

Kesgrave High School



Educational Trips and Visits Policy

This policy reviewed triennially

Policy Approval

Where	Chair	When
Enabling Excellence	Mr David Bevan	17 May 2022

Chair of Governors	Sue White
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Policy History

Issue No.	Author	Date written	Approved by governors	Comments
1	M Stapleton and J Hunt	12.4.21	18.5.21	Rewritten in line with use of Evolve Trips and Visits Management Package
2	M Stapleton and J Hunt	May 2022	June 2022	Review and minor operational changes, including uniform expectations, deadlines and business insurance for cars

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1 Introduction

- 1.1 The Employer has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of Kesgrave High School reads this policy before organising any educational trip or visit to be made by children from this school.
- 1.2 Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.
- 1.3 In addition to this Educational Visits Policy, Kesgrave High School:
 - 1.3.1 Adopts the Local Education Authority's (LEA) document "**Guidance for Educational Visits and Related Activities with National Guidance and EVOLVE**"
 - 1.3.2 Adopts National Guidance as recommended by the LEA (www.oeapng.info)
 - 1.3.3 Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.
- 1.4 This policy is written following guidance as set out in the DfE guidance: [Health & Safety on Educational Visits](#) (Nov 2018); the 8 key points addressed in this document have been embedded in this policy.
- 1.5 All staff are required to plan and execute visits in line with school policy (i.e. this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within this document.

2 Reasons for visit

- 2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.
- 2.2 All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at Kesgrave High School, we offer a range of educational visits and other activities that complements the learning inside the classroom.
- 2.3 We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Kesgrave High School a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:
 - Improvements in their ability to cope with change.
 - Increased critical curiosity and resilience.
 - Opportunities for decision making, creativity, developing learning relationships and practicing strategic awareness.

- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Enhanced opportunities for 'real world' learning in context and hence greater progress and engagement in their learning.
- The development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Acquisition of physical skills and the development of a fit and healthy lifestyle.

3 Types of visits and curriculum links

- 3.1 All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.
- 3.2 There are three types of visit:
- Routine local visits in the 'Extended learning locality' (See Appendix 2).
 - Day visits within the UK that do not involve an adventurous activity. (See Appendix 3)
 - Visit that are either overseas, residential, and/or involve an adventurous activity. (See Appendices 4 and 5)

4 Roles, responsibilities and gaining approval for a trip

4.1 Visit leaders

- 4.1.1 Visit leaders are responsible for the planning of their visits. They should obtain outline permission for a visit from the head teacher or Educational Visits Coordinator (EVC) prior to planning, and certainly before making any commitments.
- 4.1.2 Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.
- 4.1.3 Visit leaders should complete the visit forms on EVOLVE (where required). If other staff complete the EVOLVE forms, the forms should be transferred to the visit leader who then has final responsibility for submitting the form to the EVC or head teacher.

- 4.1.4 Visit leaders should brief additional visit staff on their roles and responsibilities (this could be deciding which coach that staff member is in, or which students are assigned to which staff member). A visit leader could also mentor additional staff members so that they could lead future visits.

4.2 Additional Staff

- 4.2.1 Additional staff are there to support the Visit Leader in the organisation and smooth running of a visit or trip.
- 4.2.2 Additional staff could partially complete EVOLVE forms for the Visit Leader; however, these must always be reviewed and submitted by the Visit Leader.
- 4.2.3 Additional Staff can be given responsibilities for planning activities or parts of the trip or visit.
- 4.2.4 Additional Staff must also ensure the safety and wellbeing of the students on the visit and raise and discuss issues with the Visit Leader as they arise.

4.3 Educational Visits Coordinator (EVC)

- 4.3.1 The EVCs (Mat Stapleton and Joe Hunt) are to support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters and will check final visit plans on EVOLVE before submitting them to the head teacher.
- 4.3.2 The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.
- 4.3.3 The EVC is responsible for ensuring that the visit leaders have properly planned and appropriately staffed visits and that this policy is implemented.
- 4.3.4 The EVC should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010.
- 4.3.5 The EVC should ensure the suitability of all staff appointed to the visit and should ensure that the visit leader fully understands his/her responsibilities.
- 4.3.6 The EVC should implement effective emergency contact arrangements.
- 4.3.7 The EVC should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately. The EVC should have a system in place to record, audit and monitor school off-site visits.

4.4 Head teacher

- 4.4.1 The head teacher has responsibility for appointing the EVC and can chose to delegate responsibility to the EVC as they deem appropriate.

- 4.4.2 The Head teacher has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the Governing Body for approval, via EVOLVE.
- 4.4.3 The Head teacher forms part of the Critical Incident Team. Following any incident or near miss, the head teacher will work with the Governors to avoid similar incidents in the future.

4.5 The Governors

- 4.5.1 The Governing Body's role is that of a 'critical friend'. The Governors can request details on any planned trip to ensure thorough planning.
- 4.5.2 The Governor in charge of education visits, and head Governor form part of the Critical Incident Team. Following any incident or near miss, the governor in charge of education visits will be involved in future planning to avoid similar incidents. Individual governors may request 'read-only' access to EVOLVE.
- 4.5.3 All residential and overseas trips are approved in advance by the governing body at Local Governing Body meetings through the Head teacher's report

4.6 Local Education Authority (LEA)

- 4.6.1 The LEA is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.
- 4.6.2 The LEA can provide support and guidance where needed through the EVC.

4.7 Evolve submissions

Type of visit	Format of approval	Timescale
Overseas	A request is submitted through the EVOLVE system then submitted to LEA by head teacher	At least four weeks in advance
Residential	A request is submitted through the EVOLVE system then submitted to LEA by head teacher	At least four weeks in advance
Adventurous	A request is submitted through the EVOLVE system then submitted to LEA by head teacher	At least four weeks in advance
Day Visits with transport	A request is submitted through the EVOLVE system to be approved by head teacher	At least 7 days in advance
Local Area Visit	Verbal approval by EVC, or head of PE if sports fixture	At least 7 days in advance

5 Parental consent

- 5.1 The school obtains blanket consent at the start of each year for activities that fall within the 'Extended learning locality' (see Appendix 2).
- 5.2 Specific, (i.e. one-off) parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via letters, meetings, etc.), so that consent is given on a 'fully informed' basis.
- 5.3 Specific consent should be sought if you are planning to transport students in a personal car. See section 10 for further information.

6 Inclusion

- 6.1 When planning a visit, the lead staff member must consider accessibility and inclusion for all students to comply with the Equality Act 2010. Staff must consider the objectives of the visit, and whether the objectives can be met by all. Where appropriate, reasonable adjustment should be considered, and this should be recorded to show possibilities have been explored. (There is a reasonable adjustment record in the EVOLVE folder and on the EVOLVE web interface.)
- 6.2 Some students require additional support, and this should be highlighted while planning any visits. The visit lead should contact the Learning Support department wherever students have a risk assessment or EHCP in place or if the student is entitled or would benefit from additional support. Where necessary, individual risk assessments will be written for key students, in order to ensure the safe planning for their needs, yet ensuring that steps are taken to make the trip accessible.
- 6.3 If a visit is residential, the visit lead should consider sleeping arrangements for all students who may require additional support. This includes recognising the additional support and planning for LGBTQ+ students.

7 Charging for visits

- 7.1 When planning a visit, all costs need to be covered. Consider cost of transport and entrance fees, will the students need to bring additional money etc?
- 7.2 All costs associated with the trip (including if students need additional money) must be communicated to parents and guardians at the information sharing stage.
- 7.3 If students are eligible for Pupil Premium funding, please contact Pupil Premium Team to see if the outcomes of the visit mean funding can be provided.

8 Staffing

- 8.1 We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:
 - 8.1.1 An apprentice system, where staff new to visits assist and work alongside experienced visit leaders before taking on a Visit Leader role.

- 8.1.2 Supervision / monitoring by senior staff on some educational visits.
- 8.1.3 Supporting staff through the running of training sessions as part of the School's CPD offering and through arranging suitable training relevant to their role, where necessary.
- 8.2 In deciding whether a member of staff is competent to be a visit leader, the head teacher and EVC will take into account the following factors:
 - 8.2.1 Relevant prior experience and training
 - 8.2.2 The prospective leader's ability to make dynamic risk management judgements and take charge in the event of an emergency.
 - 8.2.3 Knowledge of the pupils, the venue, and the activities to be undertaken.
- 8.3 Staffing of visits needs to meet the needs of the students being taken. There is no fixed ratio, but the visit leader may need to plan provision for students with special educational needs.

9 Choosing a provider or venue

- 9.1 After considering the reasons for the visit, the visit leader should critically evaluate the provider or venue.
 - 9.1.1 The organisation or establishment acts as a provider if it is to organise and/or deliver all or part of a visit or activity, and may include support with supervision.
 - 9.1.2 The organisation or establishment acts as a venue if it forms part of the visit, but where the visit staff lead and deliver any activities.
- 9.2 Where the provider holds a "Learning Outside the Classroom" (LOtC) certificate (and the Adventure Activities Licensing Authority (AALA) licence where required), there is normally no need to seek further assurances from the provider about the safety of provision. However, depending on the specific needs of the group, it may be useful to get further guidance from the provider. The list of providers that hold the LOtC certificate is found on the KADDI website (www.kaddi.com)
- 9.3 If the provider does not hold the LOtC certificate, then the provider will have to complete a "provider form" saved in the EVOLVE folder (also accessible through the EVOLVE web interface).

10 Transport

- 10.1 School minibuses can be used, where suitable for a visit. Staff using the school minibuses must hold the appropriate licence and insurance. Evidence of this is to be held with the office. It is recommended that staff are accompanied by another member of staff in a minibus for safety and to ensure the behaviour policy is being followed.
- 10.2 When transport companies are being used, a copy of their public liability insurance and motor insurance must be attached to the EVOLVE form. A list of recommended travel companies is found in the EVOLVE folder as well as up-to-date copies of required paperwork for each.
- 10.3 If using a staff member's car to transport students, consent from parents should be sought. A private car form must also be completed and held on file.

11 Insurance

- 11.1 The School's insurance policy covers educational visits. The full policy is accessible through Anita Collett.
- 11.2 Adventurous activities abroad (e.g. skiing) could require a further level of insurance. Please check with Anita Collett to confirm on a trip by trip basis
- 11.3 The school minibuses are insured to be driven by anyone authorised by the school and who holds a minibus licence held by the school. Any external transport provision must provide evidence of insurance as per 10.2.

12 Monitoring and evaluation

- 12.1 After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of overseas visits, there is a particularly strong case for ensuring this takes place and includes consultation with the young people concerned, their parents, the leaders and partner organisations.
- 12.2 Such a process will help in the celebration of success as well as feeding into the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the head teacher and the employer's advisory team.

Appendix 1 – Emergency response and Critical incident plan

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency contact for any visit (during school hours this is the office).
2. The nominated contact will either be an experienced member of the senior management team, the EVCs, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit team and emergency contact will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit team and the emergency contact will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader and the contact know to request support from the local authority in the event that an incident overwhelms the school's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For all visits that take place, the visit leader will carry a KHS Emergency Card and basic first aid kit.
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

In School Hours Contact – Minor incident (missed transport connection, breakdown etc.)

- Initial contact should be made through the school office. Key details will be recorded via the office.
- The reason for contact could be just to keep the school informed and updated on an issue.
- The Visit Leader can also seek advice from their HoD or EVC if needed at this point

In School Hours Contact – Serious or critical incident

- Initial contact should be made through the school office. Key details will be recorded via the office.
- The Office passes the information onto the Head teacher (and in their absence, the Deputy Heads).
- The Head teacher (or Deputy Heads) then form a "Critical Incident Response Team" to manage the incident.
- The incident response team will then contact the visit leader and will decide the best course of action.
- The incident response team will provide the Office with a script for all media and parental enquires.

Out of School Hours Contact – Minor incident

- Initial contact should be made to the Head Teacher. If unable to contact the head teacher, then contact the deputy heads then EVCs.
- The reason for contact could be just to keep the school informed and updated on an issue.

Out of School Hours Contact – Serious or critical incident

- Initial contact should be made to the Head Teacher. If unable to contact the head teacher, then contact the deputy heads then EVCs.
- The incident response team member contacted should then record key details.
- Incident response member contacts rest of the team. Incident response leader takes control of the situation and contact is established with the visit team.

Visit Leader Guidance and Responsibility

- The key responsibility of the Visit Leader is to ensure the safety of themselves and the group.
- Once the group is safe, the Visit Leader should contact emergency services if required, and contact the school.
- There should be a dedicated phone number that the school is able to reach the group on
- The Visit Leader can contact the EVC or their HoD for advice and guidance if needed.

Incident Team

- The incident team leaders are Julia Upton, Tim Legg and Cath Breckell. Each visit outside of school hours will have a nominated primary and secondary contact out of the above three. The EVCs can act as a tertiary contact if necessary.
- They will become the incident leader if contacted. The incident leader will contact the team required to respond to the incident.
- The secondary team might consist of:
 - o The business manager
 - o The Educational visits coordinator
 - o Office and admin staff
 - o Custodians
 - o Visits link governor

Appendix 2 – Extended learning locality (ELL)

Visits to the local area (walking distance of school) can be used to great effect for subjects such as Geography, ASDAN and English. Checklist A (appendix 6) will help with planning a local area visit and can be used as a discussion starter with your HoD or the EVC. There is a specific online form in the Evolve portal that needs to be completed at least a week in advance and approved by the EVC.

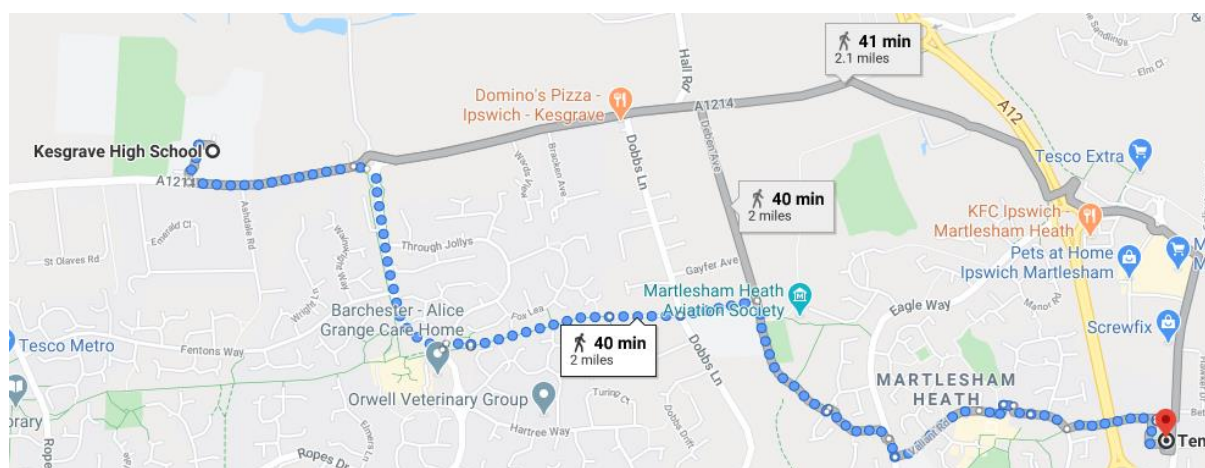
Before leaving the school site a signing out sheet must be completed, the signing out sheet and a register are then left with the office. The visit lead then needs to sign in at the office upon return to site.

The extended learning locality guidance and risk assessment also covers school sports fixtures and PE sessions taking place off-site. PE do not need to complete the signing in/out sheet but the Head of Department needs to keep a record of groups off site.

School uniform or PE kit should be worn by groups out in the ELL. This aims to help safeguard and monitor groups, especially where they may be working over a large area and reinforces school expectations while on the trip.

Boundaries

The walking boundaries of the locality are between Bell Lane to the West and Deben Avenue to the East and extends to Millennium Field and Long Stropps. A walking route to TenPin Bowling, Martlesham, is included as a map. The ELL also includes trips to schools within the East Anglian Schools Trust (EAST) so long as transport is provided by the school and sporting fixtures within 45 minutes travel of Kesgrave High School.



We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure.

Operating Procedure for Extended Learning Locality

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Head, EVC or Head of Department must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.
- Staff are familiar with the area, including any 'no go areas', and have practised appropriate management techniques.
- Pupils should be trained and practise standard techniques for road crossings in a group. Underpasses are to be used when crossing Main Road and Ropes Drive.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. This can be decided by the lead teacher and Head of Department
- All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will complete the 'Signing-out sheet' and leave this and an up-to-date register with the office. A proposed route, estimated time of return and contact number should be included.
- A school mobile and an up-to-date register is to be taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, wellies)
- The lead member of staff must check an appropriate weather forecast before leaving and decide whether it is suitable to proceed.
- Complete checklist A (appendix 6) and return to your HoD or the EVC.
- PE staff do not need to complete a 'Signing-out sheet' for each fixture or off-site session but need to ensure head of department knows an estimated time of departure and return for each session or fixture, as well as an up-to date register of students going. PE staff must take an up-to-date register, and mobile phone with them. Head of PE is first point of contact where issues arise.

Appendix 3 – Day visits, not including an adventurous activity

Day visits can greatly enhance the impact on learning of many subjects. Visits should primarily focus on the educational value and should be considered an extension of the classroom. With this in mind, visit leaders should aim for a minimum of two objectives and evaluate the trip afterwards. The evaluation helps inform and improve future trips.

Visit leaders should complete the EVOLVE form at the earliest opportunity, and at least two weeks before the departure. To help with planning of the trip, checklist B in Appendix 6 should be completed.

All sections of the EVOLVE form should be completed, and by the visit leader. A risk assessment (found on EVOLVE and in the folder) and register need to be completed and submitted as part of the EVOLVE form. All other supporting documentation should also be uploaded with the form, including the reasonable adjustments record if needed.

The visit leader should make sure all possible adjustments have been made to ensure that the visit is accessible to all students. The EVCs and learning support can discuss ideas to ensure that all possibilities have been explored. It is recommended that a “reasonable adjustments record” is completed to show due diligence. The form can be found in the EVOLVE folder and on the EVOLVE web interface.

Where possible, it is preferred that students wear school uniform for day trips. This aims to help safeguard and monitor groups, especially where they may be working over a large area and reinforces school expectations while on the trip.

Appendix 4 – Day visits involving adventurous activities and residential trips in the UK (including DofE)

Adding an element of adventure to a visit or trip can be one of the highlights of a young person's education. Our Activities Week is a fantastic time for the students to develop:

- Awareness and responsibility
- Personal and social interactions
- Skills and hobbies that could improve employability
- Awareness and knowledge of environment issues and sustainability
- Recreation and fun

Visit leaders should complete the EVOLVE form at the earliest opportunity, and at least four weeks before the departure. To help with planning of the trip, checklist B in Appendix 6 should be completed.

All sections of the EVOLVE form should be completed, and by the visit leader. A risk assessment (found on EVOLVE and in the folder) and register need to be completed and submitted as part of the EVOLVE form. All other supporting documentation should also be uploaded with the form, including the reasonable adjustments record if needed.

Most adventurous activities will need to be led by external providers and therefore will require a "Provider Form" to be completed. Checks may be required to ensure that a valid AALA licence is held.

If the provider holds the LotC badge, then this shows that the provider has all the necessary paperwork in place and so a provider form does not need to be completed.

Where a member of staff holds the required certification from a National Governing Organisation (NGO) that staff member can lead activities if approved by both the school and the external provider.

Despite having an external provider lead activities, it is the Visit Leader's responsibility to ensure that all students are safe during the visit.

Residential accommodation can fall under the following categories, and should always be considered when organising an overnight trip.

- Accommodation as part of a package for an educational visit
The standard of accommodation should be checked when checking the venue. Room layouts should also be requested so that rooming can be organised in advance.
- Sole occupancy
The standard of accommodation should be checked when booking the venue. It is important to clarify fire routes and security protocols.

- Shared occupancy
You can limit risk by identifying the site early and planning roomings and talking to management about the group needs.
- Self-catering
Self-catering introduces some additional considerations. For example: - Food hygiene, storage and awareness of dietary requirements, and participation of students in food preparation and associated clean up.
- Camping and bivouacking
Further training of students should be planned into any potential camping activity.

During residential trips there are other considerations to think about and risk assess. Examples are below, but these are not limited to...

- If there is a pool on site, will the students be allowed to swim?
- Is there access to a balcony?
- Is there access to a bar or alcohol?

If yes to any of the above, how will you manage the situation? Event specific notes should be completed to show how any foreseen issue could be handled.

As with day visits, we must ensure that all possible measures are explored to ensure that the visit or residential trip is accessible to all.

Duke of Edinburgh Award

The Duke of Edinburgh (DofE) award is a fantastic scheme that the school can provide for students. On the EVOLVE web interface, there is further DofE guidance, but all DofE expeditions must follow the DofE Standard Operating Procedures (SOPs). The DofE SOPs are found in the EVOLVE folder and the EVOLVE online interface.

An EVOLVE form must be completed for all DofE expeditions and must be submitted at least four weeks before the expedition.

As DofE expeditions are residential, a list of participants including all known medical issues and contact information must be shared with the emergency contact and a hard copy should always be on site with the leader. As the participants camp, there should be a foul weather plan for arranging to get participants home.

Appendix 5 – Overseas trips and foreign exchange

Overseas visits can immerse students in a new culture and are a great way to introduce new experiences and challenges; however, the increased distance from the school can cause some further complexities that need to be considered.

It is important to seek local information and advice about current levels of risk (terrorism, crime, health problems etc). All students must be briefed on what to do in the event of a terrorism incident.

The lead teachers should provide full information to parents so that they can make an informed choice on the benefits of the trip. A meeting with both parents and students is a good opportunity to:

- Set clear expectations of behaviour during the visit, including the circumstances in which students could be sent home early and the role the parent plays in this.
- Share an itinerary of the visit, including any special activities.
- Explain the supervision arrangement.
- Set expectations of use of mobile phones and use of downtime.
- Ensure parents are aware of the need to disclose full information about their child's physical and mental wellbeing and need.

All foreign travel requires passports. The requirements on validity of the passports varies from country to country so check with the travel provider or the Government Foreign Office website (www.gov.uk/foreign-travel-advice). The visit leader also needs to check the citizenship of each student taking part in the trip as this may affect the ease of crossing at borders.

It is advisable to take at least two copies of all passports, visas and all travel documents and emergency contact details. One copy has to stay in school or with the designated emergency contact, the other would be taken with the visit leader. It is sometimes advisable that all staff have a copy of this information in case part of a group becomes separated. If you are producing multiple copies, sign these out and back in as if lost would count as a GDPR breach.

Parental consent must be sought for all overseas visits. Some countries may require a "Travelling with children" document showing that consent has been given for those students to travel. The requirements of these can vary so it is essential to check what is required.

Some travel providers offer insurance that can run alongside the School's insurance policy. Speak to Anita Collett if you have any insurance issues or queries.

Further and full guidance can be found in the Evolve folder under GOE Advice.

Exchanges and Home stays

Exchanges and homestays are good ways of immersing students in a new or foreign environment. Full and complete guidance can be found in the Evolve folder under Exchange Advice.

It is essential that home families in the UK are DBS checked and that schools in other countries have a similarly robust checking system for the houses and families that our students stay with.

Appendix 6 – Checklists to complete for visits

The check lists below are to help form the basis of your visit planning.

Checklist A covers any visits to the ELL. This can be discussed with your HoD or the EVC.

Checklist B covers all other visits.

Checklist A : Visits within the Extended learning locality (ELL)

Planning checklist – This is a guide for planning a visit in our EXTENDED LEARNING LOCALITY, completion of this form is the first stage and, depending on the answers provided, indicates the next steps.

Item	In advance of the visit	Yes?	No?	N/A?
1	Have the intended outcomes of the visit been clearly identified?			
2	Is the visit appropriate to the age, ability and aptitude of the group?			
3	Has the visit been discussed with the HoD?			
4	Is the visit leader an approved member of staff?			

If the answer to item 4 is NO, then an EVOLVE entry is required.

If the answer to item 4 is YES, then please proceed to items 5 to 16 below, NO EVOLVE entry is required

5	Has the Head / EVC, approved this visit?			
6	Are transport arrangements suitable?			
7	Do staff in the party have the appropriate skills for the visit?			
8	Is the level of staffing sufficient for there to be an appropriate level of supervision at all times?			
9	Have any adult helpers (non-LA employees) been approved by the Head of Establishment as to their suitability?			
10	Are all staff / helpers aware of and comfortable with their roles?			
11	If appropriate, have Event Specific Notes (ESN) been made and have these be shared with all relevant parties?			
12	Is insurance cover adequate?			
13	Does at least one member of staff know the participants that are being taken away, including any behavioural traits?			
14	Has a list of pupils been left with the school office? (HoD for PE Staff)			
15	Have contact details been left with the school office? (HoD for PE Staff)			
16	Has the departmental mobile phone been checked and taken?			

This form must be submitted to the EVC prior to departure.

**Items 14 and 15 must be left with the school office prior to departure.
PE Staff, items 14 and 15 should be left with the HoD (not school office).**

Notes :

1. The Head or EVC must give verbal approval before a group leaves.
2. Only staff judged competent to supervise groups in the ELL are approved. A current list of approved staff is maintained by the EVC.
3. Staff must be familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
4. Where appropriate, pupils have been trained and have practiced standard techniques for road crossings in a group. Underpasses are to be used when crossing Main Road and Ropes Drive.
5. Where appropriate, pupils are fully briefed on what to do if they become separated from the group. This can be decided by the lead teacher and Head of Department.
6. All remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
7. Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
8. Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
9. A school mobile and an up-to-date register is to be taken with each group and the office have a note of the number.
10. Appropriate personal protective equipment is taken when needed (e.g. gloves, wellies)
11. The lead member of staff must check an appropriate weather forecast before leaving and decide whether it is suitable to proceed.
12. PE staff do not need to complete a 'Signing-out sheet' for each fixture or off-site session but need to ensure head of department knows an estimated time of departure and return for each session or fixture, as well as an up-to date register of students going. PE staff must take an up-to-date register, and mobile phone with them. Head of PE is first point of contact where issues arise.

Checklist B : Visits beyond the Extended learning locality (ELL)

An EVOLVE entry is required

Planning checklist – This does NOT replace an EVOLVE entry and is intended as a guide only for planning a visit. Completion of this form does not mean that the trip is approved, but it will help to complete the EVOLVE entry.

Deadlines Day visits :
 Overseas :

Date _____

Destination _____

Transport _____

Visit Leader _____

This person MUST submit the EVOLVE entry

Item	Purpose of trip	Yes?	No?	N/A?
	Have the intended outcomes of the visit been clearly identified?			
	Is the visit appropriate to the age, ability and aptitude of the group?			
	Has the visit been discussed with the HoD / Coach / Supervisor?			

Item	Staffing	Yes?	No?	N/A?
	Has the visit leader been identified?			
	Is the visit leader aware that an EVOLVE entry is required?			
	Have any adult helpers (non-LA employees) been approved by the Head of Establishment as to their suitability?			
	Are all staff / helpers aware of and comfortable with their roles?			
	If a member of staff is going to <u>lead</u> an adventurous activity, have they been 'approved' by the LA?			

Item	Transport	Yes?	No?	N/A?
	Is a KHS minibus required? / Is it available?			
	Is a hired minibus required?			
	Does the intended driver have the required certificate?			

	Are staff cars being used to transport students? Do parents know?			
	Do staff cars have appropriate Business Class insurance?			
	Is a coach required?			
	Do we have Public Liability documents for this coach provider?			

Item	Insurance	Yes?	No?	N/A?
	Is KHS Insurance adequate for the trip			
	Are any activities planned that excluded from the cover?			

Item	Providers / Venues	Yes?	No?	N/A?
	Are staff familiar with the venue?			
	Is a familiarisation visit required / appropriate?			
	Is the venue suitable for the intended learning intention?			
	Does the venue pose any specific risks?			
	Have venue specific risk assessments been made?			
	Is the provider a member of LoTC? (If the provider does not hold the LoTC certification then the Provider form must be obtained alongside risk assessments and insurance certificates)			

Item	Residential?	Yes?	No?	N/A?
	Is the accommodation suitable for all students?			
	Has consideration been given for appropriate sleeping arrangements?			
	How will students contact staff in an emergency?			
	Is food suitable for all nutritional requirements?			
	Are food requirements / allergies known to food providers?			
	Have sleeping arrangements been considered to cater for all student need on the trip?			

Item	Facilities and Student access	Yes?	No?	N/A?
	Are the facilities suitable for all students to access? Does the venue pose any specific barriers to access?			

Item	Risk Assessments	Yes?	No?	N/A?
	Has risk been considered for each stage of the trip? (This includes transport)			
	Have risk assessments been written?			
	How will staff / students be made aware of specific risks?			

Item	Medical Concerns / First Aid	Yes?	No?	N/A?
	Do any students AND staff have any specific and relevant medical conditions?			
	Do any students AND staff have any specific dietary requirements / allergies?			
	Is first aid provision sufficient for the visit members and the location of the trip?			

Item	Parental Information	Yes?	No?	N/A?
	Are parents aware of the dates / times of the trip?			
	Has parental consent been given and held on file?			
	Are parents aware of all costs incurred?			

Item	Contact details	Yes?	No?	N/A?
	Has a mobile phone been sourced / checked and available for the trip?			
	Have contact details for the School been checked?			
	Do the students require a "Contact Card" for use in an emergency / separation?			

Item	Contingency planning	Yes?	No?	N/A?
	Is a contingency plan required for unsuitable weather?			
	Is a contingency plan required for staff illness / withdrawal from trip?			
	Have the students been briefed on the procedure for separation from the group?			
	Does the trip require a briefing for "Run, Hide, Tell"?			

Item	Finances	Yes?	No?	N/A?
	Have all costs for the trip been included in calculations?			
	Are <u>parents</u> aware of trip and trip associated costs?			
	Who will be the trip accountant?			
	How will emergency payments be made?			

Item	Overseas considerations	Yes?	No?	N/A?
	Does the country of visit pose any barriers to travel with students?			
	Does the country of visit pose any barriers to sexual identity / orientation of sex or gender?			
	Does the country of visit have any customs restrictions (e.g. medication) that must be considered?			
	Does the country of visit pose any specific issues concerning behaviour (e.g. religion, clothing, language etc)?			
	Are flights / Ferries required?			
	Will passports be required?			

	Do passports require a validity period?			
	Are VISAs required?			
	Who will be responsible for looking after documentation?			
	What contingency can be made for lost documentation?			
	In the event of an accident, how will student details be found quickly?			
	Who will be the first contact in the UK? Are they aware of their role / responsibilities?			
	Are there any Terrorism / Health alerts active in the country?			
	Does the country of visit pose any specific environmental conditions that need to be considered (e.g. temperature, sun exposure, animals etc)?			

Appendix 7 – Considerations for COVID-19

- 7.1 All visit and trip planning should include a Covid-19 risk statement detailing the precautions to be taken to limit risk.
- 7.2 For guidance and advice on this, please contact the EVCs for the latest best practise, or refer to the school's COVID-19 risk assessment available through Julia Upton.