





CANSFIELD

ACHIEVING EXCELLENCE TOGETHER

School Trips Policy

<u>Approval Date</u>	22 nd September 2022
<u>Policy Review Date</u>	September 2023
<u>Chair of Governors</u>	
<u>Headteacher</u>	

1. Educational Visits

At Cansfield we believe that educational visits and trips can play a vital part in the development of our students. The benefits are huge, and include:

- Creating memorable experiences.
- Providing opportunities for students and teachers to develop relationships in a different setting and context.
- Helping students to see the connection between classroom learning and the real world.
- Increased motivation in students.
- Giving students an opportunity to do something that they might not get the opportunity to do at any other point in their lives.
- Students' horizons are broadened and they have an increased understanding of the opportunities available to them in life.
- Trips are fun.

There are obviously risks involved when planning a trip outside of school, but when managed well these can be minimised. Indeed, giving students an opportunity to learn about risks is an important element in their own development.

Cansfield High School is fully committed to providing students with an opportunity to take part in as broad a range of educational visits as possible, with minimal disruption to curriculum time.

We currently use the online Evolve system to upload and sign off trips. When organising a trip it is absolutely vital that it is done in a timely fashion so that all paperwork can be signed off and letters sent out to parents in a timely fashion. With this in mind, the following are the minimum timescales for trip details to be uploaded on Evolve.

- Day trips: 2 weeks in advance of trip.
- Overnight trips: 6 weeks in advance of the trip.

In the event that these timescales cannot be adhered to for unforeseen reasons (e.g. trip as a result of winning a competition), authorisation will need to be granted by Dr Baker for the trip to go ahead. With the exception of unforeseen trips, no trip will be authorised that was not entered on Evolve due to the time necessary to complete the administration for the trip. A checklist has been created to support Visit Leaders through the process of organising a trip in part 12.1. Although it does not need to be seen by anyone else, though note that it will be assumed that all stages of the checklist have been ticked off by the Visit Leader.

Any trip that is taken off school premises needs to follow the stages noted in the checklist. This is vital in ensuring that the school can give you full support in all aspects of the trip and in the eventuality that anything unforeseen occurs.

2. Approval for a Trip

The Headteacher has authority to sign off all trips that are below £750 in cost and within Europe and updates Governors during meetings. Trips that are outside Europe and / or cost more than £750 must be signed off directly by Governors and as such significant time needs to be planned in to the planning process to accommodate this.

3. Use of a Staff Member's Car for a School Trip

If a trip is planned in which students will be transported in a member of staff's personal car, parents of those students travelling in the car must be specifically notified of the manner of transport and the car must be covered by business insurance.

4. The Finance Department

The Finance Department will obtain quotes for transport from coach companies / travel companies. The trip will be set up on scopay and details of the deadline for payments will be finalised. Furthermore, they will complete a financial breakdown after consultation with the staff member. Other cost factors to consider are; cost of cover needed, all transfer, printing costs for letters / booklets and bank charges etc. Texting will be utilised reminding parents of payments due / late payments. The Finance Department will chase up outstanding payments by letter or text, and the Visit Leader will make phone calls to parents if necessary.

5. Planned Visits and the School Day

Where possible, trips and visits are planned outside of the curriculum time. Although we recognise that this may not always be possible, we do acknowledge that trips and visits are a crucial element of developing socially, promoting teamwork and widening the life experiences of students, to name a few, that would not necessarily be easily nurtured in a classroom environment.

6. Inclusion

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. We are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However, the Equality Act does not require responsible bodies to place employees or participants at risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

7. Safety during the Visit

Prior to the visit, staff must ensure that all participants understand what is expected of them. This includes any 'rules' that will be in place. The code of conduct will ensure ownership and must be re-emphasised at appropriate times during the visit. It is the responsibility of the Visit Leader to modify or curtail the visit or activity (e.g. Plan B) to suit the changing circumstances

- for example: over-busy lunch area, rain, rising water levels, etc. Following the visit, the visit leader should record any significant issues in the evaluate section of EVOLVE, for both reference and to inform future visits.

7.1 First Aid

For all visits there MUST be a named responsible adult with a good working knowledge of first aid appropriate to the environment (eg. urban, remote, water, etc). 'Basic Skills' is a level which may be suitable for routine urban visits, however the nature of the visit may indicate that a higher level qualification is appropriate, especially in circumstances where it is likely that access by the emergency services may be delayed. Based on the nature of the particular visit, the Educational Visits Coordinator and / or Visit Leader should make a professional judgement regarding the level of first aid required. However, any residential visit or adventurous activity should be accompanied by, or have access to, qualified first aid provision (minimum 2 day award). For residential visits, the Visit Leader should ensure that first aid is available at all times. A first aid kit appropriate to the visit should be carried, and there should always be someone who is nominated to deal with first aid issues.

8. Parental Consent

Section 35 of the Education Act 2004 states: 'Where a visit is part of a planned curriculum in normal curriculum time, then parental consent is not necessary although it is recommended good practice to ensure that parents are informed'. However, at Cansfield High School we require that consent should be obtained on an individual visit basis for every trip. Information provided to parents prior to granting consent should include full details of the activities and any other significant information.

9. Competence to Lead

The competence of the Visit Leader is the single most important contributory factor in the safety of participants. The EVC and the Headteacher must therefore consider the following when assessing the competence of a member of staff to lead a visit:

- What experience the leader has in accompanying similar or other visits?
- Is the leader competent in planning and managing visits?
- What are the leader's reasons for undertaking the visit?
- Does the leader have the ability to manage the pastoral welfare of participants?
- Does the leader exhibit sound decision making abilities?
- What experience has the leader of the participants he/she intends to supervise?
- What experience has the leader of the environment and geographical area chosen?
- Does the leader possess appropriate qualifications?
- If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
- If leading adventurous activities', has the leader been 'approved' by the Local Authority?
- Is the leader aware of all relevant guidelines and able to act on these?

10. Staffing and Supervision

For all visits, the visit leader, Educational Visits Coordinator and Headteacher will make a professional judgment regarding the number and suitability of staffing on an individual visit basis after consideration of the following: the type, level, and duration of activity, nature and requirements of individuals within the group, including those with additional needs, experience and competence of staff and other adults, the venue, time of year and prevailing / predicted conditions, the contingency, or 'Plan B' options. A visit must not go ahead where either the visit leader, Educational Visits Coordinator, or Headteacher is not satisfied that an appropriate level of supervision exists. Ratios taken from National Guidance:

- School Year 7 – 11 1:20
- Residential/Out of Country 1:10

It must be remembered that the National Guidelines are just that, and staffing levels must be increased if the group or nature of the visit dictates. Staff who are assigned to support the specific needs of an individual, cannot be included in the overall staffing ratio and their responsibility should not include the wider group.

10.1 Remote Supervision

Young people must be supervised throughout all visits. At times they may be unaccompanied by a member of staff or other responsible adult, e.g. Duke of Edinburgh expeditions, 'down time' in a shopping centre, etc. This is known as 'remote' supervision. 'Remotely supervised' activities can bring purposeful educational benefits, and the progression from dependence to independence is to be encouraged. In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken. The decision to allow remote supervision should be based on professional judgement taking into account such factors as: prior knowledge of the individuals (including their maturity and levels of responsibility) venue and conditions, the activity taking place, preparatory training, the competence of the supervising staff and the emergency systems in place.

11. Checklist for Trip Leaders

This is a personal checklist to assist in the planning process for a trip. It does not need to be submitted to anyone else, but it will be assumed that all aspects have been satisfactorily ticked off for every stage of the trip when it is agreed. If staff need support with any aspect of this, they should contact Dr Baker or Mr Forshaw. Additional copies of this checklist can be obtained from Mr Forshaw.

11.1. Checklist for Trip Leaders

During the planning phase

If financial arrangements are needed for the visit, I check with Dr Baker before committing the school.	<input type="checkbox"/>
I have checked with the Office Manager the dates in the diary to prevent any potential clashes.	<input type="checkbox"/>

I have the confidence and competence required to lead the visit effectively and this has been confirmed by Dr Baker and my line manager.	<input type="checkbox"/>
I have completed a yellow permission form, which can be obtained from Mr Forshaw	<input type="checkbox"/>
The visit is effectively supervised with appropriate staffing ratios (1:20, unless high risk visit and then 1:10).	<input type="checkbox"/>
I have undertaken a preliminary visit if appropriate.	<input type="checkbox"/>
I have produced a draft letter with reply slip, which the Office Manager has checked, and finance have checked the payment details on the letter.	<input type="checkbox"/>
I have printed letters and distributed to students.	<input type="checkbox"/>
I have obtained all parental consent forms, trip leaders must check that these are appropriate to their trip and clear, and make additions if necessary. All medical details, contact details and the information from these has been considered in the visit plan, and shared with the leadership team and relevant third party providers.	<input type="checkbox"/>
I have uploaded a full risk assessment and other supporting documentation on Evolve within the applicable timeframe (minimum of 2 weeks before trip for a day trip; 6 weeks before trip for an overnight visit).	<input type="checkbox"/>
I have checked whether insurance arrangements for all aspects of the trip are adequate.	<input type="checkbox"/>
I have completed flight / travel company booking forms with staff and student details.	<input type="checkbox"/>
I have defined the roles and responsibilities of other staff to ensure effective supervision, and have appointed a deputy.	<input type="checkbox"/>
I have shared details of the 24/7 emergency contacts and emergency arrangement with key staff (SIMS Reports / Run report / Focus / Student / 401 Parents TEL NO excel) or directly from consent forms.	<input type="checkbox"/>
When a provider is being used I undertake appropriate checks, and ensure that there is a clear contact / agreement in place about what they are responsible for (supervision / activities etc).	<input type="checkbox"/>
If accompanying adults take a family member on a visit, there are adequate safeguards to ensure that this will not compromise group management.	<input type="checkbox"/>
Child protection issues are addressed, including DBS checks and processes where appropriate.	<input type="checkbox"/>
I have disseminated relevant information to supporting staff.	<input type="checkbox"/>
If the trip involves students being out of normal lessons, I email staff with student lists for planning purposes in good time, ideally a week before.	<input type="checkbox"/>
There is access to first aid at an appropriate level.	<input type="checkbox"/>
An emergency point of contact (usually Dr Baker unless he is a participant on the trip, in which case it would be another member of SLT) has been identified and given all relevant information about accompanying staff and students and the location of the visit.	<input type="checkbox"/>
Relevant information has been provided to parents and students, and pre-visit information meetings have been arranged where appropriate.	<input type="checkbox"/>
I have briefed staff and other supervisors on the nature of the group, including age, medical issues (SIMS Reports / Run report / Focus / Student / Trips Medical), photo consent, way home details and student mobile numbers, capabilities, special educational needs, likely behaviour and any other information relevant to the planned activities; the nature and location of the visit.	<input type="checkbox"/>
I have given staff and third party providers access to emergency contact details and emergency procedure details.	<input type="checkbox"/>

I have created the Group Leader pack – include group leader emergency procedures, senior staff mobile numbers. Also include medical information, dietary information, photo consent, way home details and student mobile numbers etc in the group leader pack. (Staff shared / Reception / Trips / Educational Trips and visits / Trip info for visit leader – This folder has the required documents that you need with you).	<input type="checkbox"/>
I have created additional Group Leader packs where necessary.	<input type="checkbox"/>
I have emailed all Senior Staff with details of the trip ensuring the emergency officers know.	<input type="checkbox"/>

On the day

I complete a register of students on the trip and, if during the school day, provide a copy to Mrs Giannoni.	<input type="checkbox"/>
I provide accompanying staff and supervisors with a list of students, their contact details and medical information.	<input type="checkbox"/>
I ensure that accompanying staff and supervisors have each other's contact details.	<input type="checkbox"/>
I collect the first aid pack and ensure that it is with a qualified first aider throughout the duration of the trip where appropriate.	<input type="checkbox"/>

After the trip

I have shredded any confidential student information.	<input type="checkbox"/>
I have completed an evaluation of the trip and uploaded on Evolve.	<input type="checkbox"/>
I have completed the student voice questionnaire with quantifiable data and emailed to Mr Forshaw.	<input type="checkbox"/>
I have ensured that all details have been uploaded onto the school's Provision Mapper software.	<input type="checkbox"/>

Appendix 1

Student voice questionnaire

Trip: _____

Date: _____

Student name: _____

1. Please rate your overall experience on this trip (please tick one option).

Excellent Good Average Below average

If you ticked below average, please explain why.

2. I found this trip useful for my academic and / or personal development (please tick one option).

Strongly agree Agree Disagree Strongly disagree

If you ticked disagree or strongly disagree, please explain why.

3. Would you recommend this trip to another students?

Yes No Not sure

4. What was your highlight of the trip?
