

EDUCATIONAL VISITS POLICY

V2

May 2025

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1.0 Policy Statement

- 1.1 This policy sets out Beckfoot Trust's procedures which all schools must operate when planning and leading an educational visit.
- 1.2 We value inclusive and rigorously planned opportunities for students to learn beyond the classroom. All educational visits enhance the classroom experience and have a clear learning purpose. Educational visits may:
- support students to know more, remember more and do more in relation to the formal curriculum
 - provide cultural experiences that enhance their understanding of the social and physical world; and
 - encourage character development through a focus on teamwork, resilience and personal confidence.

2.0 Scope and Purpose

- 2.1 This policy applies to all educational trips, outdoor learning and adventurous activities carried out with young people. It does not apply to work-experience placements, work related learning or alternative provision.
- 2.2 The Headteacher has appointed an Educational Visits Co-ordinator (EVC). They will have the training and experience to enable them to competently discharge their responsibilities as listed in the Outdoor Education Advisers Panel (OEAP) guidance and in line with Local Authority procedures, who provide the Education Visits Advice service to Beckfoot Trust. The EVOLVE online system is used to manage and approve trips.
- 2.3 Key contacts:
- Individual school's Educational Visits Co-ordinators can be contacted directly through the school. The Educational Visits Adviser is David Maw
Tel: 01274 437043 Mob: 07976 921458, e-mail: outdooreducation@bradford.gov.uk
- 2.4 The following legislation and guidance have been used in formulation of this policy:
- Health and Safety at Work Act 1974
 - DFE Guidance - Health and Safety on School Visits (November 2018)
 - Outdoor Education Advisers Panel (OEAP) National Guidance (live website).
- Educational Visits Co-ordinators and Trip Leaders should have particular reference to the OEAP guidance which is recognised by both the DfE and the Health and Safety Executive.
- 2.5 This policy should be read and followed in conjunction with other policies as appropriate, in particular:
- Child Protection and Safeguarding Policy
 - Health and Safety Policy
 - Charging and Remissions Policy
 - Minibus Policy.

2.6 Data protection

It is vital for the health, safety and welfare of those involved in trips that relevant information is available to leaders and external providers. The information is used in the planning of a trip and

may be needed in the event of an emergency. Our policies allow for appropriate use and secure storage of personal data for these purposes.

3.0 Overarching Principles

- 3.1 Beckfoot Trust recognises that it is the employer and retains responsibilities for health and safety. It will discharge its duties through the adoption of this policy and retain competent advice, approval, and monitoring through City of Bradford Metropolitan District Council's (CBMDC) Outdoor Education Service.
- 3.2 Where there is conflict with non-statutory guidance or advice from other sources, clarification should be sought from the Headteacher, the Risk and Compliance Manager and (if required) from CBMDC's Outdoor Education Service.
- 3.3 In this policy, parental consent refers to consent given by anyone with legal responsibility for a child. This includes parents, legal guardians, carers, and, in the case of looked-after children, the local authority or foster carers (where appropriate).

4.0 Responsibilities and Arrangements

4.1 Specific responsibilities and accountabilities

4.1.1 The Trust Board:

- has accountability for the overall implementation of this policy
- holds overarching legal responsibility for the health, safety, and welfare of students, staff, and volunteers during educational visits
- ensures this policy promotes inclusivity and equal access, by making sure all students can take part in visits with appropriate support and adjustments where needed defines and approves the delegation of operational responsibilities to executive leaders
- ensures this policy includes robust procedures for assessing and mitigating risks associated with educational visits, including overseas trips and high-risk activities.
- ensures that complaints related to educational visits are addressed in line with the Trust's Complaints Policy; and
- ensures that charging and remissions policy for trips reflect Beckfoot Trust's commitment to equity and inclusion.

4.1.2 The Educational Visits Adviser (Bradford Council):

- provides specialist advice, guidance and practical support in all aspects of educational visits
- 'approves' higher risk (overseas, residential and adventurous) trips on the EVOLVE system; however, this is equivalent to a 'final check' as they are acting in the capacity of consultants and are not the employer; and
- conducts external audits and monitoring activities to check compliance with this policy and provide feedback for improvement.

4.1.3 The Risk and Compliance Manager:

- has responsibility for the overall provision of support and advice to schools, monitoring the service level agreement in place throughout the year and ensuring high standards of service and support are maintained and feedback is provided regularly;

- plans and coordinates internal monitoring activities related to the risks of educational visits, including both scheduled and random sampling, as part of Beckfoot Trust's internal scrutiny programme; and
- ensures follow-up actions arising from monitoring activities are carried out in accordance with Beckfoot Trust's audit and risk management procedures.

4.1.4 The Headteacher is responsible for:

- the day-to-day implementation and management of this policy
- appointing a competent Educational Visits Coordinator
- ensuring that all Trip Leaders are suitably competent, confident, and accountable for the responsibilities assigned to them, and that they are well-prepared to lead visits safely and effectively
- ensuring safeguarding measures are integrated into all aspects of educational visit planning and execution
- implementing inclusive practices to ensure that every student has the opportunity to participate.
- ensuring that Trip Leaders provide clear and timely communication to parents and guardians, including all necessary visit details, and that appropriate consent is obtained where required
- ensuring that for activities or visits involving a third-party provider, appropriate checks and assurances are completed
- ensuring the Trip Leader completes the EVOLVE system within the required timeframe to allow for proper review and approval; and
- approving all trips entered into the EVOLVE system after they have been reviewed and approved by the Educational Visits Coordinator (EVC).

4.1.5 The Educational Visits Coordinator (EVC) is responsible for:

- ensuring this policy is effectively implemented
- attending appropriate training to support them in their role
- providing advice and guidance to Trip Leaders throughout the planning and preparation stages
- quality assuring all risk assessments for trips
- approving an appropriate member of staff to be the designated leader of the trip
- ensuring that all visits are planned with inclusive practices, allowing every student the chance to take part.
- ensuring that Trip Leaders are competent to lead the activities and visits to which they are assigned
- advising the Headteacher on risk mitigation
- approving a communication and emergency response plan for the trip
- approving and recommending trips for approval to the Headteacher via EVOLVE
- monitoring trips by attending (as appropriate)
- evaluating residential trips with the leader, students and parents/carers on return; and
- providing feedback to improve future planning.

The EVC role should be allocated to a member of teaching staff with experience of leading educational visits (preferably on the Senior Leadership Team). If elements of the role are undertaken by a support member of staff or a less experienced teacher, they must work closely with the EVC who will support them and is the responsible person. Conversely, senior members of staff who undertake the EVC role must be given adequate administrative support.

4.1.6 The Trip Leader has overall responsibility for:

- the educational visit they are leading, this includes the learning, development, supervision and welfare of the participants and the health and safety of all, including any other leaders and helpers
- ensures that all students can take part by planning activities that are inclusive and accessible
- defining the roles and responsibilities of other staff on a visit to ensure effective supervision, appointing a deputy wherever possible
- ensuring risk assessments are in place and in particular:
 - from any service provider / venue (they must be fit for purpose)
 - for travel and accommodation
 - for any activities, paying particular attention to those that may pose a higher risk.
- ensuring an itinerary is created prior to an educational trip and ensuring this is communicated to parents/carers. The itinerary must detail all significant elements of the trip, including any adventurous activities. The itinerary must also be uploaded onto EVOLVE.
- ensuring pre-approval has been sought from the Headteacher using the pre-approval form (an equivalent Microsoft form can be used for this purpose)
- ensuring that the trip is financially viable (in consultation with the EVC) and has been checked by the finance team and approved by the Headteacher using the trip finance spreadsheet
- ensuring all purchase order requisitions are submitted to the finance department as soon as the trip has been authorised and costed.
 - All requisitions need adding to IRIS for coaches, the venue, any activities, food and any costs related to the trip.
- communicating the risk assessments, particularly the controls to staff / volunteers and the students, as appropriate
- being 'in loco parentis' meaning that the Trip Leader of any trip has a duty of care over the students in place of a parent.
- ensuring all the relevant information is entered on to EVOLVE, in the correct timescale, for approval by the EVC and

4.1.7 Staff who attend trips are responsible for:

- following this policy, and for ensuring all students do so too
- ensuring the policy is implemented fairly and consistently and
- supporting inclusive practices and ensuring that every student is included, supported, and able to participate fully.

4.1.8 Students are responsible for:

- following instructions from staff
- behaving in a manner which matches the high expectations of the School and Beckfoot Trust and
- following the rules set out in the School's Behaviour protocol.

4.2 Consent

4.2.1 For those schools with nursery aged students, consent must be gained for those children to participate in all off-site visits.

For students above nursery age, parental consent is not legally required for off-site activities that form part of the school's regular educational provision during normal school hours. However, parents/carers will always be informed in advance of any such trips or activities.

- 4.2.2 On occasion a curriculum opportunity may become available at short notice, but we will always notify parents/carers that their child will be offsite.
- 4.2.3 General parental consent will be obtained at enrolment for visits or activities that take place outside of normal school hours. Prior to each such visit, parents/carers will be fully informed of the trip's nature, reminded of their previous consent, and given the opportunity to update medical or emergency contact details. They will also be offered the option to withdraw consent if they do not wish their child to participate. In the event that a parent withdraws consent, for a curriculum based trip, the school will provide alternative activities to ensure that the curriculum aims are still met.
- 4.2.4 Specific parental consent will also be gained for every individual trip, activity or series of a similar nature which involve a higher level of risk including but not limited to longer journeys, residential trips, and adventurous activities. We will fully inform parents/carers of the nature of each trip, activity, or series of trips of a similar nature.
- 4.2.5 Schools will use the medical information on record in our Student Information Management system alongside any updated information which parents/carers will be given the opportunity to provide for trips and activities. Where trips or activities involve a higher level of risk it may be appropriate for additional medical information and consent forms to be completed.
- 4.2.6 Consent should be made in writing or by electronic means such as e-mails, class charts, Microsoft Forms etc. Verbal consent is acceptable when written consent cannot be obtained. In such cases, a clear record must be kept, including the date and time of the conversation, the name of the person who gave consent, and the wording or script used during the discussion.

4.3 Training

- 4.3.1 The Outdoor Education Advisers Panel defines being competent to lead a trip as having 'demonstrated the ability to operate effectively and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which the trip will take place.'
- 4.3.2 The Educational Visits Co-ordinator (EVC) will attend initial training (EVC training validated by the OEAP) and re-training every three years. This is offered regularly by the EVA service at CBMDC. A second member of staff should undertake this training to allow for contingencies.
- 4.3.3 Trip Leaders will be approved by the Headteacher and will have attended practical training on trip management and/or receive support and supervision from the EVC. To ensure sustainability of important trips deputy leaders will be appointed in order that contingency plans can be put in place should a Trip Leader be indisposed.
- 4.3.4 Records will be kept (by the school) of induction, training, relevant qualifications, and competence.

4.4 Planning and risk management

- 4.4.1 Trip Leaders should follow this policy, guidance, local school procedures (such as behaviour protocols), and template risk assessments (if available and appropriate).
- 4.4.2 When planning visits, particularly residentials, Trip Leaders should take into account key religious and cultural periods or major festivals to ensure that all students have an equal opportunity to

participate. Early planning and communication with families or relevant staff can help prevent scheduling conflicts and promote inclusion for all students.

- 4.4.2 Risk management is a vital part of planning and assessing benefits and risk associated with trips and activities. Sensible risk management relates to identifying significant hazards and mitigating against risk through appropriate control measures. It is not a paperwork exercise but a dynamic process before and during a trip or activity in order that students can be kept safe from harm. Generic or event specific risk assessments will be used to record significant findings.
- 4.4.3 When using external providers, Trip Leaders will gain credible assurances of health & safety management systems and quality provision through a Learning Outside the Classroom Quality Badge, wherever possible. Alternatively, assurances will be gained through a Provider Statement. In all cases, the Trip Leader must ask to see their risk assessments and evaluate that they are fit for purpose. The 'provider/venue' risk assessments must be uploaded onto EVOLVE (in the case of risk assessments published on a provider's website a link will suffice). Advice should be sought from the EVC if the Trip Leader has any doubt as to the quality of the risk assessment.

4.5 Ratio and effective supervision

- 4.5.1 Beckfoot Trust is committed to ensuring that all educational visits are staffed appropriately to provide safe and effective supervision.
- 4.5.2 Staffing levels are determined through careful risk assessment, taking into account the type of activity, location, group size, age, abilities, and any specific needs of the students. Leaders must also consider the environment, time of day, staff competence, and what arrangements are needed if a staff member becomes unavailable during the visit.
- 4.5.3 Staffing ratios should not be viewed as fixed numbers but as part of dynamic risk assessment, except for Early Years, where legal minimum ratios are outlined in the EYFS Statutory Framework.
- 4.5.4 Staff should use the STAGER framework to assess supervision requirements:
- **Staffing:** Availability, qualifications, and experience of staff.
 - **Timing:** Impact of time of day, time of year, or whether the visit is within or outside normal working hours.
 - **Activities:** The nature and risk level of planned activities.
 - **Group:** Specific needs and dynamics of the student group.
 - **Environment:** Physical setting and potential hazards (urban, rural, remote, etc.).
 - **Remoteness:** Proximity to the school, communication availability, and access to emergency services.
- 4.5.5 Staff or volunteers must be competent and briefed, and if only one leader is present, plans must be in place in case of emergency.

4.6 First aid and mental health considerations

- 4.6.1 A first aid needs assessment will be conducted for each visit, considering the nature of the activity, the group, the location, and the distance from emergency services. This assessment will also include mental health risks, ensuring that appropriate support is available for any students who may require it during the visit.

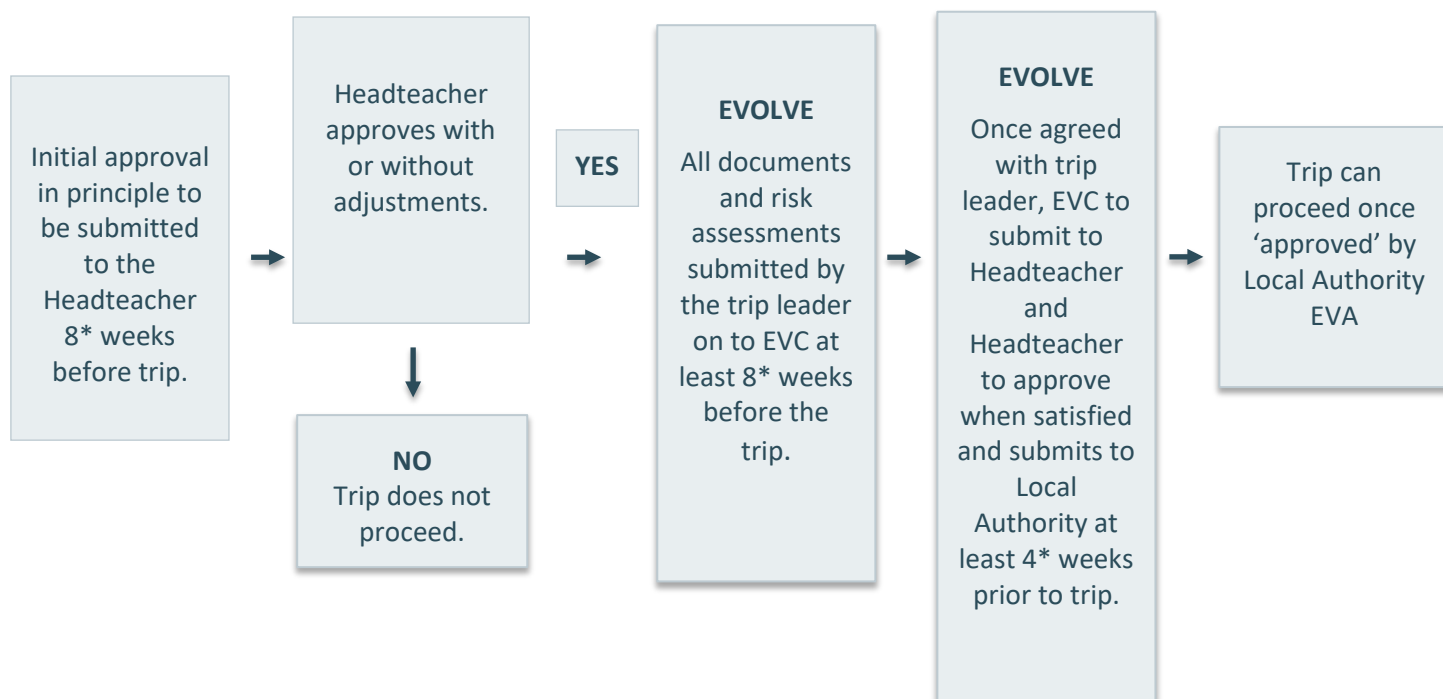
- 4.6.2 While not all visits legally require a fully qualified first aider, it is expected that at least one qualified first aider will usually accompany off-site activities, especially those that are higher-risk, residential, or in remote areas.
- 4.6.3 If, following a risk assessment, it is determined that a qualified first aider is not required, an appointed person must be designated in accordance with the Health and Safety (First Aid) Regulations 1981. The appointed person:
- takes charge if someone is injured or becomes ill;
 - looks after the first aid equipment; and
 - ensures that an ambulance or other professional medical help is summoned when required.
 - should also be trained to respond to mental health emergencies, including recognising signs of mental distress and knowing how to get help when necessary.
- 4.6.4 Where the visit involves Early Years Foundation Stage (EYFS) students, it is a statutory requirement that at least one accompanying adult holds a valid paediatric first aid certificate and is competent to summon help in an emergency.
- 4.6.5 All staff and volunteers must know where the first aid supplies are located, understand emergency procedures, and be briefed on any relevant medical or mental health needs of the group.
- 4.6.6 Mental health conditions must be considered as part of the risk assessment. Staff should be made aware of any students who may require additional support, including strategies for managing mental health concerns. This may involve pre-visit meetings or ensuring that support is readily available should a mental health crisis occur.

4.7 Approval and the use of EVOLVE

- 4.7.1 A web-based system (EVOLVE) is used to facilitate the efficient planning, management, approval, and evaluation of trips. All staff that lead or accompany trips can access their own account which is set up by the Educational Visits Co-ordinator.
- 4.7.2 The default option is a day visit within the United Kingdom. Trips can be further categorised as follows:
- On-site or local learning area
 - Off site (non-residential, non-adventurous)
 - Overseas
 - Residential - where a trip involves an overnight stay
 - Adventurous (provider led) - normally sporting or 'outward bound' (such as skiing, kayaking, caving, climbing, orienteering). Provided by a competent and qualified person
 - Adventurous (self-led) e.g. Duke of Edinburgh or any water-based activity, even if on the water margins including paddling, fishing, walking.
- 4.7.3 Approval of trips will be made as detailed in the flow charts (below) as required in accordance with OEAP guidance and in line with Local Authority procedures, who provide the Educational Visits Advice service to Beckfoot Trust. Initial approval in principle will also be gained.
- 4.7.4 Routine trips such as sports fixtures, weekly swimming lessons, routine local walks to low-risk areas still need to be appropriately managed, with risk assessments and suitable and sufficient controls in place. However, the school may choose to manage these outside the EVOLVE system, with the consent and knowledge of the EVC and the Headteacher, following an approved standard operating procedure.

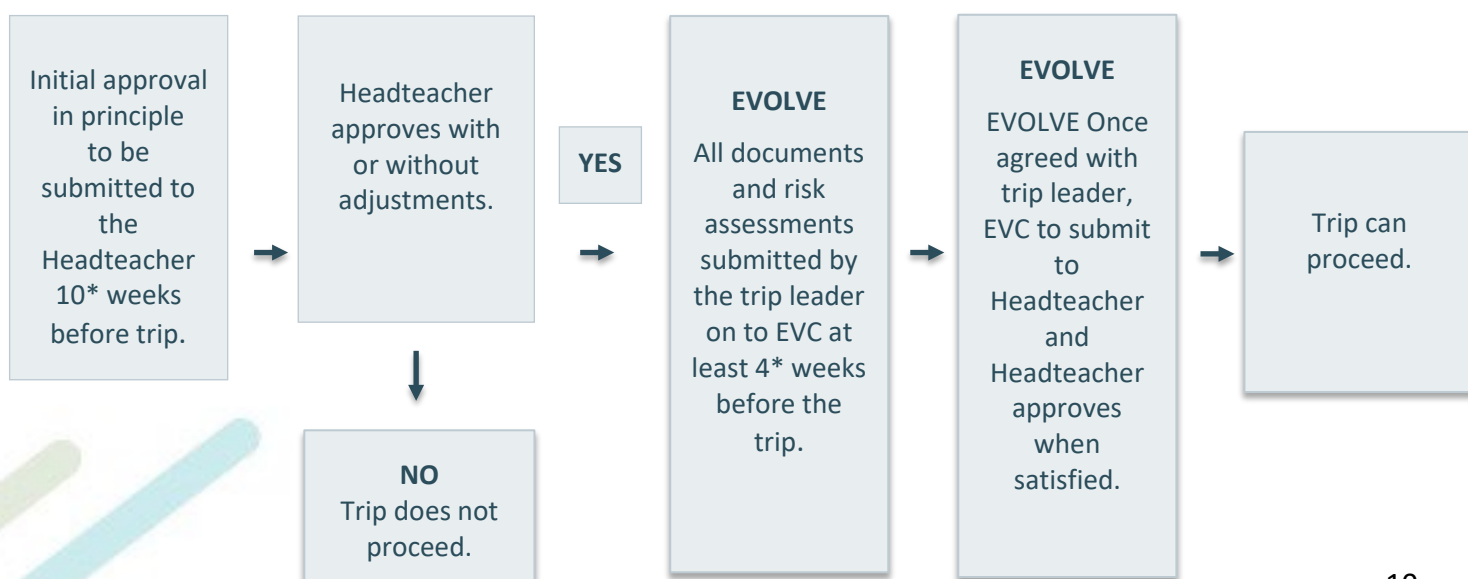
4.7.5 The employer, Beckfoot Trust, retains accountability for school trips. Approval of educational trips is delegated to the Headteacher of the school. To provide additional assurance, trips that go abroad, are residential or adventurous in nature must also be 'approved' by the Local Authority (using the EVOLVE system). Any advice or comments from the Educational Visits Adviser at the Local Authority must be actioned (and responses recorded on EVOLVE) before the trip can take place.

4.8 Approval process - overseas, residential, adventurous activities



*These timescales are an absolute minimum. Trips should be thoroughly planned and all information processed on EVOLVE to allow timely approval as soon as practical. For more complex or costly trips the lead in time will be much longer – for instance to secure early bookings and allow for a payment plan to be put in place.

4.9 Approval process - UK day trips without adventurous activities



*These timescales are an absolute minimum. Trips should be thoroughly planned, and all information processed on EVOLVE to allow timely approval as soon as practical. For more complex or costly trips the lead in time will be much longer – for instance to secure early bookings and allow for a payment plan to be put in place.

4.10 Incident management

4.10.1 In the case of an incident during a trip all members of staff will follow the emergency response plan for the trip. Trip leaders must have a 24-hr emergency contact phone number for a member of the SLT at the school (the first point of contact).

4.10.2 In the case of serious accidents and injuries while on a trip the Trip Leader (or the next in charge if the leader is indisposed/injured) should take the following immediate actions:

- Assess the situation, establishing the nature and extent of the problem but ensuring that they do not put themselves or others at further risk.
- Make sure all members of the party are:
 - accounted for
 - safe
 - adequately supervised and
 - briefed to ensure that they understand what to do to remain safe.
- Allocate roles to other adults.
 - An effective emergency response requires several things to happen at once and the Trip Leader cannot attend to casualties, ensure that others in the group are moved to a safe place and kept safe, call for help from the emergency services, instigate the emergency procedures and keep notes of the incident all at the same time.
- If there are injuries, take action to establish their extent and administer appropriate first aid aim to:
 - Preserve life
 - Prevent the condition worsening
 - Promote recovery, treat for shock, reassure and keep warm.
- Contact the appropriate emergency service(s) – in the UK dial 999 or 112 for the police, fire and rescue, ambulance or coastguard (for mountain/cave/mine rescue ask for the police).
 - If overseas, ensure that the emergency procedures include the appropriate numbers.
- Follow emergency services guidance on the information they need, including:
 - Your name and the name of the group/establishment
 - Location
 - Nature of emergency and number of injured persons
 - Action taken so far.
- Alert the first point of contact (the Headteacher or Deputy Headteacher).
 - They will inform the CEO (Deputy CEO in their absence) and then contact the family of the injured person.
- Avoid splitting the group – unless it is the only way to get help – and leave nobody on their own.
- Control any communications by the rest of the group.
 - Rumours spread very quickly and can cause serious and unnecessary upset.
 - Staff and students must not speak to the media, admit any liability or sign anything.

- All media or legal enquiries must be referred to the first point of contact who will work closely with the CEO/Deputy CEO.
- Ask students not to contact friends or parents/carers until the family of the injured person can be contacted.
- Discourage the use of social media.
- If a claim may need to be made, the insurer will be notified by the Cluster Business Manager /Headteacher/ Deputy Headteacher.

4.10.3 If the trip is abroad:

- Inform the British Embassy / Consulate (in the case of serious injury or fatality)
 - any injury or death of a member of staff or student outside of Great Britain will be subject to the law of the land where the accident occurred.

4.10.4 Once the immediate actions needed to manage any danger / safety of the group the following actions should be taken:

- Uninjured group members should be moved to shelter or away from the immediate vicinity of any casualties, ensuring that they:
 - are adequately supervised throughout
 - are returned as early as possible to base; and
 - receive appropriate support and reassurance.
- Ensure that an appropriate adult accompanies any casualties to hospital, taking with them parental consent forms and medical information for the injured persons.
- Ensure any leader with spare capacity keeps notes (see further advice below on recording the incident). It is useful to keep an accurate record of events and actions as close to real time as possible.
- Maintain contact with the emergency services and the first contact until the emergency is over
- Continually monitor, reassess and review – ensure nothing has been forgotten and all leaders and participants are coping, cared for and safe.

4.10.5 Recording the incident:

- Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused.
- If it is appropriate to do so, take photos.
- Record the following:
 - time and date of the incident
 - what happened
 - accurate location
 - names of casualties and details of injuries
 - names of others involved but not injured.
 - relevant environmental information (e.g. weather, ground/water conditions)
 - actions taken, including all communications.
 - details of any moves from the incident site (times, who moved, where to, how)
 - names and contact details of witnesses
 - registration numbers of any motor vehicles involved.
 - proposed actions.

4.10.6 After the incident:

- The emotional needs of any staff, participants and others who may have been adversely affected need to be considered;
- Staff will provide accurate detailed statements;
- Beckfoot Trust's incident reporting procedures will be followed;
- The lessons learned will be reviewed and feed into future visit plans, emergency plans and staff training;
- The experience and learning will be shared with colleagues.
- Support will be provided to staff through debriefing sessions with an appropriate member of staff, where they can discuss the incident in a supportive environment. Staff will have access to mental health resources, such as Mental Health First Aiders and the Employee Assistance Programs (EAP), for further support.

4.11 Monitoring of trips and procedures

4.11.1 The Educational Visits Co-ordinator will ensure that there is a system in place for appropriate monitoring of trips and activities. They will work closely with the Educational Visits Adviser (CBMDC) and the Risk and Compliance Manager as appropriate. A programme of trip evaluations undertaken by the Educational Visits Adviser will be agreed with the Risk and Compliance Manager.

4.12 Charges for off-site activities and visits

4.12.1 Charges for educational off-site trips and adventurous activities, including charges for transport, requests for voluntary contributions and remission of charges are made in line with legislation, DfE guidance and academies funding agreements. Reference should also be made to Beckfoot Trust Charging and Remissions Policy. Charges must be made clear to parents/carers from the offset. Trip leaders must ensure that appropriate provisions are put in place for instalments to be paid and the financial viability of the trip must be monitored throughout. School should not pay balances etc. without first obtaining the appropriate funds.

4.13 Inclusion and SEND

- 4.13.1 We endorse the principles for students of a presumption of entitlement to participate, accessibility through direct or realistic adaptation or modification and integration through participation with peers.
- 4.13.2 We acknowledge that it is unlawful to treat a student with a protected characteristic less favourably or fail to take reasonable steps to ensure that students with protected characteristics and SEND are not placed at a substantial disadvantage without justification.
- 4.13.3 We also acknowledge that the expectations of staff must be reasonable, so that what is required of them (to include a student) is within their competence and is reasonable. Reference should also be made to the SEND and the Medical Needs Policy.

4.14 Behaviour including exclusion from the trip

4.14.1 School Behaviour protocols will be explained to students and parents/carers before a trip, to reduce the opportunity for misunderstanding both expectations and the sanctions that may be invoked where the policy is breached.

- 4.14.2 It may be reasonable to exclude a student where their behaviour presents a significant, unmanageable, and unacceptable risk to the health, safety and welfare of themselves, staff, other members of the group or members of the public.
- 4.14.3 The Equality Act protects people from discrimination and harassment based on the protected characteristics. Where a student has a behaviour difficulty that is not associated with a protected characteristic then it is unlikely that the Equality Act applies.
- 4.14.4 When a student is excluded on these grounds, schools should consider providing alternative ways of achieving the same learning outcomes. Where there is some doubt about including or excluding a student on the grounds of their behaviour, the following points should be considered:
- Identifying the issue at the earliest stage of planning.
 - Involving all interested parties.
 - Establishing a behaviour management plan with agreed action points that may enable inclusion on the trip.
 - Establishing behaviour targets and timescales to be met to allow inclusion or trigger a decision to exclude.
 - Providing an additional adult, such as a parent/carer or support worker, with a specific brief to manage behaviour issues (the adult cannot count towards staffing ratios if they are undertaking this role).
 - Ensuring that what is expected of staff is reasonable and within their competence.
 - Recording this process by creating a risk assessment for the student.

4.15 Safeguarding and volunteers

- 4.15.1 Safeguarding procedures should be considered as part of the planning process with additional consideration for residential trips. Trip Leaders should:
- Liaise with the Designated Safeguarding Lead (DSL) and other staff to identify any relevant safeguarding issues.
 - Have access during a trip to the DSL (or trained deputy) either directly or through a nominated contact at school.
- 4.15.2 The current statutory guidance on volunteers, outlined in Keeping Children Safe in Education (KCSIE) must be followed.
- 4.15.3 In summary:
- Under no circumstances should a volunteer on whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.
 - School must undertake and record a written risk assessment and use their professional judgement and experience when deciding what checks, if any, are required.
 - Schools should obtain an enhanced DBS check (which should include children's barred list information) for all volunteers where they are unsupervised and teach or look after children regularly or provide personal care on a one-off basis.
 - N.B. Employers are not legally permitted to request barred list information on a supervised volunteer, as they are not considered to be engaging in regulated activity.
 - For a person to be considered supervised, the supervision must be:
 - by a person who is in regulated activity relating to children
 - regular and day to day, and
 - reasonable in all the circumstances to ensure the protection of children.

- Volunteers do not have to be re-checked if they have already had a DBS check, unless there are specific concerns.

4.16 Insurance

4.16.1 Students and staff participating in trips and activities will have appropriate insurance arranged by Beckfoot Trust. The standard RPA policy covers most types of trip, including adventurous activities and skiing. However, additional insurance may be required for specific trips / in specific circumstances, in which case parents/carers will be informed and this will be added to the cost.

4.17 Transport

4.17.1 Careful thought must be given to planning transport to support off-site activities and trips. Staff must follow any guidance provided by the school regarding driving minibuses. Risk assessments and details of transport should be uploaded to EVOLVE.

5.0 Review of Policy

5.1 This policy is reviewed and amended annually by the Trust. We will monitor the application and outcomes of this policy to ensure it is working effectively.