities and Venues
- Further Guidance for Residential Trips
- Further Guidance for Overseas Trips
- Critical Incidents
- Insurance and Finance
- Data Protection

4. Monitoring and Evaluation

- 4.1. The School understands the need to monitor all aspects of the Trips process in order to:
- Enable the School to celebrate success and share good practice
 - Help identify areas to improve and CPD requirements
 - Help to ensure high quality learning experiences
 - Help to keep young people safe
- 4.2. The EVC has the primary responsibility for the monitoring of Trips and reviews the arrangements for all Trips. This supports the role of the Head in facilitating Trips within the School.
- 4.3. A record is kept of the relevant paperwork for all Trips and can be found on Google Drive.
- 4.4. Evaluation after an educational visit is an important aid to planning future visits and, for more complex Trips, the EVC will ask the Trip Leader to complete a post-Trip report. One must always be completed if an incident occurred that could have had severe consequences to the welfare of any participant or staff member, and any failure of the services offered by a provider.
- 4.5. The standard School incident reporting form must be completed as soon as practically possible after any incident, accident or and near miss involving staff and students on a School Trip. Further information on accident reporting may be found in the School's Incidents: Accidents and Near Misses Reporting Policy and Procedures.

5. Training and Competence

- 5.1. The EVC must have an appropriate level of experience and training to discharge the principal functions of the role and must ensure that they update their training on a regular basis.
- 5.2. Further information on leader competence can be found in [National Guidance 3.2d - Approval of Leaders](#).
- 5.3. The key requirements for Trip Leaders are that they must be accountable, confident and competent to lead the Trip, not that they hold a particular post, title or job description.
- 5.4. Being confident includes leaders having the ability to take charge of a situation while being aware of, and understanding, their abilities, as well as their limitations. Being competent means that the leader has demonstrated the ability to operate effectively, and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which the Trip will take place. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the School. It is situational – a leader who is competent in one activity or environment may not be so in another, and it involves breadth as well as depth. Relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments.
- 5.5. Training on Trips forms part of the staff induction process. In addition, the School has identified the following minimum training requirements for specific staff are set out below:
- Heads of School and those with delegated responsibility for oversight must complete iHasco “School Trips for Management” course.
 - All Trip Leaders must complete iHasco “School Trips for Organisers and Support” course.

- All staff receive regular training and updates on Trips procedures throughout the school year. The Educational Trips Procedures and Trip checklists are available on Google Drive.
- The EVC can provide one-to-one training or support for staff new to leading Trips at the School.
- An appropriate level of training is required for those leading or participating in Trips involving potentially hazardous activities. As part of their CPD, staff are encouraged to take advantage of specialist training courses and qualifications that are available.

6. Risk Management

6.1. The School recognises that risk management in the context of planning Trips is a two-stage process:

- (i) The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved;
- (ii) The implementation of a plan to reduce these risks as low as reasonably practicable without losing the benefits, and use professional judgement to decide whether, in order to gain the benefits, the remaining risks are acceptable.

6.2. Most human activity involves benefits and risks. It is impossible to have all the benefits without the risks. Risk can only be eliminated by stopping the activity, but then all the benefits are lost. This is recognised by both the Health and Safety Executive (**HSE**) and the Department for Education (**DfE**).

6.3. It is a requirement that the Trip Leader carries out a trip specific risk assessment for every educational visit and a separate risk assessment for individuals who have medical, SEND, pastoral or other needs.

6.4. The following principles underpin all risk assessments:

- Risk assessment documentation considers the nature of the specific group and the particular venue(s) to which they will be taken. It also addresses the 'STAGER' variables (Staffing, Timing, Activities, Group, Environment, Remoteness);
- All those involved in the Trip understand the risk assessment as much as they need to, particularly their role and responsibilities within it and what they need to do;
- What is recorded happens in practice.

6.5. There must also be on-going risk assessment by Trip Leaders and staff as the Trip progresses and as circumstances require. On Trips which involve any hazardous activity, Trip Leaders and staff should always have and be prepared to revert to a 'Plan B'.

6.6. Where appropriate, Trip Leaders should seek to involve participants in risk assessment, linked to specific learning objectives.

6.7. Generic risk assessments are available but they must be adapted to the specific Trip.

7. Assessing Venues and Providers

7.1. Trip Leaders have a responsibility to thoroughly research the suitability of venues and check that facilities and third-party provision meet the group's needs and expectations.

7.2. When working with third-party activity providers, Trip Leaders must ensure that the relative roles and responsibilities of School staff and provider staff are clear, and that there is a clear handover when there is a change of leader. For the avoidance of doubt, pastoral

responsibility for our students remains with School staff, even where responsibility for the activity provision may be assumed by the activity provider.

- 7.3. Should a provider run an activity in a way that causes concern, the accompanying leader(s) should consider whether to intervene at the first appropriate moment. This should be done with sensitivity and discretion to ensure that it does not result in young people being put at greater risk.

Researching Providers

- 7.4. Trip Leaders are encouraged to take advantage of nationally accredited provider assurance schemes. Examples of such schemes include:

- Learning Outside the Classroom (LOtC) Quality Badge (covers both quality and safety of all activities offered);
- Adventure Activities Licensing Authority (AALA) licence (this statutory scheme covers only safety management);
- Adventuremark (covers only safety);
- National Governing Body centre approval schemes (applicable where the only provision is a single, specialist activity).

- 7.5. If an organisation does not hold a LOtC Quality badge, the following will be considered in making a judgement if they are an appropriate organisation to use. These are detailed in the DfE Guidance on Health and Safety on Educational Visits and include checking:

- their insurance
- that they meet legal requirements
- their health and safety and emergency policies
- their risk assessments
- control measures
- their use of vehicles
- staff competence
- safeguarding
- accommodation
- any sub-contracting arrangements they have
- that they have a licence where needed

- 7.6. Further guidance on assessing the suitability of a Provider is in the Quality and Assurance Procedures for Educational Trips and Visits.

Researching Facilities or Venues

- 7.7. Where reasonably practical, Trip Leaders should carry out a preliminary visit to any unfamiliar facility or venue, including those used by a provider. The cost of this can be built into the pricing of the Trip.

- 7.8. Where a preliminary visit is not reasonably practicable, the Trip Leader should consider how they can gather sufficient information to make an adequate assessment of the venue, facilities or provider. In the absence of first-hand observations and credible assurances as set out above, they should seek information from reliable sources such as:

- The EVC
- Colleagues
- Similar groups that have recently visited the venue or used the facility/provider
- Reputable organisations such as tourist boards
- Expedition Providers Association (EPA)

8. Inclusion

- 8.1. The Equality Act 2010 states that the responsible body of a school or, for other provision, the service provider, must not discriminate against, harass or victimise a pupil or young person because of one of the protected characteristics (disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation) in the way that it provides (or not) a benefit, facility or service. There is a duty to make reasonable adjustments. Activities should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics. Individual Risk Assessments are, where appropriate, used to facilitate the inclusion of pupils with complex needs.
- 8.2. The School undertakes, when a Trip or activity is being planned, to take all reasonably practicable measures which must be taken to include all young people. Every reasonable effort is made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

9. Safeguarding

- 9.1. All staff have a responsibility to safeguard and promote the welfare of pupils during Trips. Further guidance regarding safeguarding is in the Educational Trips Procedures.
- 9.2. This policy should be read in conjunction with the School's Safeguarding and Child Protection Policy. Every Trip must operate within the statutory protocols detailed in Keeping Children Safe in Education 2024 (**KCSIE 2024**).

Vetting Suitability

- 9.3. The suitability of all volunteers (including parents) must be vetted following all the relevant procedures required by the School's HR Department and stipulated in KCSIE 2024.
- 9.4. Anyone on a Trip who engages in regulated activity with pupils must have undergone an enhanced DBS check, with barred list check.
- 9.5. Trip Leaders must always consult with the HR Department about the need for an enhanced DBS check for volunteers. The Trip Leader must provide specific information to the HR Department regarding the roles and detailed responsibilities of volunteers.

Homestays - Exchange Visits

- 9.6. In the UK, by arranging for children from other schools (including those abroad) to stay with a host family from the School parent community, the School understands that it is considered to be the regulated activity provider and should consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay. The School undertakes to draw on available evidence to make an assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay. This always includes obtaining an enhanced DBS check with barred list information for the identified "Responsible Adult(s)". Further information on the arrangements for exchange homestays can be found in Appendix 1: Guidance for Homestays.
- 9.7. Overseas: We are aware that when arranging for pupils to stay with families overseas as part of a School exchange, the DBS cannot access criminal records held. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when children stay abroad. We undertake to work with partner schools and organisations abroad to ensure that similar assurances are undertaken prior to a visit. This may include contacting the relevant foreign embassy or High

Commission of the country in question and finding out if similar checks can be done in that country.

9.8. On overseas Trips which involve a homestay, pupils are not directly supervised by the Trip Leaders whilst they are with host families. Therefore, homestays require careful planning to ensure everyone involved is clear about both their responsibilities and the supervision arrangements. This planning forms part of the Risk Assessment.

9.9. It is essential that all parties (particularly parents) involved fully understand the management and supervision arrangements and are clear about who is responsible for what and when. Pupils must be appropriately supervised throughout, and parents must be able to give, or withhold, consent based on a clear understanding of how the visit will be managed. .

10. Medical, pastoral and SEND needs

10.1. On all Trips the Trip Leader and staff carry a copy of relevant medical, pastoral and SEND details.

10.1.1. At Dame Bradbury's School and the Stephen Perse Cambridge Junior School, the Trip Leader identifies the medical needs of the participating pupils using the information recorded on the School's Management Information System with support from the appointed person at the relevant school. The Trip Leader will discuss any pastoral and safeguarding needs with the relevant Head of Phase and any SEND needs with the relevant member of the Inclusion Team.

10.1.2. At the Stephen Perse Cambridge Senior School and Sixth Form, the Trip Leader will liaise with the School Nurse to discuss the specific medical needs of the group and the relevant Head of Year and Head of Boarding (where required) to discuss any pastoral or safeguarding concerns or needs. The Trip Leader will also speak to the SEND Team, if required, to discuss the SEND needs of any student on the trip.

10.2. Parents must provide the necessary information about their child, including up-to-date medical and contact information, to enable risk assessments to be completed to ensure that they can participate safely.

10.3. If required, the Trip Leader must ensure appropriate emergency medication is taken on the trip. Pupils cannot attend a Trip of any kind without the appropriate emergency medication.

10.4. Further information on medical issues can be found in the School's Medicine Policy and Supporting Pupils with Medical Conditions Policy.

10.5. For Trips involving adventurous and similar activities, at least one of the group's members should be a fully qualified first aider.

10.6. In giving consent for their child to take part in Trips which require overseas travel or an overnight stay, take place over the weekend or during School holidays, or involve high risk or adventure activity parents are required to declare that the medical information they have supplied to the School Nurse is accurate and up-to-date and the teachers leading the trip may take a copy of this information with them. They also consent to their child receiving emergency medical treatment in the event that they cannot be contacted.

11. Emergency procedures

11.1. Critical incidents on Trips are rare but they do happen. Minor incidents, whether accidents or other emergencies, are more common. Effective planning means that the likelihood of any of

these is reduced, and that, when they do happen, their impact and consequences are minimised.

11.2. Deciding what to do in the event of an accident or emergency should form part of the planning and preparation of every Trip. Instructions of what to do if an incident, serious accident, or a fatality should occur during a Trip forms part of the School's Emergency Plan and is in the Educational Trips Procedures.

11.3. All staff have access to the Educational Trips and Visits Procedures and the School's Emergency Plan which includes action to be taken by staff on a trip in the event of a critical incident.

12. Behaviour

12.1. On all Trips, pupils should be reminded of the basic requirements of safeguarding the safety of each other, courtesy and consideration towards members of the public and conduct that enhances the reputation of the School. As far as possible, normal School rules apply.

12.2. All pupils participating in Trips should be reminded that the School's Behaviour, Rewards and Sanctions continues to apply, even on School Trips.

12.3. Parents are required to confirm that they have read and understood the Trips Terms and Conditions. This includes, in the unlikely event of a serious breach of the Behaviour, Rewards and Sanctions Policy, the possibility of a pupil being prevented from participating on a Trip and/or being collected early by their parents (or other adult nominated and arranged by the parents to collect their child on their behalf). In either eventuality, this would be the decision of the Trip Leader and the relevant Head and would be at the parents' expense.

13. Individual requests to change travel arrangements

13.1. In order to maintain the safety of all participants on the Trip, the School is usually unable to accommodate any individual requests to change the meeting, collection and/or travel arrangements set out in the Trip information provided to parents.

14. Insurance

14.1. The School's insurance policy provides group cover for all members of parties involved in Trips. Details can be obtained from the School's Compliance Department.

14.2. Trips involving hazardous activities may require separate insurance and this should be discussed with the EVC and the Compliance Department.

15. Consent and Finance

15.1. Under the terms of the School's Parent Contract (Terms and Conditions), parents provide generic consent for a variety of Trips and must inform the School in writing that they do not wish their child to take part in a specific Trip. Parents also consent to their children travelling by any form of public transport and / or in a motor vehicle driven by a responsible adult who is duly licensed and insured to drive a vehicle of that type, including when on Trips.

15.2. Parents will be informed of a Trip, and of any extra safety measures required, and are given the opportunity to withdraw their child from any particular Trip or activity. In order to satisfy Border Control requirements, the School may ask for additional parental consent for a specific Trip, beyond the blanket consent, for Trips overseas.

- 15.3. Trip Leaders should liaise carefully with the EVC and Finance Department regarding the financing of all Trips. For residential and overseas Trips, the budget should be approved by the Finance Department.
- 15.4. Where parents are required to make a payment for a Trip, every effort should be made to keep the cost reasonable. However, it is expected that the cost of the Trip should reflect the requirement for it to run safely and for there to be a contingency fund.
- 15.5. Contingency and other funds not spent should be returned to parents.

16. Data Protection

- 16.1. The School's data protection policies apply to all aspects relating to Trips.
- 16.2. Staff are responsible for ensuring that all data is safely disposed of following a Trip (for example, shredding paperwork and deleting files carrying pupil/parent/staff information relating to the Trip from devices).
- 16.3. Visit Leaders should consult the EVC and the Chief Compliance Officer for data protection advice.

17. Related Policies

- Behaviour Rewards and Sanctions Policy
- Risk Assessment Policy
- Medicine Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Incidents:Accidents and Near Misses Reporting Policy and Procedures
- Safeguarding and Child Protection Policy

Version Control

Date of adoption of this policy	23 April 2025
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Policy owner	Senior Deputy Head 11-18
Authorised by	The Governing Body

Annex 1: Guidance for Homestays during Exchange Visits

1. Keeping Children Safe in Education 2024 (KCSIE 2024)

- 1.1. The DfE's statutory guidance, KCSIE 2024 (Annex D: Host Families - homestay during exchange visits) states:

When a school or college arrange a homestay, it should consider what intelligence/information will best inform its assessment of the suitability of the adults in those families responsible for the visiting child during the stay. It will be for the school or college to use their professional judgement to decide what factors it considers to be relevant. However, to help inform that assessment, schools and colleges should obtain a DBS enhanced certificate with children's barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed, it will also allow the school or college to consider, alongside all other intelligence that it has obtained, whether the adults would be suitable hosts for a child.

DBS enhanced certificates with children's barred list information for volunteer roles¹⁶⁵ can be obtained free of charge.¹⁶⁶ In respect of an adult who provides UK homestay and receives no remuneration in respect of the stay or where schools reimburse families only for expenses incurred, to enable a DBS application to be considered as a volunteer role the "Position Applied For" field will need to make clear that the position is unpaid.

In addition to those engaging in regulated activity, schools and colleges are free to decide whether they consider it necessary to obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household where the child will be staying.

2. Arranging Homestays

- 2.1. Where the School is arranging a homestay, the School will obtain a DBS enhanced certificate with barred list information in order to establish whether the Responsible Adult(s) are barred from engaging in regulated activity relating to children and to consider, in cases where criminal record information is disclosed, alongside other intelligence obtained, whether the Responsible Adult(s) will be a suitable host for a child. The School will also consider whether it is necessary to obtain a DBS enhanced certificate in respect of others aged 16 and over in the household where the child will be staying.
- 2.2. When an exchange is advertised, parents will be alerted that we are required to make DBS checks on families in the UK who are hosting foreign exchange students. Parents will be alerted that they will receive a communication from the HR department (which will include all relevant information) once participation in an exchange is confirmed. Parents will also be informed that having a disclosure on their DBS would not necessarily disbar them from acting as a host family, but we should be informed of this in advance. Where this is the case, the School would proceed on the basis of a risk assessment completed by the relevant DDSL and signed by the relevant Head.
- 2.3. Once participation in an exchange is confirmed, parents will receive from the HR department a 'Language Exchange: Enhanced DBS Check Details Form' to complete. On receipt of this form the School will decide for whom it is necessary to obtain a DBS enhanced certificate. This will always include at least one adult in those families who will be responsible for the visiting child during the stay.
- 2.4. HR will inform the EVC and Visit Leader when clearance has been received for all those for whom it has been deemed necessary to obtain a DBS enhanced certificate with barred list information. If clearance has not been received in advance of the homestay it will be dealt

with on the basis of a risk assessment.

3. Communication with parents

- 3.1. The EVC will provide the Trip Leader with standard wording which must be included in the initial letter to parents.

4. Homestay – suitability of adults in host families abroad

- 4.1. The School follows the guidance in KCSIE (Annex D: Host Families) which states:

It is not possible for schools and colleges to obtain criminality information from the DBS about adults who provide homestays abroad. Schools and colleges should liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. They should use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to effectively safeguard every child who will take part in the exchange. Parents should be aware of the agreed arrangement. Schools and colleges are also free to decide whether they consider it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.

5. Further Guidance for Homestays

- 5.1. For further guidance for Homestays, please contact the EVC and/or the Chief Compliance Officer.