



Kensington Park
S C H O O L

Part of the



Trips and School Educational Visits Policy

1 Introduction

- 1.1 Learning is enriched by the provision of well-organised and well-led co-curricular and educational visits, both residential and non-residential. Kensington Park School already has a history of operating a successful and broad programme of such activities. Visits and trips can directly support and stimulate curriculum learning or be provided to help support co-curricular objectives and the general social, cultural and spiritual development of students. The Advisory Board of the School recognise the value of educational visits and are grateful for the energy, commitment and professional skills of the staff involved
- 1.2 It is essential that the utmost care and attention is given to the planning and running of educational visits to ensure the safety of pupils and staff involved is fully protected. Safety is the top priority for the School, and each trip leader understands that they have a duty to act as a responsible parent would in looking after the students in his or her care under the particular circumstances of the visit; there is also a responsibility within the conditions of employment to maintain order and discipline and for safeguarding the health and safety of the pupils, whether on School premises or on authorised activities elsewhere.
- 1.3 The Educational Visits Policy and the Educational Visits Handbook have been written with reference to Department for Education guidance: *Health and Safety: Advice on Legal Duties and Powers for Local Authorities, School Leaders, School Staff and Governing Bodies (February 2014)* and the latest ISI Regulations. The School also makes extensive use of National Guidance (for the management of outdoor learning, off-site visits and learning outside the classroom) produced by the Outdoor Education Advisers Panel. All staff organising and running trips, particularly those which carry a higher-level of risk are encouraged to use the National Guidance Website www.oeapng.info.

2 Roles and Responsibilities

- 2.1 The Astrum Advisory Board have oversight of the Educational Visits policies, procedures and implementation as part of their overview of Health and Safety. Further information on the role of the Governors can be found at: <http://oeapng.info/downloads/all-documents/> (National Guidance 3.4f).
- 2.2 The Head delegates some of the responsibilities for educational visits to the Educational Visits Team, (EVT), which includes the Head of Short Courses (summer school)

No educational visit can take place without the preliminary approval of the Headmaster or Head of the Lower School or Sixth Form, or suitably competent person in their absence.

The Headmaster has the following principal functions. To:

- Ensure that arrangements are in place for reporting to the Astrum Advisory Board about visits
- Ensure that the advisory board has approved the educational visits policy and receives reports on visits as appropriate

- Ensure that visit arrangements and outcomes are evaluated to inform future visits and staff training needs
- Arrange for the reporting of accidents and incidents as required. Records of these should be reviewed regularly, and the information used to inform future visits
- Ensure that proper support systems are in place to cope with incidents, emergencies and critical incidents, including the means of contacting the relevant parties in the event of an emergency using school communications facilities
- Provide a rich and varied programme of opportunities for young people to learn outside the classroom. The programme of visits should be structured and progressive to gradually develop young people's confidence, independence and responsibility
- Make sufficient time and resources available for the EVT to arrange induction and training of staff and volunteers. This should include opportunities for staff to develop competence in dynamic risk management by assisting more experienced colleagues on a range of educational visits and by attending relevant training courses
- Check that the EVT has approved an appropriately competent trip leader who will meet the employer's criteria for ensuring the best interests of the pupils. The Head should make a judgement on a member of staff's competence and suitability to lead a visit. It should be borne in mind that discipline on an educational visit may have to be stricter than in the School
- Ensure that appropriate provider assurances are in place
- Check that the trip leader or another leader is familiar with the location where the activity will take place
- Ensure that the educational objectives of a visit are fully inclusive, are set out in the pre-visit documentation, and are made known to all relevant parties
- Ensure that charging procedures for visits are implemented and comply with the school's policy and legal requirements, and that finances are appropriately managed
- Ensure that the visit emergency contacts are part of the critical incident team and are clear about their roles

2.3 The Educational Visits Team has the following principal functions:

- Promoting an understanding of how outdoor learning, off-site visits and learning outside the classroom can support a wide range of outcomes for pupils, and raise achievement
- Liaising with the Heads of Lower School and Sixth Form over all matters relating to educational visits, who will report to the Head
- Ensuring that all activities and visits meet guidance requirements
- Ensuring that all staff have access to an appropriate level of training to ensure that educational visits procedures are properly understood
- Maintaining the Educational Visits Policy and FireFly section.
- Supporting the Headmaster & Heads of Lower School and Sixth Form with approval of visits and other decisions
- Supporting the Headmaster & Heads of Lower School and Sixth Form in ensuring that all members of trip leadership teams are competent
- Monitoring of Trip leader planning, and sample monitoring of visits

- Organising the training of members of trip leadership teams
- Ensuring that where the trip leadership team includes someone with a close relationship to a group member, there are adequate safeguards to ensure that this will not compromise group management
- Ensuring that DBS checks are in place as required
- Ensuring that the School's policy provides sufficient guidance to Trip leaders about information for parents and parental consent
- Checking that there are 24/7 School Emergency Contacts for each and every visit and that Emergency Procedures are in place via the school's reception teams
- Ensuring that medical and first aid issues are addressed
- Ensuring that emergency arrangements include Emergency Contact access to all relevant records, including medical and next of kin information for all members of the party, including staff
- Ensuring that individual activities and visits are reviewed and evaluated and that this process includes reporting of accidents and incidents, complying with Employer requirements and Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- Ensuring that policies and procedures are reviewed regularly. A review should follow any serious incident or systems failure. Risk management documentation must be updated if necessary
- Ensuring that there is a School procedure for recording "near accidents/near misses", including any resulting learning points and action.
- Keeping a record of all educational visits
- Monitor the distribution of the 'Final Paperwork for Educational Visits' to the Head, SMT, Reception and the Nominated Contact and making it available on the intranet
- Supporting the trip leader to ensure trip finances are well managed and meet the expectations of the school as set out in the trips handbook

2.4 The Trip leader has the overall responsibility for supervision and conduct of each visit. To ensure accountability and to avoid potential confusion, there is a single Trip leader for each visit.

The Trip leader's primary responsibilities are as follows:

- Liaise with the Educational Visits Team (EVT)
- Be formally approved to carry out the visit
- Be specifically competent
- Plan and prepare for the visit, taking a lead on risk management
- Define the roles and responsibilities of other staff (and young people) to ensure effective supervision, appointing a deputy wherever possible
- Ensure that child protection issues are addressed (e.g. good safeguarding practice is followed and adults are appropriately vetted and checked) and any individual medical plans of students are adhered to.
- Provide relevant information to supporting staff, including about the nature and location of the visit and about 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 pupils, and arrange pre-visit information meetings where appropriate
- Make sure there is access to first aid at an appropriate level
- Ensure the activity/visit is effectively supervised. Ensure that all staff 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 imperative to avoid 'grey areas', so 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 staff 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.
- A Risk Assessment from a third-party provider must be obtained.
- Planning and managing trip finances to meet the expectations of the school as set out in the trips handbook

3 Procedural Requirements

3.1 An intranet (Firefly) section is maintained which details all the key procedures relating to the running of educational visits. This is made available to staff online.

3.2 The Educational Visits Handbook covers the following areas:

- Preliminary Approval
- Parental Consent
- Ratios
- Information for Parents
- Information for the EVT
- Risk Assessments
- Medical Issues
- Hazardous Activities
- Safeguarding
- Transport
- Researching Providers, Facilities and Venues
- Further Guidance for Residential Trips
- Further Guidance for Overseas Trips
- Critical Incidents
- Insurance and Finance

4 Monitoring and Evaluation

- 4.1 The School understands the need to monitor all aspects of the educational visits process in order to:
- Enable the School to celebrate success and share good practice
 - Help identify areas to improve and CPD requirements
 - Help to ensure high quality learning experiences
 - Help to keep young people safe

The EVT has the primary responsibility for the monitoring of educational visits and reviews the arrangements for ALL visits. This supports the role of the Headmaster and the Heads of Lower School and Sixth Form in facilitating Educational Visits within the school.

- 4.2 Evaluation after an educational visit is an important aid to planning future visits and, for more complex visits, the EVT may ask the Trip leader to complete a post-visit report. One must always be completed if an incident occurred that could have had severe consequences to the welfare of any participant or staff member, and any failure of the services offered by a provider.

The standard School accident report form must be submitted via the intranet to the Health and Safety Officer for an accident that resulted, or could have resulted, in serious injury. Further information on an Accident Reporting may be found in the Health and Safety Policy.

5 Training and Competence

- 5.1 The EVT must at least one member with an appropriate level of experience and training to discharge the principal functions of the role.

Further information on leader competence can be found at:

<http://oeapng.info/downloads/all-documents/> (National Guidance 3.2d)

- 5.2 The key requirements for Trip leaders are that they must be accountable, confident and competent to lead the visit/activity, not that they hold a particular post, title or job description.

Being confident includes leaders having the ability to take charge of a situation while being aware of, and understanding, their abilities, as well as their limitations.

Being competent means that the leader has demonstrated the ability to operate effectively, and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which the visit will take place. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the School. It is situational – a leader who is competent in one activity or environment may not be so in another, and it involves breadth as well as depth. Relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments.

5.3 Training on educational visits forms part of the staff induction process and INSET schedule. Regular updates are provided for staff on educational visits procedures and an Educational Visits Handbook is available on the intranet. An appropriate level of training is required for those leading or participating in visits involving potentially hazardous activities. As part of their CPD, staff are encouraged to take advantage of specialist training courses that can be available.

6 Risk Management

6.1 The School recognises that risk management in the context of educational visits is a two stage process:

1. The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved.
2. The implementation of a plan to best realise these benefits, using professional judgements to ensure that the level of risk does not exceed that which can be justified by the benefits

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

6.3 It is a requirement that the Trip leader carries out a Risk Assessment for every educational visit using the latest KPS risk assessment templates and systems of control.

Further information on risk assessments can be found at:

<http://oeapng.info/downloads/all-documents/> (National Guidance 4.3 c/f/g)

6.4 The following principles underpin all risk assessments:

- Risk assessment documentation considers the nature of the specific group and the particular venue(s) to which they will be taken
- All those involved in the visit understand the risk assessment as much as they need to, particularly their role and responsibilities within it and what they need to do
- What is recorded happens in practice

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

6.6 Generic risk assessments are available and may be helpful (though they must be adapted to the specific visit).

7 Assessing Venues and Providers

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

7.2 Researching Providers

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

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

7.3 Researching Facilities or Venues

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

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

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

8 Inclusion

8.1 The Equality Act 2010 states that the responsible body of a school or, for other provision, the service provider, must not discriminate against, harass or victimise a pupil or young person because of one of the protected characteristics (disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation) in the way that it provides (or not) a benefit, facility or service. There is a duty to make reasonable adjustments. Activities should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics.

8.2 The School undertakes, when a visit or activity is being planned, to take all reasonably practicable measures which must be taken to include all young people. Every reasonable effort is made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

9 Safeguarding

9.1 All staff have a responsibility to safeguard and promote the welfare of pupils during educational visits. Further guidance regarding safeguarding is in the Educational Visits Handbook.

9.2 This policy should be read in conjunction with the School's Safeguarding and Child Protection Policy. Every educational visit must operate within the statutory protocols detailed in Keeping Children Safe in Education (September 2021)

9.3 Vetting Suitability

The suitability of all volunteers (including parents) must be vetted following all the relevant procedures required by the School's HR Advisor and stipulated in Keeping Children Safe in Education (September 2021).

Anyone on an educational visit who engages in regulated activity with pupils must have undergone an enhanced DBS check, with barred list check.

Trip leaders must always consult with the HR Advisor about the need for an enhanced DBS check for volunteers. The Trip leader must provide specific information to the HR Advisor regarding the roles and detailed responsibilities of volunteers

9.4 Exchange Visits

In the UK

In arranging for pupils from other schools (including those abroad) to stay with a host 'Kensington Park School' family, the School understands that it is considered to be the regulated activity provider and thus it should request an enhanced DBS check to help determine the host's suitability for the arrangement.

Overseas

We are aware that when arranging for pupils to stay with families overseas the DBS cannot access criminal records held. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when children stay abroad. We undertake to work with partner schools and organisations abroad to ensure that similar assurances are undertaken prior to a visit. This includes contacting the relevant foreign embassy or High Commission of the country in question and finding out if similar checks can be done in that country.

During overseas trips which involve a homestay, pupils are not directly supervised by the Visit

Leaders whilst they are with host families. Therefore, home stays require careful planning to ensure everyone involved is clear about both their responsibilities and the supervision arrangements. This planning should form part of the Risk Assessment.

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

Further guidance is provided in the Educational Visits Handbook, including a comprehensive checklist for Trip leaders.

10 Medical Issues

10.1 For all trips the Trip leader and staff carry a copy of relevant medical details. For ALL trips the Trip leader is expected to liaise with the School Nurse and reception team to discuss the specific medical needs of the group.

10.2 If required, the Trip leader must ensure emergency medication is taken on the trip. In most cases this is an EpiPen for pupils with anaphylaxis and/or inhalers.

Pupils cannot attend a visit of any kind without their emergency medication.

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

10.4 In giving consent for their son/daughter to take part in trips, parents are required to declare that the medical information they have supplied to the School Nurse is accurate and up-to-date and the teachers leading the trip may take a copy of this information with them. They also consent to their son/daughter receiving emergency medical treatment in the event that they cannot be contacted.

11 Emergency Procedures

11.1 Critical incidents on educational visits are rare but they do happen. Minor incidents, whether accidents or other emergencies, are more common. Effective planning means that the likelihood of any of these is reduced, and that, when they do happen, their impact and consequences are minimised.

11.2 Deciding what to do in the event of an accident or emergency should form part of the planning and preparation of every educational visit. Detailed instructions of what to do if an incident,

serious accident, or a fatality should occur during a visit forms part of the School's Critical Incident Plan and is in the Educational Visits Handbook

11.3 All staff are briefed to carry a copy of the Educational Visits Handbook which contains 'Action To Be Taken By Staff on a Trip in the Event of a Critical Incident'.

11.4 As a matter of routine, the Nominated Contact, SMT, Head's EA and Reception all have key information, including contact phone numbers. In line with guidance, this information is not kept in only one place or only electronically.

12 Code of Conduct

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

12.2 All pupils participating in visits should be aware of the Code of Conduct for Educational Visits. This can be found in the trips and visits handbook

12.3 Generic and specific consent forms require parents to acknowledge that they have read and understood the Code of Conduct for Educational Visits. For foreign visits parents are aware that in the unlikely event of a gross breach of the Code of Conduct, a pupil might be repatriated. This would be the decision of the Nominated Contact and the Senior Management Team and would be at the parent's expense.

13 Insurance

13.1 The School's insurance policy provides group cover for all members of parties involved in trips. Details can be obtained from the Finance Office.

13.2 Trips involving hazardous activities may require separate insurance and this should be discussed by the Trip leader with the Finance Office.

14 Finance

14.1 The School's Terms and Conditions state: *Consent to your child participating in a variety of educational visits will be collected when you join the school for general day trips and excursions in London. Educational visits which require overseas travel or an overnight stay, take place over the weekend or during School holidays, or involve high risk or adventure activity will be subject to written consent to participate, which must, unless otherwise agreed, be signed by all those with parental responsibility. Your child will be subject to the School Rules during all educational visits. The costs of educational visits (including medical costs, taxis, air fares, and professional advice) incurred to protect*

your child's safety and welfare or to respond to breaches of discipline are supplemental charges.

- 14.2 Trip leaders should liaise carefully with the EVT and Bursar regarding the financing of all educational visits. For residential and overseas trips the budget should be approved by the Bursar.
- 14.3 Where parents are required to make a payment for a visit, every effort should be made to keep the cost reasonable. However, it is expected that the cost of the trip should reflect the requirement for it to run safely and for there to be a contingency fund.
- 14.4 For residential and overseas trips contingency and other funds not spent should be returned to parents
- 14.5 Trips which are linked to the curriculum of the school (certain plays & concerts or sports events for example, but not exclusively) may be free of charge to parents and covered within faculty budget planning. Additional trips, providing enrichment outside of the curriculum will be charged to parents in their next fee cycle. Costs should be clearly be communicated by the trip leader with the EVT and finance to ensure appropriate and transparent costings are employed.

Approved by Headmaster 14 January 2022

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Approved on behalf of Astrum Advisory Board 18 January 2022

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