



Policy: Management of Offsite Visits

Member of Staff Responsible

J Sutcliffe

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Offsite Visits

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1. Rationale

Safely managed educational visits with a clear purpose are an indispensable part of a broad and balanced curriculum and a vibrant part of the academies within the Red Kite Learning Trust. They are an opportunity to extend pupils' learning and enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved academic performance, contextual understanding, a lifetime interest or in some cases professional fulfilment. They are to be encouraged.

2. Purpose

- To ensure that every student has the opportunity to benefit from educational visits.
- To ensure all visits are safe, purposeful and appropriate to meet the educational needs of students taking part.
- To enable the Red Kite Learning Trust to identify appropriate responsibilities, training, support and monitoring for Governors, the Headteacher, staff, helpers, students and providers involved in educational visits.
- To meet DfE Health and Safety advice and legal requirements.
- To ensure where appropriate further advice is sought from Red Kite Learning Trust's appointed Consultant for off-site visits.

3. Provision of Employer Guidance

Red Kite Learning Trust has formally adopted the Outdoor Education Advisers' Panel (OEAP) National Guidance" as "Red Kite Learning Trust Employer Guidance". This OEAP National Guidance can be found on the following website: www.oeapng.info

Red Kite Learning Trust employees are strongly advised to read this policy in conjunction with information from the www.oeapng.info website. Some key documents are hyperlinked from OEAP NG to this policy for convenience. However, all involved should read and ensure they understand the information relating to their role in the National Guidance.

It is a legal expectation that employees must work within the requirements of their employer's guidance; therefore, Red Kite Learning Trust employees must follow the requirements of "OEAP National Guidance", as well as the requirements of this Policy Statement.

If any advice differs between the Red Kite Learning Trust Policy and the OEAP NG recommendations, the Red Kite Learning Trust policy will take precedence.

4. Scope and Remit

The OEAP National` Guidance document [Basic Essentials MUST Read – Status, Remit and Rationale](#) clarifies the roles of employers and employees who choose to take students on Educational visits. In summary, it applies to employees whose work involves direct supervision of young people undertaking experiences beyond the boundary of Red Kite Learning Trust. This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the OEAP National Guidance document [Underpinning Legal Framework](#).

5. Ensuring Understanding of Basic Requirements

As an employer, Red Kite Learning Trust is required to ensure that its employees are provided with:

- appropriate guidance relating to off-site visits;
- employer-led training courses to support the guidance to ensure that it is understood;
- suitable systems and processes to ensure that those trained are kept updated;
- access to advice, support and further training from the appointed Consultant who has proven expertise and professional understanding of the guidance, the training and expectations set by current good practice.

The appropriate guidance for the management of off-site visits for Red Kite Learning Trust is the OEAPNG web site.

Appropriate members of the Trust/Governing Body should take part in relevant training that prepares them for the responsibilities they hold for the management of Learning Outside the Classroom/Offsite Visits and Activities. A record of training should be kept by the EVC.

The relevant training courses for Red Kite Learning Trust employees are:

- Educational Visit Coordinator (EVC) Training – schools should each have an EVC.
- EVC Revalidation – Red Kite Learning Trust is required to ensure that their EVC's attend a formal revalidation session in the form of a 2 hour meeting annually.
- Visit Leader Training (VLT) - Before planning a visit, Visit Leaders must be given appropriate training which is proportionate to the experience of the Visit Leader and nature of the trip. Depending on the nature of activity and the experience of the visit leader this training may be in the form of either a full day or condensed VLT training course. Revalidation of VLT is not required. However, to meet OEAPNG requirements regarding leader competence, leaders must be current in their knowledge of expectations of good practice. Regular monitoring of visits may also flag a need for further training.

Where an employee experiences a problem finding appropriate information, requires clarification or further help and guidance, they should contact their establishment's EVC who will be supported by the Outdoor Education Consultant nominated by the trust. The nominated Consultant for the Red Kite Learning Trust is: Dave Barham DBC Ltd

All new staff must receive off-site visit training before they can lead their own trip. Staff then wishing to lead their own visit should first participate in other visits. Over a period of time they should become specifically competent and knowledgeable of Red Kite Learning Trust policy and procedures. They should have been involved in the planning of previous visits, and understand the role and responsibilities of the Visit Leader and accompanying adults. They should also have experience of the ongoing monitoring of the visit and an evaluation of the visit after the event.

Depending on their level of experience the member of staff wishing to lead a visit should then attend either a full day or condensed VLT training course.

Once the member of staff has received appropriate VLT training and they are deemed competent by the Head and EVC he/she can then lead their own visits. The first visit must be planned with the support of a designated experienced mentor.

6. Approval and Notification of Activities and Visits

The Red Kite Learning Trust uses an online database system for record keeping and approval called Exeant. Formal Approval for all visits is delegated to the Headteacher of each school with the exception of all visits abroad, residential and adventure activities which must gain Formal Approval from the CEO.

Visit Leaders must gain both Initial Approval and Formal Approval.

Initial Approval - this represents agreement that the idea is appropriate and detailed planning can commence.

Process:

1. Enter a "New Visit" on Exeant
2. EVC will consider and give or refuse Initial Approval via Exeant
3. Should the visit be granted Initial Approval the Visit Leader is to complete all detailed planning and enter on Exeant
4. EVC to check submission detail on Exeant and forward to Headteacher if all planning detail is appropriate
5. All visits requiring Trust approval (ie., Employer Approval – residential, adventure and/or overseas) will go to the CEO for Formal Approval

NO VISIT CAN TAKE PLACE WITHOUT FORMAL APPROVAL VIA EXEANT

All visits should be entered by the Visit Leader and submitted for Initial Approval at least four weeks prior to the day of the visit wherever possible. However, in the case of complex visits such as a residential or visit abroad, it is essential that Initial Approval is sought before any contract is signed with the provider and before any financial transactions are made, as such pre-authorisation must be sought at least twelve weeks prior to the visit and may need to be completed many months before the visit.

Any Red Kite Learning Trust standard operating procedures for the signing of contracts on behalf of the Red Kite Learning Trust must be followed. The contract for any Red Kite Learning Trust commissioned visit must rest between the Red Kite Learning Trust and the contractor (i.e. the provider) and not parents.

A facility exists on Exeant for multiple visits of the same type to be applied for and given formal approval as part of a rolling programme of activity over a period of time e.g. sports fixtures, swimming etc.

Upon return to school an evaluation must be completed, also using Exeant.

7. Risk Management

As an employer, Red Kite Learning Trust has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level - and not to eliminate risks. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring Red Kite Learning Trust to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an activity should be informed by the benefits to be gained from participating. Red Kite Learning Trust uses a "Risk-Benefit Assessment" approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is "acceptable". HSE endorse this approach through their [Principles of Sensible Risk Management](#) and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

There is no legal requirement to produce a risk assessment in a particular format but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e. those that may cause serious harm to an individual, or harm several people.

A risk assessment must be carried out for all off-site visits, but for straight forward activities in familiar territory, a generic risk assessment may be sufficient. An event-specific written risk assessment must be carried out for all other visits. Generic risk assessments are available on Spaces, these can be adapted to be event-specific and uploaded to Exeant.

Refer to OEAP NG documents: "Risk Management"

8. Emergency Planning and Critical Incident Support

A critical incident is an incident where any member of a group undertaking an off-site activity:

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

The emergency procedure must be school specific and include the CEO. Visit leaders must be aware of this procedure and know that their role is solely in the management of students should an incident arise. Management of parents and press should lie with senior management who are based at school and not on the visit.

The emergency telephone numbers should be carried by leaders at all times during an off-site activity but should only be used in the case of a genuine emergency. Under no circumstances should these numbers be given to young people or to their parents or guardians.

9. Monitoring

Red Kite Learning Trust will ensure that sample monitoring of the visits and LOtC activities is undertaken. Such monitoring will be in keeping with the recommendations of OEAP National Guidance. There is a clear expectation that monitoring will be carried out by the establishment's EVCs and their senior leadership team. Refer to OEAP NG document: "Monitoring".

10. Assessment of Leader Competence

OEAP National Guidance provides clear advice regarding the assessment of leader competence. It is an expectation of Red Kite Learning Trust policy that all visit leaders and their assistants have been formally assessed as competent to undertake such responsibilities as they have been assigned in line with the LOtC guidance - see also section 3 in this policy document. A Visit Leader can be deemed competent if they hold relevant qualifications, have attended appropriate training and have evidence of appropriate experience.

Refer to OEAP NG document: "<http://www.oeapng.info/download/1084/>"

11. Role-specific Requirements and Recommendations

OEAP National Guidance sets out clear and detailed responsibilities and functions of specific roles. These are:

1. Member of Board of Governors or Management Board
2. Headteacher
3. Educational Visits Coordinator (EVC)
4. Visit or Activity Leader
5. Assistant Visit leader
6. Volunteer Adult Helper
7. Those in a position of Parental Authority

Refer to individual OEAP NG documents headed as above.

12. Charges for Off-site Activities and Visits

Red Kite Learning Trust must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

In brief Red Kite Learning Trust cannot charge for:

- education provided during school hours
- education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the student is being prepared for at school, or part of religious education
- transport provided in connection with an educational visit

The restrictions on charging do not prohibit the school from seeking voluntary contributions. It must be made clear to parents that there is no obligation to contribute, and students will not be treated differently according to whether or not their parents have made any contribution. However, it must also be made clear whether the venture is likely to be cancelled if there are insufficient contributions.

Further details and examples can be found in the OEAP National Guidance document [Charges for Off-site Activities and Visits in an Educational Establishment](#).

13. Safeguarding

Red Kite Learning Trust employees who work frequently or intensively with, or have regular access to young people, must undergo an enhanced DBS check as part of their recruitment process.

For the purposes of this guidance:

- frequently is defined as "once a week or more";
- intensively is defined as 4 days or more in a month or overnight.

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.

The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common-sense risk-benefit assessment process has been considered.

Further details can be found in the OEAP National Guidance document "[Vetting Disclosure and Barring Service \(DBS\) checks](#)"

14. Requirement to Ensure Effective Supervision

In general terms, the Law does not prescribe activity-specific staffing ratios; but it does require that the level of supervision and group management is "effective".

Effective supervision should be determined by proper consideration of:

- age, aptitude, experience (including the developmental age) of the group
- gender issues
- ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc)
- availability of prompt outside assistance

- nature and location of the activity including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions
- staff experience and competence
- communication between sub groups

Further details on buddy systems, remote supervision, down time, night time supervision and supervision abroad can be found in the OEAP National Guidance document [Group management and Supervision](#) and Ratios and Effective Supervision.

15. Preliminary Visits and Provider Assurances

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is a vital dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. Consultation with the EVC should clarify the circumstances where a preliminary visit is a requirement.

It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy.

Examples of such schemes include:

- The CLOtC Quality Badge
- AALA licensing
- Adventuremark
- Association of Heads of Outdoor Education Centres (AHOEC) Gold Badge
- National Governing Body (NGB) centre approval schemes (applicable where the provision is a single, specialist activity).

Red Kite Learning Trust takes the view that where a provider holds one of the above accreditations, there should be no need to seek further assurances regarding risk assessments for the activities that the provider is delivering. Should a provider not hold one of the above accreditations then the visit leader must ask the provider to complete a Provider Statement. Red Kite Learning Trust will ensure however that leaders complete a risk benefit assessment and record any significant findings for any aspects of a visit which they are leading or responsible for. This will usually include periods and activities that the school staff take responsibility for, transport to and from the venue plus any stops or visits en route.

Further information can be found in the OEAP National Guidance document [Using external providers and facilities](#).

16. Insurance for Off-site Activities and Visits

Employer's Liability Insurance is a statutory requirement and Red Kite Learning Trust holds a policy that indemnifies it against all claims for compensation for bodily injury suffered by any person employed by it. This cover extends to those persons who are acting in a voluntary capacity as assistant supervisors. Red Kite Learning Trust also holds Public Liability insurance, indemnifying it against all claims for compensation for bodily injury from persons not in its employment, as well as for the accidental loss of, or damage caused to, property. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff.

Visit and Activity leaders should discuss their plans with the EVC to seek clarification of the above, including any circumstances requiring early notification of specialist activities to the Red Kite Learning Trust insurer.

The Trust also has a comprehensive policy of insurance which in addition to providing cover for injury also provides limited insurance in respect of theft, damage or loss to property (single article limit of £500).

Students should be encouraged not to take valuable items on school visits. It should be made clear to parents that any valuable items are the responsibility of the student. If an item is lost, stolen or damaged, then it is the student's responsibility to notify the Visit Leader immediately. It is the Visit Leader's responsibility to ensure that any loss or theft is reported to the police as soon as possible. It is preferable that this is achieved with the local police whilst the trip is in progress if at all possible.

Failure to report the matter immediately is likely to lead to the insurance refusing to pay a claim. The Visit Leader should keep a comprehensive record of how the item was lost, damaged or stolen, when the pupil reported it to them and where, when and to whom any report was made and any crime reference number obtained.

Upon return to school it is the parent's responsibility to complete a claim after being provided with a claim form. The Visit Leader should support the parent by providing that form and any necessary information such as any crime reference number that will be required by either the school insurance or the parent's own insurers.

Further information can be found in the OEAP National Guidance document: "[Insurance](#)"

17. Inclusion

Every effort should be made to ensure that off-site visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion.

Red Kite Learning Trust takes all reasonably practicable measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
- integration through participation with peers
- EVCs and Visit Leaders should be aware of the extent to which inclusion is or is not a legal issue.

Under the Equality Act 2010, it is unlawful to:

- treat a disabled young person less favorably;
- fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.

Further information can be found in the OEAP National Guidance document [Inclusion](#) and [Special Educational Needs and Disabilities](#).

18. Adventure Activities Licensing Regulations

The EVCs and Visit Leaders should have a basic understanding of where and when the provision of adventurous activities is legally regulated.

The Activity Centre (Young Persons Safety) Act (1995) established the Adventure Activities Licensing Regulations and the Adventure Activities Licensing Authority (AALA), initially responsible to the DfES. The scheme is now the direct responsibility of HSE and operated through the Adventure Activities Licensing Service (AALS).

The intention of the regulations is to provide a regulatory framework to protect children, parents, teachers and schools when using providers of defined adventurous activities in closely defined environments. The regulations and supporting inspection regime provide a formal process of professional inspection to accredit that providers have effective safety management systems and processes, meeting a national standard.

The definitive source of advice on the Licensing Regulations is to be found in the Health and Safety Executive publication: "[Guidance to the Licensing Authority on Adventure Activity Licensing Regulations 1996](#)". Leaders should be aware that the AALA license is an assurance of safety systems. It does not accredit educational or activity quality.

Any requirement by Red Kite Learning Trust staff to lead adventurous activities are to be cross referenced with the Adventure Activity Leadership Qualification Matrix to guide and support Initial and Formal Approval decisions made by the EVC, Headteacher and CEO.

Further information can be found in OEAP National Guidance document [Adventurous Activity Licensing Regulations](#) .

19. Good Practice Requirements

All staff and helpers must be competent to carry out their defined roles and responsibilities. To be deemed competent, a Red Kite Learning Trust Visit Leader, or Assistant Leader must be able to demonstrate the ability to operate to the current standards of recognised good practice for that role.

OEAP National Guidance sets a clear standard to which Red Kite Learning Trust leaders must work. The guidance states "A competent Visit Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires:

- Knowledge and understanding of their employer's guidance supported by establishment-led training. It is good practice for employers to provide formal and accredited training to support their guidance e.g. EVC Training, Visit Leader Training and such training may be a requirement prescribed by some employers.
- Knowledge and understanding of establishment procedures supported by a structured induction process specified by the establishment.
- Knowledge and understanding of the group, the staff, the activity and the venue.
- Appropriate experience
- In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification.

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues is applied to both newly qualified and newly appointed staff. Red Kite Learning Trust should view the original documents and certificates when verifying leader's qualifications, and not rely on photocopies.

Where a member of staff or Volunteer is a parent (or otherwise in a close relationship to a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the Risk-Benefit assessment.

Further information can be found in the OEAP National Guidance document [Good Practice Basics](#).

20. Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it. Visit leaders must follow the specialist guidance provided in the OEAP National Guidance. All national and local regulatory requirements must be followed.

The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus.

The Visit Leader should ensure that coaches and buses are hired from a reputable company. Consideration should be given to questioning potential transport suppliers on whether:

- the driver(s) to be used will hold a valid and current DBS clearance;
- seat belts will be provided on the vehicle to be used, not all large passenger vehicles have a legal requirement to have seat belts fitted and those that do may only have lap belts (as opposed to 3-point belts) which are only suitable for short journeys;
- they are able to supply (where required) child seats and booster cushions for younger children, otherwise these will need to be supplied by the organiser;
- they possess a valid and recent risk assessment for 'school day trips/outings'

Transporting young people in private cars requires careful consideration. Where this occurs, there should be recorded procedures. Young people should not be allowed to drive other young people to off-site activities or on educational visits.

Refer to OEAP NG document: "[Transport: General Considerations](#)"

Refer to OEAP NG document: "[Transport in Minibuses](#)"

Refer to OEAP NG document: "[Transport in Private Cars](#)"

21. Planning

Planning should reflect Red Kite Learning Trust's procedures and requirements and the consideration of legal and good practice requirements, ensuring:

- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.
- Proportionate assurances have been obtained from any providers (making full use of national schemes that accredit that assurances have already been obtained by credible inspection regimes).
- Designated emergency contact(s) have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.

To reduce bureaucracy and encourage activity, Visit Leaders need take account of the legalities regarding a requirement for formal consent. When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then a formal consent is not necessary. However, in the interests of good relations between the establishment and the home, Red Kite Learning Trust require that those in a position of parental responsibility are fully informed and written or online consent is given for every visit.

22. Medication

Planning arrangements for visits and activities should be sufficiently flexible to support the inclusion of pupils with medical conditions, unless evidence from a clinician states that this is not possible.

The conditions of employment of some staff, including teachers, do not include managing or administering medicines. The Visit Leader should ensure that they have sufficient staff members accompanying a visit who have either volunteered to manage medicines, or who are employed to do so as part of their duties. Staff should be properly trained to manage medicines – but in many cases such training need only involve familiarisation with the employer's policy and reading instructions from a parent or doctor, or on a medicine packet, or perhaps a demonstration of how to use an epinephrine auto-injector (e.g. EpiPen). Staff may also need to be provided with information about how to deal with medical conditions which require management in addition to the administration of medicine, such as diabetes.

Further information can be found in the OEAP National Guidance document [Medication](#).

23. Near miss reporting

Upon return to school an evaluation must be completed using Exeant. Any incidents or near misses must be reported to the employer, with details of how the risk of this happening again could be prevented or reduced.

24. Alcohol consumption by staff

The use of alcohol by adults is not allowed as each has a continuous responsibility for the welfare of the group and should always be in a position to respond to any emergency at any time. Being alcohol free is the only certain way of ensuring that one's actions cannot later be criticised as being influenced by drink should any enquiry follow. Young people must always be supervised by alcohol-free staff, either directly or remotely. Alcohol misuse by adults will be considered a disciplinary matter.

Standard operating procedures

APPENDIX A - Consent

Consent may be given in the following ways:

- If a visit is within the school day, incurs no charge and students can walk to and from the venue or activity, then written consent will be automatic providing that the parent has not opted out. A list of pupils whose parents have opted out of this consent can be found with the Year Manager.
- If the visit is beyond the school day and/or requires additional transport (such as a coach or minibus) then written consent must be obtained.
- If a charge for a visit is made then the act of an online payment is classed as giving consent except if the visit is adventure, residential or overseas.
- If the visit is adventure, residential or overseas then parents must be informed about the details of the activity and written consent must be obtained.

It must be made clear to parents that any changes to emergency contact, medical details or individual needs must be provided in writing to the Visit Leader well in advance of the departure date.

For some off-site visits it is beneficial to operate on a rolling program basis. A rolling program visit would typically involve the same students to the same destinations over the course of one academic year. Full details of the activity would be provided to parents before the activity commences and written parental consent must be obtained. Any rolling program is subject to the same Red Kite Learning Trust policy and OEAP National Guidelines. Examples include local PE fixtures, Harrogate hospital visits as part of the Medical Package or local area Debating competitions.

Further information can be found in the OEAP National Guidance document [Planning Basics](#).

APPENDIX B - Ensuring Consistency with other School Procedures and Policies

It is important for any Visit Leader to conform to other relevant school procedures and policies. In particular those of:

- The Finance Department including insurance, the setting up of an online payment and supply cover.
- The kitchen, especially if a large number of students will be absent.
- The Year Manager, to discuss any individual student needs.
- The use of transport for example the school minibus or staff car.

APPENDIX C - Disciplinary Action for Students

It is the responsibility of the Visit Leader to ensure that all students and parents are fully briefed on expectations regarding behaviour. High standards of behaviour are essential to ensuring the safety of all concerned with a visit and the reputation of the school in the local community and beyond.

Any pupil who has faced a fixed term exclusion or serious disciplinary matter will not be permitted on a residential or overseas visit unless there are extenuating circumstances. Should such a pupil be allowed on a visit a contract detailing expectations must be signed by a parent and the risk assessment adjusted to incorporate mitigation measures.

Should a pupil's behavior significantly deteriorate following acceptance on a residential or overseas visit then the pupil may be withdrawn from the visit at the parent's expense. This must be made clear in the initial introductory letter to parents when advertising the visit.

Upon return to school the Visit Leader must complete an evaluation form using Exeant which will bring any issues to the attention of the EVC. If a student has misbehaved to the extent that their conduct was considered to have posed a risk to themselves, others or damage to property then the student must be disciplined accordingly.

- If in view of the Year Manager, Visit Leader and EVC, the incident is considered not very severe, then a letter will go home from the Visit Leader making parents aware of what occurred. The letter must be copied to the Year Manager and the matter is now closed.
- If the incident is severe and further action is required, the incident will be managed by the Year Manager and Head. A letter will go home and the student will be disciplined accordingly.
- Any students not taken on whole year group visits will be supervised in school. Arrangements will be made with the Cover Manager. The Visit Leader must make the Cover Manager aware of these students.

APPENDIX D – Safeguarding

It is the responsibility of the Visit Leader, Group Leaders, and all other staff and adults involved, to safeguard and promote the welfare of children and young people during outdoor learning, off-site visits and learning outside the classroom. The professional conduct of staff on a visit should not be any less than that employed in the classroom.

Such visits and activities have many benefits, but there are also potential safeguarding risks which should be considered during the planning process. Visits Leaders should ensure that they are informed of any children and young people who may be particularly vulnerable or have specific safeguarding needs, and ensure that other staff/adults are made aware as necessary.

Mobile phones, smartphones and social media such as Facebook, Twitter and messaging services can be very useful in organising visits. For example, they can be used for keeping parents informed about the progress of a residential visit, about changes in arrangements such as travel times, or in the event of an emergency. They can also present some challenges and risks, of which staff should be aware. Staff should use the existing policies when informing students about appropriate use of social media whilst on off-site visits.

Upon return to school the Visit Leader must complete an evaluation form using Exeant which will bring any safeguarding issues to the attention of the EVC, these will then be appropriately dealt with by the Year Manager and Head.

Further information can be found in the OEAP National Guidance document [Safeguarding](#) and the whole school policy on Social Media.

APPENDIX E – Substance use and misuse

At the pre-trip parents/carers' meeting, the rules for tobacco, alcohol or other drugs must be made explicit. Abuse of privileges could result in the student being sent home at the parents/carers' expense. They would be contacted immediately and an appropriate plan implemented. The student could be banned from future visits. All visits are non-smoking. The use of illegal substances is governed by the specific country unless the UK law is more stringent.

Staff should initially refer to the OEAP (Outdoor Education Advisory Panel) National Guidance.

Medicines

Notification of the need for medication and arrangements for security and administration should be in accordance with the procedures set out in the "Staff Handbook".

Alcohol (students)

The use of alcohol by students is not allowed on all School Visits including Residential visits.

Tobacco (students and staff)

- Non-smoking should be the norm on school visits. Adults (staff) should not smoke in face to face situations with children and young people.
- The purchase of tobacco products as gifts should be disallowed and parents/carers advised accordingly.
- Any tobacco products which are confiscated for the safety of individuals or a group must be returned to their parents/carers at the end of a visit or trip unless the parent/carer has consented to their disposal by other means.

Solvents

- Students must not take aerosols, cigarette lighters and solvent based products with them on visits or trips.
- Students and parents/carers should be advised that cigarette lighters and refills are not acceptable presents for a child to buy as a gift.

Drugs including cannabis

- Although other countries may have varying interpretations of the law, for example permitting small amounts of cannabis for personal use, school groups should be guided and abide by UK law (unless the law of the country is more stringent). Staff should check the Foreign Office website before departure.
- People should not knowingly allow premises they own, manage or have responsibility for, to be used by any person for the supply of a controlled drug or the administration or use of any controlled drug which is unlawfully in that person's possession. It may be held that teachers or other adults are responsible for premises wholly or substantially used by their students, even where ownership of the property lies elsewhere.
- Students, parents/carers and all members of any party making a visit to any location should be informed that the possession, use or supply (which includes sharing) of any controlled substance is not acceptable and that any contravention of this may result in disciplinary and/or legal action including an individual or individuals being sent home at their own expense.

APPENDIX F – Training of staff and induction of new staff

Before planning a visit, leaders must be given appropriate training which is proportionate to the experience of the visit leader and nature of the trip. Depending on the nature of activity and the experience of the visit leader this training may be in the form of either a full day or condensed Planning Educational Visits (PEV) training course.

All new staff must receive off-site visit training before they can lead their own trip. Staff will be briefed on Red Kite Learning Trust policy and procedures for off-site visits. Depending on their level of experience the member of staff wishing to lead a visit should attend either a full day or condensed Planning Educational Visits (PEV) training course.

Staff then wishing to lead their own visit should first participate in other visits. Over a period of time they should become specifically competent and knowledgeable of Red Kite Learning Trust policy and procedures. They should have been involved in the planning of previous visits, and understand the role and responsibilities of the visit leader and accompanying adults. They should also have experience of the ongoing monitoring of the visit and an evaluation of the visit after the event.

Once the member of staff has received PEV training and they are deemed competent by the Head and EVC he/she can then lead their own visits. The first visit must be planned with the support of a designated experienced mentor.

APPENDIX G – Accident and incident reporting

All Accident Forms are with the Principal First Aider and will be filled in either by her or under her supervision. The Principal First Aider will liaise with the Schools Health & Safety team, SLT, the Governors and HSE regarding Accident and Riddor Reporting.