



# SOLIHULL

## **Trips & Visits Handbook: Policy & Guidelines**

**Owner:** Senior Deputy Headmaster  
**Reviewer:** Assistant Head Co-Curricular and EVC  
**Last Reviewed:** September 2019

Version 4

## **The Policy**

This Policy adopts National Guidance ([www.oeapng.info](http://www.oeapng.info)) and incorporated throughout the document are information and links from the Outdoor Education Advisers Panel.

The Policy and Guidance is important to the health, safety and wellbeing of the young people at Solihull School. It has also been based on the exceptional document that Martyn Garner created, as well as being part of a consultation process with Shapestone Outdoor Consultancy Ltd.

### **1. Aims**

To provide clear guidance and promote a culture of health and safety and sound management in the organisation of trips and visits.

*'There is convincing research that suggests good quality learning outside the classroom adds significant value to young people's learning. It provides a context for accumulating integrated and subject based knowledge and for developing key skills. Effective learning outside the classroom relies on problem-solving skills, cooperation and interpersonal communication: all essential skills for today's young people.'* ([www.lotc.org.uk](http://www.lotc.org.uk))

### **2. Objectives**

To ensure trips and visits:

- Have a clear and stated educational purpose
- Are related to the age and aptitude of the participants
- Are organised and conducted within the framework stated in the guidelines for trips and visits

### **3. Scope of the Policy**

**All activities that leave the school are trips or visits.**

The scope is therefore wide and will include everything from away sports matches, day visits to educational establishments like museums or galleries, visits to theatres, visits that include overnight stays, visits abroad, Snowdonia School, skiing trips, Terriers Mission, field courses and Duke of Edinburgh's Award expeditions. The varied needs of these visits will require various approaches, but the basic principles and guidelines conforming to good practice apply to all. The wide variety of activities and in some cases, specialist knowledge/documentation (eg- CCF, involvement of Ministry of Defence), will mean that whilst those who oversee those areas hold responsibility, the EVC will monitor all areas to ensure they are following good practice and are working in line with school policy. Consideration will also be given to activities on the school grounds, such as Terriers, to check that relevant documentation such as risk assessments and emergency planning are all in place. The EVC will meet regularly with staff who oversee all of these areas to ensure good practice is being followed.

### **4. The Duty of Care**

Members of staff accompanying pupils on a school visit will have ultimate responsibility for their safety and are said to be acting *in loco parentis*. In those circumstances they are held to the same standard of care as would apply to a "reasonable parent." Therefore a teacher's response to any given incident must be within a "range of reasonable responses" that would be applied by a parent. Responsibility exists for 24 hours a day and is not lessened because the duty is

undertaken voluntarily. You may pass on a higher duty of care for activities requiring specialist knowledge, however, you cannot relinquish your loco parentis to anyone else.

**See National Guidance Reference [3.2a Underpinning Legal Framework and Duty of Care](#).**

## **5. Health and Safety**

Trips and visits may include potentially hazardous activities. Risk assessments must be undertaken for each of the hazards identified, such that suitable and sufficient control measures can be put in place to minimise the dangers for pupils, staff and volunteers. Up to date risk assessments of trips/visits venues should be asked for by trips leaders and included in their paperwork.

Any activity can become dangerous when certain factors, or a combination of factors, occur. These could include various elements such as weather, water currents, inexperience of young persons, indiscipline, the unexpected, equipment failure, lack of effective safety controls.

The Headmaster has a responsibility and a legal duty to ensure that trips and visits are conducted in such a way that participants and staff are not subjected to unacceptable levels of risk to health and safety. Trips and visits should comply with the school's Health and Safety Policy statement.

**See School's Health and Safety Policy.**

## **6. Equal Opportunities**

Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of ethnic origin, sex, religion, medical condition etc. All young people should be encouraged to participate in as wide a range of activities as possible.

All schools are required to make reasonable adjustments in order not to treat disabled pupils less favourably. Trips/visits should, wherever possible, be structured to allow all young people to participate at their own level. Where the trip/visit involves outside instructors/supervisors, these should be informed of any potential medical or pastoral difficulties or limitations when the trip/visit is being planned.

**See National Guidance Reference [3.2e Inclusion](#).**

## **7. Responsibility of the Headmaster**

The Headmaster has extensive responsibilities (listed in Appendix A) of which they may delegate to the EVC. Broadly the Headmaster should:

- To appoint a competent EVC to oversee the safe management of Educational Visits within the school
- Ensure that visits comply with regulations and guidelines
- Ensure that the visit has a specific and stated objective
- Appoint a Visit Leader, ensuring that they are suitable to lead the team and have the relevant experience/ qualifications in the activities to be undertaken.
- Ensure the team is suitably balanced

See National Guidance [3.4g Headteacher/Manager](#).

## **8. Permission**

All trips and visits must have written prior consent of the EVC (and the Headmaster if appropriate) and parental consent. For each trip a separate parental consent form is required. The consent form will also ask for necessary details, including medical information and learning difficulties. In the case of extended, or overnight trips such consent forms will also ask for medical consent for emergency treatment, including anaesthetic or blood transfusion and for an emergency contact. Different types of consent forms can be found on the T:Drive:staff only, and on the VLE.

## **9. Responsibilities of the Visit Leader**

One member of staff, the Visit Leader, shall have overall responsibility for the supervision and conduct of the visit and shall have regard to the health and safety of the group. They will have satisfied the EVC or Headmaster that they have sufficient experience and expertise to be Visit Leader. In larger expeditions there will be a deputy leader who is capable of assuming leadership, if necessary. If there is more than one school involved an overall Visit Leader should be identified, usually the person with the most experience in leading such visits. Specific tasks and responsibilities are identified in Appendix B. A system of staff training is in place whereby all staff going on a trip will have undertaken some form of trips training. There is also a clear policy of progression, whereby a Visit Leader will have had prior experience on that, or another trip before leading it.

See National Guidance [3.4k Visit or Activity Leader](#).

## **10. Staffing Ratios**

These are difficult to prescribe and will vary according to the activity and will vary according to the activity and the subsequent risk assessment. Suggested staffing ratios are to be found in The Guidelines.

See National Guidance [4.3b Ratios and Effective Supervision](#).

## The Guidelines

### 1. Preliminary Planning

It is good practice to plan well in advance and the majority of day visits should be planned with a term's notice. Trips abroad or for trips over several days planning should begin at least a year in advance.

**Before any formal announcement is made to parents or pupils, official written permission from the EVC must be obtained.**

This is done on the relevant forms (Green for day trip, Amber for overnight and foreign trips and Red for extended trips 15+ days) available in the Lower Common Room.

- For extended trips abroad official written permission should be obtained 5 terms in advance.
- For trips abroad official written permission should be obtained 3 terms in advance.
- For overnight trips (in this country) official written permission should be obtained 2 terms in advance.
- For day trips, if possible, official written permission should be obtained a term in advance.

This should allow the school to publish a calendar on iSAMS of pending trips and give this information to parents far enough in advance to prevent any confusion. Below is also some guidance on regularity/timing of school trips:

- Trips/visits/events that take place during school time should be enrichment based or one off co-curricular activities only
- These trips/visits/events should offer something outside of the taught/examination-based curriculum
- Any specification led or examination focused trips should ideally not be happening during school hours, other than compulsory field studies
- No trips/visits/events should be happening in the first half of the summer term, and ideally limited for Upper Sixth and Upper Fifth in the half term up to the Easter holidays
- Ideally one trip/visit/event per subject over two years in the Sixth Form
- Approximately one whole year group (e.g. Snodownia School in Shells) and one other in the Lower School (e.g. Latin trip to Cirencester in Shells)
- Consideration of a more collegiate and inter-departmental approach to our trips

Wherever possible it is strongly advised that a tour operator is used for overnight trips, or trips abroad. If a tour operator is used then the trip organiser becomes the customer and the tour operator should have undertaken a risk management assessment. Some tour operators specify they do not do the risk assessments. Visit Leaders have to ensure that the risk assessment has been completed, either by the operator or the school. If the trip is organised independently, then the Visit Leader is responsible for all health and safety issues including risk management.

The standard school permission letter should be used for all school trips outside school hours. This letter covers the legal implications of taking pupils away, including medical and dietary information, passport, EHIC nos. and also parents sign to say that emergency medical treatment can be administered. This letter/form can also be found on the VLE.

## 2. Administration:

- Whole Day visits and residential visits: e.g. Geography or History field trips, coach trips to London, overnight weekends, CCF camps and courses, ski trips, foreign exchanges, sports tours, expeditions etc:
  - Complete appropriate visit request form and submit to EVC
  - Visit Leader should make sure accompanying staff have the suitable experience and at least one is a First Aider
  - **With permission granted** prepare initial *Parentmail*, including a link to the parental consent form on the VLE which includes medical consent and problems and request for details of dietary problems. Submit to EVC for approval before sending
  - Undertake risk assessment well in advance and submit to the EVC
  - Should payment be needed, open an account for the trip at the Bursary using ParentPay. Note that deposits should be stated in most cases as 'non-refundable'.
  - Check the rules for adventurous activities, where appropriate (see section 16)
  - Check whether any activity centre being used has the necessary license (e.g.- LOTC, AAAC Adventuremark or AHOEC Gold Standard)
  - Where necessary send follow up *Parentmails* (see section 11 for examples of details to be included)
  - Arrange additional insurance cover, where necessary
  - Check tour company has done risk assessments and that you have a copy
  - Arrange a parents' briefing meeting, where necessary (overnight stays, other than field trips)
  - Check all medical details from school nursing staff and parents and appoint person to be in charge of all medical requirements
  - Check all pastoral information and ensure follow up conversations with relevant staff are undertaken prior to a trip's departure
  - Check all dietary requirements and allergies have been met
  - Arrange First Aid Kits from school nursing staff
  - Arrange any appropriate safety equipment
  - Brief pupils
  - Obtain mobile phone from EVC if required
  - Email packs to the Bursary, the contact SLT member, school reception and the EVC containing:
    - Addresses and phone number of your accommodation
    - Names and contact numbers of the tour company and any 'in-country' contact
    - Any mobile numbers carried by members of staff
    - A list of pupils and staff on the trip, including their contact details (expedition list)
    - Name of member of staff who has agreed to deal with minor matters e.g. changes to times of return
    - Name and contact numbers of two SLT contacts in case of a major crisis

*A checklist is available in Appendix C*

- Local visits (half day or whole day) forming part of the normal routine of the School and/or curriculum:
  - Complete Green visit request form and submit to EVC
  - With permission granted prepare *Parentmail* and submit for approval from EVC before sending
  - Undertake risk assessment and submit to EVC
  - Obtain mobile phone from EVC if required
  - Check medical details and appoint person to be in charge of medical requirements. Check pastoral details of students on the trip
  - Check all dietary requirements and allergies have been met
  - Arrange First Aid Kits from school nursing staff
  - Brief pupils
  - Email an accurate list of staff and pupils to school reception, the Bursary and EVC so that all those out of school can be identified. Include details of destination, coach company (if relevant) and contact telephone number(s)
  - All other documentation should be emailed to the EVC for checking in good time before departure date

*A checklist is available at Appendix C*

- Games fixtures and other offsite activities
  - One member of staff per team/activity is normally sufficient. Consideration will be made however of the location of the fixture/activity and the distance from school.
  - Accurate sports team lists should be available on the *SOCs App*. Should the team/activity be leaving during school time student and staff names in attendance will be confirmed with reception and signed out.
  - Taking pupils out of lessons during the week is not common policy, but if it is necessary the EVC's permission must be sought and a list of players/students should be emailed to relevant staff. Timing of fixtures/activities that are of a cup/knock out/national level are difficult to dictate, however every effort should be made to minimize disruption to lessons where possible.
  - All coaches should carry a team/group expedition list, medical details and an up to date First Aid kit.

### **3. Risk Management**

Risk assessment must be carried out for **all** trips and visits. A risk assessment need not be complex but should be comprehensive. A formal assessment of the risks has the aim of preventing risks or reducing them. It is strongly recommended that an exploratory visit be made to assess risks, especially for groups going abroad, residential visits or for groups undertaking outdoor activities in a location that is not familiar to them.

There are three types of risk assessment:

- Generic (likely to apply whenever and wherever the visit takes place)
- Visit/site specific (will differ from place to place and group to group)
- Ongoing (judgements and decisions as the need arises)

It is important to consider the risks after obtaining:

- All information about the environment in which activities will take place.
- Qualifications and experience of those leading and accompanying.
- Suitability of equipment, age, ability, aptitude and experience of the pupils.

Having assessed the risks these must be managed in such a way as to:

- Avoid them.
- Do what is reasonably practical to minimise their effect.

The Health and Safety Executive have published a guideline to risk assessment on [www.hse.gov.uk](http://www.hse.gov.uk).

It suggests:

- Identify possible problems/risks and to whom.
- Consider what needs to be done to quantify extent of the risk and minimise them.
- Define the necessary actions.
- Identify people to be responsible for the actions.
- Set a time frame within which action should reasonably be expected to happen.
- Record your risk assessment
- Implement.
- Monitor progress.
- Review at the end and update future assessments accordingly.

Some activities (e.g. sports fixtures) will fit into the generic category and risk assessment procedures will be available.

Where visits are annual it must not be assumed that the previous risk assessment is sufficient. It is prudent to evaluate the risk assessment from the previous year and to modify in the light of experience. As some factors will change from year to year it is wise to reassess the risks each time.

Continuous risk assessment is what a member of staff does all the time whether on site or on a visit, for example- changing a walk because of adverse weather conditions.

Pupils who are involved in a visit's planning and organisation and who are well prepared will make more informed decisions and be less at risk. If possible involve pupils in the writing of the Risk Assessment.

Risk assessment forms will be completed and the Visit Leader should ensure that site and group specific issues and control measures are included. This should allow the Visit Leader to take ownership of the document and should ensure that it is as best a representation of the visit, the perceived risks involved and what control measures are. These are to be completed and emailed back to the EVC at least 72 hours before the trip leaves.

**See National Guidance [4.3c Risk Management- An Overview](#).**

#### **4. Visit Leader**

The role of the Visit Leader is defined in The Policy and in Appendix B.

## **5. Responsibilities of all Supervisory Members of staff**

- Members of staff must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the circumstances.
- Members of staff assisting the Visit Leader must consent and agree that the Visit Leader has full authority to direct reasonably the supervision of the pupils and must help with control and discipline at all times.
- On overnight visits it is understandable that some staff may have a small amount of alcohol, however it is recommended that least one member of staff refrains completely in case of an emergency and/or having the need to drive (see page 18).

## **6. Responsibilities of Adult Volunteers**

Only volunteers who have been subject to an enhanced DBS check and are on the list of approved volunteers on the school's Single Central Register will be used on any trip.

They must:

- Do their best to ensure the health and safety of everyone in the group.
- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment.
- Follow the instructions of the Visit Leader and teacher supervisors and help with control and discipline.
- Speak to the Visit Leader or teacher supervisors if concerned about the health or safety of the pupils at any time during the visit.
- Visit Leaders should have a clear record of which adult volunteers helped on what activities/dates. An adult volunteer can include a recent school leaver over the age of 18, however the same level of checks need to be in place.

## **7. All other Accompanying Adults**

Adults accompanying a trip but without responsibility for pupils, must recognise that the Visit Leader has overall responsibility for the trip and recognise his/her authority. It is sensible that this is conveyed in writing by the Visit Leader.

Parents and others who from time to time help members of staff to supervise local visits need not be DBS checked.

See National Guidance [3.2g Vetting and Disclosure and Barring \(DBS\) Checks.](#)

## **8. Staffing and Staffing Ratios**

It is important to have a high enough ratio of adult supervisors to pupils for any visit to ensure that leaders are able to supervise young people effectively. Factors to take into consideration include:

- The nature and duration of the visit
- The planned activities
- The location and environment in which the activity is to take place
- The nature of the group, including the number of young people and their age, level of development, gender, ability and needs (behavioural, medical, emotional and educational).

- Staff competence
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time. When
- Requirements of the organisation/location to be visited

Staffing ratios for visits are difficult to prescribe and they will vary according to the activity, age, group, and location. Ratios may vary in the course of a visit. The ratios will normally fall out of the defined educational objectives and the risk assessment. However a general guideline for good practice is:

- For UK based day visits to historical sites, museums etc:

Year 1-3	1 adult to 6 children
Year 3 (J1)	1 adult to 6 pupils
Years 4 – 6 (J2 – J4)	1 adult to 10/15 pupils
Years 7 and over	1 adult to 15/20 pupils

- Residential visits and trips abroad: 1 adult to 10 pupils
- In most cases a minimum of two members of teaching staff must form part of the team but there may be exceptions based on relevant risk assessments (e.g. a small sixth form trip to a local lecture)
- Staffing, especially for visits to remote locations or overseas, should take into account how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example to accompany a sick child to hospital.
- There is no absolute requirement for children to be accompanied by staff of the same gender, even on residentials, but if this is not to be the case then there should be a sound plan to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support.
- Requirements for further adult supervision can be met by using non-teaching staff, parents and volunteers.
- If a member of staff on the visit is also the parent of a young person taking part in a visit, there is the potential for them to be distracted by the needs of their own child when their responsibility extends to all or some of the group. This could compromise group management, particularly if there is a serious incident. The potential to be distracted can be avoided if a parent is not allocated a leadership role with direct responsibility for their own child. Sometimes this may not be possible (e.g. when a class teacher has their own child in their class). In this case consideration should be given to other ways to manage the risk, for example by ensuring that other leaders are available. Implications of having own child present should be considered by the Visit Leader in the Risk Assessment.

Many other factors may have to be considered. These factors may lead to a reduction in the staff/pupil ratio (e.g. hazardous activities). National Governing Bodies can be helpful when checking ratios.

**See National Guidance [4.3b Ratios and Effective Supervision](#).**

Whilst Visit Leaders need to be comfortable with the staffing of the trip in terms of group dynamics, there should be an acceptance that, between one year and the next, staffing will change to allow for professional development.

Where supervision is remote (e.g. on Duke of Edinburgh expeditions) groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures. Pupils will be familiar with the environment and have details of the rendezvous points and the times of rendezvous. Pupils will have completed a comprehensive route card, including emergency routes. Clear and understandable boundaries will be set for the group and there must be clear lines of communication between the group, supervisor and the school. The supervisor should monitor the group at appropriate intervals and he/she will be in the expedition/activity area and able to reach the group reasonably promptly. There should be a recognisable point at which the activity is completed and there should be clear arrangements for the abandonment of the activity where it cannot be safely completed. Staff should have had relevant experience/ training to understand the needs of the activity and be comfortable with the task they are performing.

**See National Guidance [7b Duke of Edinburgh's Award Expeditions](#) and [7k Unaccompanied Expeditions](#).**

## **9. Staff Training**

All staff involved in trips receive formal training from the EVC. Training is undertaken at 2 different levels:

- a. Day and Overnight trips
- b. Extended trips of over 14 days (1:1 training with Visit Leader and individual staff involved)

Each level of training lasts for approximately one hour and covers all aspects of taking pupils off site. The courses are hierarchical and build upon previous knowledge. Staff leading residential trips abroad meet with the EVC at regular intervals in the planning process.

## **10. Medical cover**

First aid should form part of the risk assessment and it is good practice to have a qualified first aider on visits. The Visit Leader should ensure that an adequate first aid kit is taken and within easy access. First aid cover may be provided by the place to be visited or in the residential accommodation. The Visit Leader must be sure that there is adequate first aid cover both on the journey and at the place to be visited. The school nursing team will provide first aid kits and up to date medical lists to Visit Leaders. Additional training, and support will be available to staff where students with acute medical conditions are part of a trip. It is important that relevant staff medical conditions are also part of the planning of any trip.

Staff with National Governing Body qualifications should have current, valid first aid qualifications for the NGB award to remain valid. Volunteers on Duke of Edinburgh, for example, will need to have this checked and signed off by the appropriate member of school staff.

There are paediatric first aid requirements for Early Years settings. It is compulsory to have a Level 1 Paediatric first aider on visits in Early Years setting.

**See the School's First Aid and Reporting Illness, Injury & Accidents Policy**  
**See National Guidance [4.4b First Aid](#).**

## **11. Communication with Parents**

For simple visits, one *Parentmail* announcing the trip and giving details will suffice, with a link to a VLE consent form for parents to complete. For more complex visits, an initial *Parentmail* giving basic information will be followed later by full details about the trip. Some trips will require a final *Parentmail* giving updated information close to the date of departure. All *Parentmails* will need the approval of the EVC. For residential visits or when pupils travel abroad or engage in activities, parents should be encouraged to attend a briefing meeting. A comprehensive list of things to communicate to parents is included in the Appendix. The following information should be communicated to parents:

- Date of the visit.
- Visit's objectives.
- Times of departure and return and the location of where to meet and collect.
- Mode of transport and name of any tour company if applicable.
- Details of the itinerary.
- Size of group, level of supervision and whether any supervision will be remote
- Details of accommodation.
- Details of provision for special medical needs (if appropriate).
- Procedures for pupils who become ill.
- Name of Visit Leader, deputy leader and other accompanying supervisory adults.
- Details of activities planned and how the risks are to be managed. Parents can have a copy of the risk assessment should they request it.
- Standards of behaviour expected, including alcohol, and smoking. This may take the form of a code of conduct which parents sign.
- The consequences of misbehaviour, including being sent home early from a residential visit.
- What pupils should not take on the visit nor bring back.
- Details of insurance.
- Clothing and equipment to be taken.
- Advice on money to be taken.
- Details of the cost and method of payment.
- On exchange visits the details of the host families.
- Details of any documentation required (e.g. passport, visa, EHIC).
- Details of the emergency contact arrangements with the Visit Leader.
- Ask for medical consent for emergency treatment, including anaesthetic or blood transfusion.

## **12. Media and Mobile Phone Use by Students on Trips, Visits and Activities**

In line with the school's ICT Acceptable Use, and Behaviour and Discipline Policies, Visit Leaders will have discretion to allow use of mobile phones when/if appropriate. They will also have the flexibility to collect in/return at certain times during the day/night. Any pupil using a mobile phone against the regulations will have it confiscated until the end of the day and an appropriate sanction issued.

**See ICT Acceptable Use Policy and Behaviour and Discipline Policy.**

## **13. Preparing Pupils**

All pupils must be briefed before a visit takes place. EVC has a generic list.

They must understand:

- The aims and objectives of the trip
- The details of the trip – dates, times, accommodation, travel arrangements
- The roles and responsibilities of the accompanying adults
- If the party is to be divided into sub groups, the composition of these groups
- What standard of behaviour is expected and the consequences of misbehaviour
- Rendezvous procedures
- How to avoid specific dangers
- Emergency procedures

It is prudent to provide a checklist for pupils. Accompanying adults should also attend the briefing meeting where possible.

If a pupil's behaviour threatens safety or brings the school party into unacceptable disrepute, or makes the trip impossible because of supervision procedures put in place for the pupil, then consideration must be given to sending the pupil home. In such cases the course of events should be:

- Visit Leader contacts the SLT contact and Headmaster to confirm decision
- Visit Leader, SLT contact or Headmaster contacts parents to explain the decision.
- Visit Leader and/or SLT contact arrange transport home for pupil
- Visit Leader contacts Headmaster to confirm travel arrangements
- Transport home will normally occur in one of three ways:
  - Parents collect pupil – the easiest method and recommended for UK trips.
  - If air transport is available parent agrees to meet pupil at the airport. Ticket is purchased by parents and arrangement made for ticket to be collected at the airport. Pupil is accompanied to airport by school staff and where appropriate checked in as an 'unaccompanied minor'. Staff may leave once the pupil has passed through passport control into the departure lounge but may prefer to wait until the plane has departed.
  - If the parent refuses to pay for transport the cost should initially be paid by trip staff and will be reimbursed by the school upon the return of the trip. The Headmaster will be responsible for pursuing the parent for payment.
  - As soon as possible the Visit Leader should prepare a written report detailing the cause of the early return of the pupil and the return home arrangements.

**See School Behaviour and Discipline Policy.**

#### **14. Debrief and Monitoring**

Upon returning to School from a trip or visit, the Visit Leader should undertake a debrief with the EVC. This can be verbal or via email/written communication. The EVC will send a follow up email to all trip leaders, and other members of staff on that trip, asking whether there were any issues to note regarding pastoral/safeguarding, behavioral, medical or near misses. Any issues that occurred on the trip relating to these issues must be reported to the EVC and/or relevant staff at school. The information gained is kept in an EVC folder and will help other Visit Leaders in the future.

Monitoring of visits to check that the policy and risk assessments are reflective of what happens on the ground is key. Experienced staff will be drawn into this discussion, and will be used to help mentor new staff. There is a need to have professional discussions and reviews relating

educational visits with the wider group of staff who are deeply involved with projects such as the Duke of Edinburgh's Award, Outdoor Education, Snodownia School etc. There is great value in carrying out evaluations, and there is a responsibility of Visit Leaders, and anyone else on ensuring issues and near misses are reported.

## **15. Finance**

Staff must think carefully about the cost of a school trip. Some parents have financial constraints and it must not be assumed that all parents can simply add extras to their school bill. Costs should be kept to a minimum and parents must be given the chance to decline a trip on financial grounds.

Whole year group trips that take place in curriculum time are covered by school/departmental budgets as they are deemed an essential part of the Solihull experience and therefore come as part of the educational programme that is provided. Trips that are part of examination specifications or the core curriculum, and that are overnight/extended, will be offset by some school subsidisation (eg- Biology and Geography field trips, Snowdonia School), combined with some parental contribution. Trips that offer extension opportunities outside of examination specifications will usually require some parental contribution. Should a trip happen outside of the timings of a school day and/or request contribution from a parent, then it is deemed voluntary and parents have the right to decline on financial grounds.

A wide range of co-curricular activities are also covered by the school budget, but some activities, events and overnight trips will require subsidisation from parents.

It is very important that the cost of trips is recovered by the school, via the Bursary. All finances must be transacted through the Bursary. Separate bank accounts must not be used. Trip payments should be made through the ParentPay site, or in exceptional circumstances, we will still accept cheques payable to "Solihull School". Please contact the Bursary before setting up any payment schedule to ensure all ParentPay details are correct prior to publishing. The Bursary will maintain a record of the state of the fund and issue regular summaries when requested. Financial arrangements must take into account any excess to be paid on travel claims and communications with parents must make clear the financial commitment, whether deposits are non-refundable and the arrangements for payment. It is always wise to allow for a reserve fund in case of emergencies. Visit leaders must prepare a detailed budget of each trip in order to ensure that and demonstrate that each trip will be self-financing. Upon return a financial spreadsheet with receipts should be submitted to the Bursary, and EVC, if requested and this should especially show how any "petty cash" has been spent. Any money left over at the end of the trip should not be carried forward to the next financial year or to future trips. It should either be credited to parents, depending on the amount remaining, or alternatively the surplus funds will be transferred into the school Contingencies Account, thus bringing the trip balance to nil. The Visit Leader must take responsibility for all financial arrangements in connection with the trip.

## **16. Insurance**

Employer Liability and Public Liability insurance is provided. Any school employee or volunteer is covered by this insurance. Details of the personal accident insurance are available in full from the Bursary. It is advised any volunteer seeks their own personal accident insurance, if they so wish.

Comprehensive travel insurance is provided by the school but Visit Leaders must check whether the cover provided is sufficient for their particular expedition or activity. Some activities

are excluded from the School's travel policy and Visit Leaders should always check that cover is provided. They should collect insurance details before they leave on the trip and also take it with them.

When a tour operator is used then the tour operator must be bonded (ABTA and/or SAGTA). Any air license holder must be licensed by ATOL. The EVC will check ABTA and ATOL numbers when trip permission form is completed.

## **17. Adventure Activities**

When planning (in this country) to use adventure activity facilities offered by a commercial company or by a local authority, the Visit Leader should check whether the provider is legally required to hold a license for the activities it offers and whether that license is actually held. The Adventure Activities Licensing Authority can check on the license status of a provider at <http://www.aala.org> or on this link: [https://www.aals.org.uk/aals/provider\\_search.php](https://www.aals.org.uk/aals/provider_search.php).

Other Quality marks such as LOtC Quality Badge, AAIAC Adventuremark and AHOEC Gold Standard may also be used. In the absence of a Quality Badge, a provider could be asked to complete the document [8q Provider Statement](#), found on the OEAP website.

The following activities, where undertaken by young people under the age of 18 unaccompanied by a parent, need a license:

- Caving
- Climbing
- Trekking
- Watersports

A copy of any necessary license should be obtained from the centre and checked. The Visit Leader should also obtain assurances from the centre as to management and staffing levels equipment and emergency plans. Any individual hired for adventure activities must hold the relevant qualification and this should be checked. Also relevant licenses and insurance should be checked.

If a member of staff is to organise, lead and instruct pupils on adventure activities their competence should be demonstrated by holding the relevant National Governing Body Award.

Many incidents nationally have occurred by or in the sea. Swimming and paddling in the sea are potentially dangerous and should only be allowed as formal supervised activities in recognised bathing areas with official surveillance i.e. qualified lifeguard cover. No pupil should ever swim unsupervised.

Lifeguards must be in attendance even for the use of swimming pools by groups. Appropriate staff must always be in attendance and full supervision should be given if there is a pool at a hotel, or resort that a school group may be staying in.

**See National Guidance [7x Swimming Pools](#) and [7i Group Safety at Water Margins, 7o Natural Water Bathing](#).**

Skiing is a popular activity and several visits occur each year. Properly qualified ski instructors are required for ski lessons. Outside ski school lessons, younger pupils (below the sixth form) must ski with members of staff. It should be noted that taking part in or attempting to take part in off-piste winter sports is not covered by our insurance, and is also prohibited by the School.

See National Guidance [7v Snowsport Visits](#).

Other activities, which are suggested as extras on a trip, **must not take place** unless parental consent has been obtained e.g. water skiing, parascending, white water rafting. Visit Leaders should also ensure that both they and the tour operator/provider have a clear understanding of who is responsible for particular aspects of the tour. For example, a coach driver is responsible for the vehicle and safe driving, whilst the Visit Leader is responsible for supervision and the safe conduct of the group. Where a tour includes any adventurous activity (e.g. snowsport, rafting), then specific guidance about such activities should be followed. There should be absolute clarity about who is responsible for each specific activity during a tour.

For example:

- The tour operator delivers the activity as part of its contract, and the tour operator is thus responsible for it
- The activity is delivered by a provider sub-contracted by the tour operator as part of its contract. The tour operator remains responsible for it
- The Visit Leader agrees for an activity to be delivered by a separate provider (perhaps recommended by the tour operator), and the tour operator is merely responsible for incidental arrangements such as transport. In this case the Visit Leader is responsible for selecting a suitable provider and agreeing their specific responsibilities
- The Visit Leadership Team delivers the activity, and is responsible for it.

See National Guidance [7t Provider Led Study and Sports Tours](#).

Until it becomes regulated no bungee jumping is permitted ever.

## **18. Exchange visits/Hosting**

The school must act responsibly and in line with the Safeguarding and Child Protection Policy when making arrangements for hosting pupils from overseas and/or when Solihull School pupils are being hosted when overseas. Typically, this arrangement occurs on language exchanges and on accession, sporting tours. Exchange visits differ from other visits in that young people are not directly supervised by their leaders/supervisors whilst they are with host families. However, the legal duty of care and responsibility for health, safety and welfare remains with the designated Visit Leader. Exchanges thus require thorough and carefully planned risk management that addresses the issues relating to indirect supervision and special issues relating to child protection. All parties involved must fully understand the implications of this.

Visit Leaders may not be able to obtain formal checks on host families accommodating Solihull School pupils overseas. They should work with the partner schools or organisation to ensure the appropriate assurances are obtained before the visit. Before Solihull School pupils travel overseas, the Visit leader, in conjunction with the EVC, will ensure that the host school overseas completes the Solihull School hosting form and any associated risk assessment, taking into account factors such as length of stay, ages of the pupils etc. has been completed.

When hosting pupils from overseas, it is a requirement for the host family to allow the main adult caregiver in the family to undertake an enhanced DBS check before a hosting arrangement can be confirmed. Visit Leaders should therefore ensure that those individuals are identified and the check process commenced three months in advance of the arrival of overseas pupils. In addition to those engaging in regulated activity, the school can decide whether it is considered necessary to obtain a DBS enhanced certificate in respect of anyone

aged 16 or over in the household where the child will be staying. The following paragraph should be included at the initial planning stage in the first *Parentmail* sent home.

“The school endeavours to make sure that exchange visits meet the national guidance for home stays. This includes getting assurance from the host school that appropriate checks are in place, our pupils have a 24/7 emergency contact number for a member of staff in-country and that an appropriate exchange partner is found. For the home leg of the exchange we are required to carry out DBS checks on the main adult caregiver in each household. More information on how this takes place will follow in further communications.”

For all exchange visits, all pupils and their parents must have a telephone number of a responsible adult who can be contacted at any time in case of emergency or distress. Whenever it is possible, pupils should be hosted in pairs both abroad and at home.

**See KICSIE Annex E: Host families -homestay during exchange visits, page 101**  
**See National Guidance [7f Exchanges and Homestays](#).**

## **19. Overseas Expeditions**

Overseas expedition providers self-assess to comply with BS8848, but they should also have a LOtC Quality Badge, AAIA Adventuremark and/or AHOEC Gold Standard badges. EPA, The Expedition Providers Association, will also be a quality mark used when choosing a provider for an overseas expedition.

There should also be a thorough check carried out using the Foreign Commonwealth Office and travel advice that they have relating to planned expedition destinations. Part of the risk assessment for such a trip needs to consider the security of a group when they are most vulnerable, which tends to be when they first arrive in a country.

**See National Guidance [7r Overseas Expeditions](#) and [7p Overseas Visits](#).**

## **20. Travel**

It is always best practice to use the school transport or a commercial firm to travel to or from a school trip or visit. However, in certain cases, from ‘time to time’ it may be justifiable to use ‘parent transport’. Due to safeguarding guidelines this can only happen on an occasional basis and written permission must be given by the passenger’s parents in advance. The same applies for staff use of vehicles for trips and activities.

**See School Use of Minibus and Driver’s Handbook.**

## **21. Smoking, Alcohol and the Misuse of Drugs and Substances**

### **Thirds to Upper Fifth Forms**

The purchase and/or consumption of alcohol on a school trip or activity is expressly forbidden for pupils in the Third, Shell, Fourth and Fifth Forms.

Whilst the law regarding the purchase and consumption of alcohol may be more relaxed in other countries, the School Rule with regard to alcohol will be consistently applied by staff.

Pupils are forbidden to take alcohol out as a gift for host families and may not purchase alcohol on their return as a gift for parents.

Pupils on exchange visits should be reminded that the ban on the consumption of alcohol applies to pupils below the Sixth Form at all times during the trip, including when they are with families or otherwise not under the supervision of members of staff.

Staff are not permitted to purchase and store alcohol for pupils.

### **Sixth Form**

The consumption of a very moderate amount of alcohol by Sixth Formers on a school trip or activity is permitted, but only under the following tightly controlled circumstances:

- When it does not contravene the law of the land in which the trip is taking place,
- When parental consent to drink alcohol has been obtained prior to the trip on a special form,
- When permission to drink alcohol is granted by the accompanying member of staff and is entirely at their discretion.
- Alcohol can only be consumed in the presence of a member of staff and only as an accompaniment to a meal or in other exceptional circumstances, for example, to mark a special occasion.
- Sixth Form pupils are limited to 3 units of alcohol within a 24-hour period, (1 unit being a small glass of wine or half a pint of regular strength beer).
- Spirits may not be consumed during a school trip.

Sixth Formers on exchange visits may, subject to prior written consent having been received by the trip organiser from parents and subject to the wishes of the host family, consume in a family social context alcoholic drink, provided that the total amount consumed within a 24-hour period, including any alcohol consumed with staff consent, does not exceed the amounts specified above.

Consumption of alcohol at any other time on a school trip is forbidden and pupils who are discovered doing so can expect strong disciplinary action to be taken and may be sent home at the parents' expense.

**See School Smoking, Alcohol and the Misuse of Drugs and Substances Policy and Behaviour and Discipline Policy.**

### **Alcohol (Staff)**

The school aims to promote healthy, sensible and responsible attitudes to alcohol.

Alcohol education will form part of the Wellbeing programme, but all staff have a role to play in setting a positive example.

On school trips, no member of staff should drink more than a moderate quantity and there must always be at least one member of staff who refrains in case of an emergency and/or having the need to drive. On trips involving a large number of pupils engaged in physical activity, it may be appropriate for more than one member of staff to refrain; this decision should be taken by the member of staff in charge of the trip. The duty rota should not unfairly penalise any leaders who choose not to drink.

Members of staff electing to drink should do so discreetly and not in the direct presence of pupils. It is important that all staff are able to make rational decisions at all times and do not perform supervisory duties in an alcohol-affected condition.

Moderate consumption of alcohol by staff is permissible at school social events such as Speeches, prize-giving and concerts.

Breaches of such guidelines may result in investigation under the School's disciplinary procedures.

### **Smoking (Staff)**

Members of staff electing to smoke should do so in an appropriate location, discreetly and not in the direct presence of pupils.

## **22. Safeguarding and Child Protection**

Staff should make use of key documents in case of a disclosure being made. A disclosure or concern should be reported to a DSL at the earliest, safe opportunity. CPOMS should also be used if staff have any concern regarding a student. All staff on a trip should be made aware of this procedure by the Visit Leader and be familiar with the contents of the Safeguarding and Child Protection Policy.

**See School Safeguarding and Child Protection Policy.**

## **23. Complaints**

Parents who are unhappy with any aspect of a School trip or visit, before, during or after a visit should in the first instant contact the EVC. This should be undertaken in writing. The EVC will investigate the issue raised and communicate the findings to the parents. If the parents do not feel the issue has been resolved they have the right to follow the School Complaints Procedure.

**See School Parental Consent Procedure Policy.**

## **24. MIMP (Major Incident Management Procedures)**

All Visit Leaders must take a copy of MIMP so that they are fully aware of the procedures in the event of a major incident. MIMP is included in the Leader's packs. Visit Leaders should know the procedure to follow for an emergency and potentially a critical incident on a visit.

A major incident is an incident where any member of a group undertaking an educational visit or learning outside the classroom activity has either:

- suffered a life threatening injury or fatality;
- is at serious risk;
- or has gone missing for a significant and unacceptable period.

Relevant emergency contact telephone numbers should always be carried by Visit Leaders during offsite educational visits but should only be used in the case of a genuine emergency. Under no circumstances should these telephone numbers be given to young people or to their parents or carers. It is recommended that at least two telephone numbers are taken on a trip to make sure there is 24 hour cover. The EVC should ask the SLT member if it is possible to use them as an emergency contact. During most school holidays the EVC will, when possible, try to organise a list of SLT names.

## Appendix A

### **The Role of the Headmaster (based on National Guidance 3.4g Headteacher/Manager)**

The Headmaster should ensure that:

- They are familiar with the employer's policies for outdoor learning, off-site visits and Learning Outside the Classroom;
- All activities and visits comply with this guidance and are notified or submitted for formal approval as required;
- They have ascertained that all leaders are appropriately competent, confident and accountable to carry out the responsibilities they are allocated;
- They have clearly designated either themselves or a suitable member of staff as the EVC and that the designated person meets the employer's requirements, including undertaking EVC Training as recommended or required;
- Where needed, they have access to expert advice such as from a competent outdoor education adviser;
- Outdoor learning is included within the process of self-evaluation providing evidence that may support how it contributes towards school improvement and overall effectiveness;
- When they take part in a visit or activity, they and other members of the Visit Leadership Team are clear about your role;
- If they are not leading the visit, they should follow the instructions of the designated Visit Leader (who should have sole charge of the visit);
- Suitable child protection procedures are in place, including vetting at an appropriate level of all adults including volunteers, helpers and visitors - decisions need to be made about when these adults are engaged in regulated activity and so should be subject to Disclosure and Barring Service (DBS) checks;
- They have assigned sufficient time for leaders to organise activities and visits properly;
- They support an apprenticeship/succession planning culture to ensure sustainable activities and visits and the development of competent leaders and EVCs;
- They support the EVC in ensuring that: all activities and visits are effectively supervised with an appropriate level of leadership, information has been shared with parents and consent has been given if required;
- Arrangements have been made for the medical needs and special educational needs of all participants and staff;
- Inclusion issues are addressed;
- Suitable transport arrangements are in place and meet any regulatory requirements;
- Insurance arrangements are appropriate;
- Details related to off-site activities and visits (including personal details of both participants and leaders) are accessible at all times to designated 24/7 Emergency Contacts in case of a serious incident;
- Arrangements are in place for the governing body to be informed of such visits as are required by your Trips and Visit Policy;
- They obtain best value. Consideration must be given to financial management, choice of contractors, and contractual relationships;
- Where charges are made to parents, these are within legal and employer requirements;
- Proper procedures are in place to account for the visit finances;
- Establishment policy identifies the types of visit that require a preliminary visit by staff;
- Risk Management is proportionate, suitable and sufficient- it is good practice to adopt any materials made available by your employer to reduce bureaucracy;

- Where the activity or visit 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, the provider holds sufficient indemnity insurance;
- All visits are evaluated against their objectives - this should also cover best value, teaching and learning, quality of experiences, addressing issues raised by any incident, and informing future visits;
- There are contingency plans in place to deal with changing circumstances during a visit (Plan B);
- There are suitable emergency procedures in place for each visit, and the school establishment has an Emergency Plan for off-site visits, including procedures to ensure that parents are appropriately informed in the event of a serious incident;
- Serious incidents are reported to the employer as required by the employer's guidance.

It is also good practice for the Headmaster to:

- Delegate tasks to the EVC.
- Agree who will approve a visit. It makes sense for the EVC to perform this function.
- Ensure that accreditation or verification of providers has been checked.
- Ensure that the school contacts have the authority to make significant decisions. The school contacts should be contactable and available for the full duration of the visit, 24 hours a day. They should be able to respond immediately at the school base to the demands of an emergency.

## **Appendix B**

### **Visit Leaders' Responsibilities (based on the National Guidance 3.4k Visit or Activity Leader)**

The Visit Leader has overall responsibility for a visit. This includes the learning, development and supervision of the participants and the safety of all, including any other leaders and helpers.

Sometimes a Visit Leader or Activity Leader is supported by one or more Assistant Leaders. Decisions about the number of leaders required, and staffing ratios, should be informed by risk assessment.

Planning for a visit should include consideration of the possibility of the Visit Leader or an Activity Leader becoming incapacitated. This might be caused by illness, injury, personal issues or being required elsewhere (such as to look after a sick child). Consideration of the SAGE variables: (Staffing, Activity, Group and Environment) should lead to an appropriate decision on both the number of leaders as well as the mix of competence needed to fill various roles.

The key requirements for leaders are that they must be competent to lead, confident and accountable, not that they hold a particular post, title or job description. There should always be a single designated leader for any visit or activity and, if this role changes, there should be a clear handover. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment. 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.

For adventure activity leaders, competence is best demonstrated through:

- Holding a National Governing Body leadership/coaching award at an appropriate level, or
- Being "signed off" by a suitably-qualified Technical Adviser appointed by the employer.

Being confident includes the leader's capacity to take charge of a situation in an emergency and their awareness of their abilities as well as their limitations. Being accountable means that the leader has been engaged through a clear process that includes vetting and appropriate induction into the establishment's policies and procedures. Regardless of employment status, leaders must be clear about the chain of accountability and what is expected of them.

If you are designated as the Visit Leader, you should:

- Be specifically competent for the type of visit, and for any activities you plan to lead.
- Have EVC approval for the trip, including for any specific activities you will lead.
- Be able to use the chosen environment or venue(s) to provide a wide range of learning or development outcomes.
- Liaise with Solihull School's Educational Visits Co-ordinator (EVC) to ensure that the visit has clear aims and is planned to appropriately balance benefits and risks, and that all staff accompanying the visit meet Solihull School's requirements.
- Ensure that there is effective supervision.
- Take a lead on risk management. It is good practice to involve all the visit leadership team to ensure wide understanding and to give clarity about what they need to do. It is also good practice to involve young people wherever appropriate.
- Define the roles and responsibilities of other leaders and helpers (and participants) to ensure effective supervision throughout the visit, appointing a deputy wherever possible.
- Ensure that any Activity Leaders are competent and confident to lead their planned activities, and are approved to do so if this is necessary (e.g. for adventure activities).
- Ensure that child protection issues are addressed (e.g. good safeguarding practice is followed and adults are appropriately vetted and checked).
- Provide relevant information to other leaders including the aims and how they can contribute to achieving these, the location, the participants (age, health information, capabilities, special needs, safeguarding and behavioural issues).
- Ensure that informed parental consent has been obtained as necessary.
- Provide relevant information to parents and participants, and arrange previsit information meetings where appropriate.
- Make sure there is access to first aid at an appropriate level.
- Ensure that if the visit leadership team includes someone with a close relationship to a member of the group, this is managed to avoid any possible compromise of effective supervision.
- Ensure that all leaders and any third party providers have access to emergency contact and emergency procedure details.
- Evaluate all aspects of the visit, both during and after the event.
- Report any accidents, incidents or near misses. When working with third-party activity providers it is essential to avoid 'grey areas'. There should be a clear handover before and after any activity led by a provider. Should a provider run an activity in a way that

causes concern, the accompanying leaders should consider stopping the activity at the first appropriate moment. Such an intervention should be done with sensitivity and discretion to ensure that it does not result in young people being put at greater risk.

- Ensure that security of trips documents are maintained and transportation of such documents is safe and secure. The Visit Leader should also ensure such documentation is disposed of confidentially, in like with the School **Privacy Policy**.

**APPENDIX C : TRIPS AND VISTS CHECKLIST**

1	Have you clearly identified the aims of the visit?	N/A	Yes
2	Is the visit appropriate to the age of the child?	N/A	Yes
3	Does the visit conform to School guidelines?	N/A	Yes
4	For adventurous activities, are the staff suitably qualified?	N/A	Yes
5	If using an external agency are they approved in line with School guidelines?	N/A	Yes
6	Do you know, or have you visited, the locations?	N/A	Yes
7	Do the adults in the party have the appropriate skills for the visit? Check this carefully and arrange suitable training and/or briefing.	N/A	Yes
8	Have the adult volunteers been vetted as to their suitability?	N/A	Yes
9	Is the level of staff sufficient for adequate supervision throughout? This will be determined by the type, level and duration of the activity, the requirements of the group, the experience and competence of the staff and the venue, time of year and prevailing conditions.	N/A	Yes
10	As leader, are you aware of, and comfortable with, your role?	N/A	Yes
11	Are all staff aware of, and comfortable with, their roles?	N/A	Yes
12	Are all volunteers aware of, and comfortable with, their roles?	N/A	Yes
13	Is insurance cover adequate, or is additional cover necessary?	N/A	Yes
14	Has a suitable risk assessment been carried out?	N/A	Yes
15	Do you and other staff know the pupils you are taking away?	N/A	Yes
16	Have you advised pupils in advance about your expectations of their behaviour? Are pupils aware of any rules? Have you identified and agreed with the pupils, staff and parents the sanctions available for unacceptable behaviour?	N/A	Yes
17	Are pupils aware of the nature and purpose of the visit?	N/A	Yes
18	Are parents aware of the nature and purpose of the visit and has written consent been obtained?	N/A	Yes
19	Have you issued relevant details; e.g. itinerary, kit lists etc.?	N/A	Yes
20	Are you and other staff aware of relevant medical details of pupils? Has parental consent been obtained for named staff to administer specific medication/drugs/injections? Have named staff the appropriate training?	N/A	Yes

21	Are you aware of any staff or helper medical conditions?	N/A	Yes
22	Are you and/or staff able to administer first aid? Are you/other staff up to date/ proficient? Do you have an appropriate first aid kit?	N/A	Yes
23	Have all special dietary requirements or allergies been dealt with?	N/A	Yes
24	Have you considered the suitability and safety of the transport to be used? Is there an appropriate balance between time spent travelling and time on site?	N/A	Yes
25	Is there flexibility within the programme? Do you have an emergency plan for bad weather, staff illness etc.?	N/A	Yes
26	Do you have the emergency telephone number for the designated senior member of staff?	N/A	Yes
27	Are you aware of the appropriate action to be taken in the event of a major incident or accident which might invite media attention, MIMP?	N/A	Yes
28	Will you need special information such as tide times etc. and know where to obtain this information?	N/A	Yes
29	Is a mobile phone necessary and can you get reception in the area of visit?	N/A	Yes
30	Will your group need waterproof clothing, boots or other equipment? Who will provide these? Does specialist equipment conform to accepted standards?	N/A	Yes
31	Have all financial matters been appropriately dealt with?	N/A	Yes
32	Has the visit been approved by the EVC?	N/A	Yes
33	Has the safety for travel been checked with foreign office, where necessary	N/A	Yes
34	Have passports/visas been checked	N/A	Yes
35	Do you have a list of pupils plus emergency phone numbers if out of school?	N/A	Yes
36	Have the school secretaries, two member of the SM got copies of names, itinerary, accommodation, contact details and next of kin?	N/A	Yes
37	Have you sufficient cash/spare cash and a credit card with you?	N/A	Yes
38	Have you relevant literature, worksheets etc.?	N/A	Yes
39	Have you an appropriate First Aid Kit, sick bags, litter bags etc?	N/A	Yes
40	Are you checking pupil numbers at regular/appropriate timers?	N/A	Yes

41	Have you warned the group in advance of potential hazards? If necessary have you arranged extra supervision in those areas?	N/A	Yes
42	Are the pupils aware of the procedures in areas where there is traffic?	N/A	Yes
43	For groups working away from you, are they aware of a recall sign?	N/A	Yes
44	If arranging a rendezvous, are all aware of the exact venue, and have a watch with them?	N/A	Yes
45	Do pupils know what action to take if separated from the group?	N/A	Yes
46	If on a residential visit, do pupils know the fire emergency procedures?	N/A	Yes
<b>Checklist: At the end of the visit</b>			
47	Have you ensured that appropriate arrangements are in force for the dismissal of the pupils?	N/A	Yes
48	Do parents know of the expected time of return to School?	N/A	Yes
49	Have all loose ends been tied up? E.g. finance, thank you letters etc, report to Headmaster, where necessary	N/A	Yes
50	Have you evaluated the visit and made notes for future visits?	N/A	Yes