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Educational Visits Policy

Owner:

SLT

- Policy required by ISI (inspection use)
- ISI requirement for publication on website
- Internal decision to publish on website
- Internal only
- Required reading for all staff

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Context

All educational visits at Sunninghill are designed to enable us to meet the purpose of inspiring our pupils and enhance their personal development. We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Sunninghill Prep School a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change
- Increased critical curiosity and resilience
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other)
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants, not passive consumers, and a wide range of learning styles can flourish
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. i.e. encouraging pupils to become more risk aware as opposed to risk averse
- Greater sense of personal responsibility
- Possibilities for genuine team working including enhanced communication skills
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments
- Improved awareness and knowledge of the importance and practices of sustainability
- Physical skill acquisition and the development of a fit and healthy lifestyle

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Policy, Sunninghill Prep School: -

1. Adopts Outdoor Education Advisers' Panel (OEAP) National Guidance www.oeapng.info References in blue are hyperlinked to the OEAPNG which is the National guidance for the management of outdoor learning, off site visits and learning outside the classroom.
2. Uses [EVOLVE](#), the web-based planning, notification, approval, monitoring and communication system for off-site activities. All staff are required to plan and execute visits in line with this school policy and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of Visit & Approval

There are three 'types' of visit:

1. Local Learning Area visits/ activities that are part of the normal curriculum and take place during the normal school day. E.g. visit to the library, sports fixtures

These follow the procedure set out in Appendix 1. These can take place without submitting to EVOLVE.

2. Other non-residential visits within the UK that do not involve an 'adventurous activity'. E.g. visits to museums, farms, theme parks, theatres, etc.

These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. When the EVC (Deputy Head Pastoral) has approved the form, it is submitted to the Head for final approval.

3. Visits that are overseas, residential, involve an adventurous activity, or within proximity to water.

These are also entered on EVOLVE by the visit leader and submitted to the EVC for checking. When the EVC (Deputy Head Pastoral) has approved the form, it is submitted to the Head for final approval.

For Type 3 trips approval is also needed by the Dorset Outdoor Education Advisor through EVOLVE.

Roles and responsibilities

Refer to: '[Planning Basics](#)' and '[Checklists](#)' in National Guidance <http://www.oeapng.info>

The role of the Head:-

- After a Trip request form is submitted, the Head must be satisfied that there is a declared and valid reason for the event and that there are no other reasons why the trips should not take place e.g. other school event. This may be delegated to the persons who approve visits on Evolve i.e. Deputy Head (Academic) and Deputy Head (Pastoral)/EVC.
- Using EVOLVE all trips will be submitted to, and require permission from, the Head after approval by the EVC.
- To be satisfied that visits comply with the regulations and guidelines in this policy, the ISI handbook for the Inspection of Schools, OEAP National Guidance, DfE Guidance 2011 Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies and other supplementary guidance.
- To ensure the Educational Visits Coordinator (EVC) is competent to oversee the coordination of all off-site educational visits.

Refer to: '[Head / Manager](#)' in National Guidance <http://www.oeapng.info>

The role of the Bursar: -

- To ensure that appropriate vetting of all staff and any volunteers accompanying the party has been checked for overseas and activity trips.
- To keep records of reports of accidents or 'near misses'.
- To ensure compliance with statutory or other best practice guidance (e.g. Institute for Outdoor Learning).
- To check third party liability insurance and other certification (HSE Adventure Activities Licensing Authority etc.) if required.
- To ensure appropriate financial planning in conjunction with the Group Leader/ trip organiser

Refer to: '[Head / Manager](#)' in National Guidance <http://www.oeapng.info>

The role of the Deputy Heads and the Head of the Junior Prep:

- Currently the Deputy Head (Pastoral) is also the EVC.
- To maintain an overview of the timing of all educational visits and how they integrate with other whole school events.
- To check that the proposed dates for the visit or activity are suitable by reference to the School's calendar of events.
- When approving the trip on Evolve, ensure that there are sufficient members of staff remaining in School to provide cover for emergencies and illness.
- Ensure that visit evaluation is used to inform future visits and staff training needs.

Refer to: '[Head / Manager](#)' in National Guidance <http://www.oeapng.info>

The role of the Educational Visits Co-ordinator (EVC):

- Give advice for, and approve, each step of the planning stages for any trip for which the initial approval has been given.
- Ensure that all educational visits are planned meticulously using standardised forms which are uploaded onto Evolve.
- Ensure that all members of staff involved in the planning and execution of a visit are aware of the guidelines available.
- Ensure that the Group Leader is competent and possesses the appropriate experience and training to undertake the activity.
- Ensure that visits have appropriate staff supervision and cover for health and safety, first aid, medication and behaviour management.
- Work with the Group Leader to provide full and timely details of the visit to parents and obtain their consent or refusal.
- Organise the emergency arrangements and ensure there is an emergency contact for each visit.
- Ensure adequate Insurance cover.
- Flag up any concerns with the Senior Leadership Team.
- Use EVOLVE to assess the trip before submitting to the Head and/or Dorset CC Outdoor Education Advisor for final approval.

Refer to: '[Educational Visits Coordinator](#)' in National Guidance www.oeapng.info

The role of the Group Leader:

- Have full responsibility for the planning and safe conduct of the activity, in accordance with this policy and for ensuring all participants are aware of their roles. Leaders accompanying pupils are in 'loco parentis' and are responsible for their safety and well-being at all times.
- The Group Leader's duty is to exercise the higher level of care than that of a parent. Other supervising adults will also have a duty of care, but the Group Leader retains overall responsibility. It is the duty of care of the Group Leader to ensure, wherever possible, that the competence of each member of staff is appropriate to her/his role.
- Submit detailed plans to the Educational Visits Coordinator (EVC) via EVOLVE.
- To identify and calculate the costs of all trips in conjunction with the Bursar to ensure that the School recuperates the correct cost from the parents.
- Identify the clear purpose and objectives of the visit.
- Carry out, and provide a record of, a comprehensive risk assessment.
- Arrange briefing meetings with parents, as appropriate, for high risk, residential and overseas visits.
- Whilst it is not essential for each group to be accompanied by a qualified First Aider, it is an aspect that should be considered at the planning stage of each event.
- Obtain Medical Needs and for any residential trips also meet with parents to discuss the pupils on the trip in order to ensure that any specific medical and health issues of pupils or accompanying staff are considered within the planning stages and their needs are catered for.
- Complete the visit documentation and obtain the appropriate approvals from the Evolve management team for any visit off-site, whatever the duration.
- Plan the itinerary in sufficient detail to identify every period of the visit including meal, rest and recreational times.
- Have or obtain prior knowledge of the venue.
- Assess, wherever practicable, the suitability and safety of any accommodation to be used. In addition the window and room locking policy should be established and communicated to parents.
- Inform parents of the detail of the visit, including its cost, nature, purpose and related activities, and obtain their permission/consent for their child to take part.
- Ensure that parents are fully informed of the schedule for the collection of payments and permission is given before final booking occurs.
- Allocate supervisory responsibility, to each adult accompanying the visit, for named pupils and ensure that the adults understand that they are responsible directly to the Group Leader.
- Ensure that all the pupils in the party and the accompanying adults are fully aware of the risk assessments, emergency plans and the expected standards of behaviour.
- Ensure that staff have completed Cover Request Forms and given these in advance to the Deputy Head (Academic).
- When on the visit, continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members, and the suitability of the prevailing conditions.
- Ensure that on return from a visit, all pupils are delivered, where appropriate, into the care of a person with parental responsibility or their representative.
- Conduct a review of the trip on return, evaluating its success and recording any

- ‘near-misses’ or proposed changes for repeat trips in the future.
- Check when planning an activity requiring it, the provider holds the LOTC Quality Badge, AALS etc.

Refer to: ‘[Visit Leader](#)’ in National Guidance
www.oeapng.info

Refer to: ‘[Assistant Leader](#)’ in National Guidance

Role of Parents and Guardians

Parents and Guardians are requested to:

- Carefully read all information regarding the proposed visit before giving written consent.
- Provide up to date medical and emergency contact details, informing the school in writing before the visit commences.
- Support the school in upholding the Behaviour Policy for educational visits. A separate behaviour agreement may be needed on some trips and the school may ask a pupil to return home if deemed necessary by the Group Leader.
- Make all payments by the deadlines given, taking note where payments are non-refundable.
- Inform the school immediately if their child has to withdraw from the visit for any reason, honouring any outstanding commitments to further payments.
- Arrange, where appropriate, for the prompt collection of their children on their return from the trip.

Refer to: ‘[Parents](#)’ in National Guidance www.oeapng.info

Considerations planning a trip and risk management

EVOLVE is set up to enable trips to be planned thoroughly. Using the guidance on EVOLVE provides a checklist to ensure appropriate planning and safe execution of a visit.

The planning on EVOLVE includes the Group Leader undertaking to manage risks using a school model risk assessment and covers:

- identifying potential hazards of the location being visited
- listing the groups of people that are at risk from significant hazards
- listing control measures that are in place
- allowance for hazards which may not yet be fully understood due to lack of information
- monitoring hazards during the visit

For risk assessments from external providers see **Using an External Provider**

Risk assessments from previous visits can be used as a starting point for a revised assessment, but they must never be adopted without checking for changes which may have occurred.

The EVOLVE system maintains a dossier of risk assessments for all trips.

Staffing

Vetting and Disclosure and Barring (DBS) Checks

Staff and volunteers who work frequently or intensively with, or have regular access to young people or vulnerable adults, must undergo an enhanced DBS check with barred list check as part of their recruitment process. For the purpose of this guidance:

‘frequently’ is defined as ‘once a week or more’.

‘intensively’ is defined as ‘four or more days in a month, or overnight’.

Refer to: [‘Vetting and DBS Checks’](#) in National Guidance www.oeapng.info

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the EVC will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader’s ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

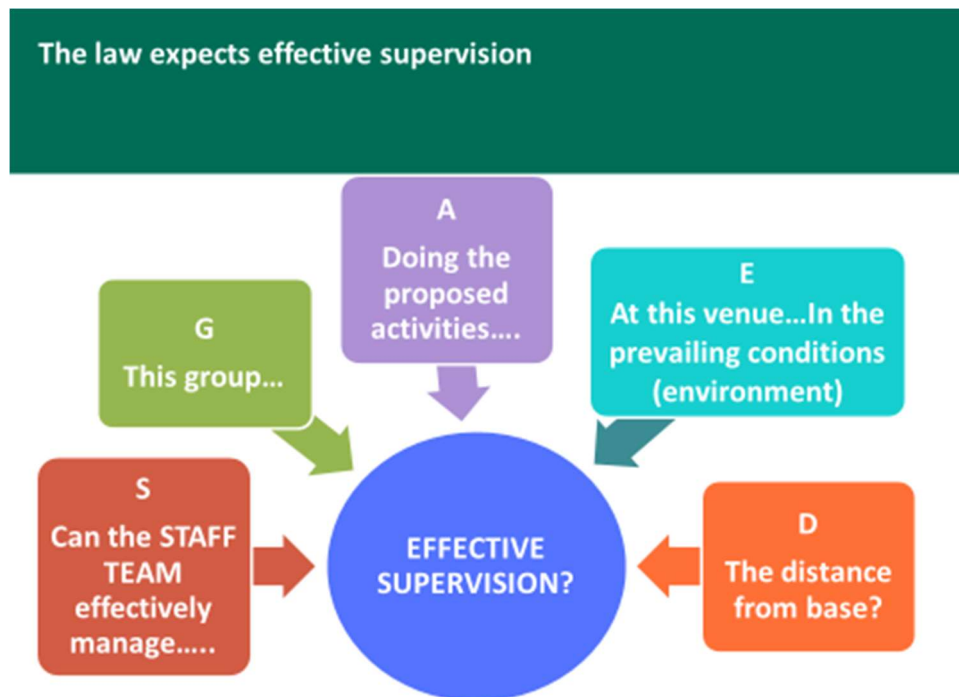
Refer to: [‘Assessment of Competence’](#) in National Guidance www.oeapng.info

Staffing and Supervision

On all visits there must be an ‘effective level of supervision’ that has been approved by the EVOLVE management team (see Roles and Responsibilities). The visit leader and the EVOLVE management team must make a professional judgement regarding the number and suitability of staffing on an individual visit basis, after consideration of the following factors:

- the type, level, and duration of activity;
- the nature and requirements of individuals within the group, including those with additional needs;
- the experience and competence of staff and other adults;
- the venue, time of year and prevailing/predicted conditions, if applicable;
- the contingency or ‘Plan B’ options.

Dorset recommend the S.A.G.E.D approach:



A visit must not go ahead where either the visit leader or the EVOLVE management team is not satisfied that an appropriate level of supervision exists. Visit leaders often find it helpful to have 'a starting point for consideration'. Where departure from the starting point results in fewer staff, the justification should be recorded as a note on EVOLVE.

See '[Underpinning Framework](#)' on National Guidance www.oeapng.info

Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group. Particular consideration should also be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

The guidelines for ratios are as follows for Type 1 trips:

- Year 1-3 – 1:6
- Year 4-6 – 1:10-15
- Year 7-8 – 1:15-20

Direct, Indirect and Remote Supervision

Pupils must be 'supervised' throughout all visits, even though they may be unaccompanied at times. There are three ways that pupils can be supervised.

Direct supervision is where a member of staff is with a pupil or group.

Indirect supervision is where pupils are unaccompanied by a member of staff, but where there is a member of staff in the vicinity, for example as might occur in a museum or shopping centre, or 'down-time' at an activity centre.

Remote supervision is where pupils are unaccompanied by a member of staff, and the supervising member of staff is not necessarily in the immediate vicinity, for example as might occur during expeditions with staff at a checkpoint on a hike.

Indirect and Remotely supervised activities can bring valuable educational benefits, and the progression from dependence to independence is to be encouraged. Such activities develop essential lifelong skills, including managing risk, self-sufficiency, interaction with the public and social skills, decision making, etc.

The decision to allow indirect or 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
- the emergency systems in place

When recording a remotely supervised activity on EVOLVE, it will be part of a trip where there will be a named visit leader. This will be the member of staff that has made a professional judgement regarding the level of responsibility and maturity of the participants, and decided that in their opinion it is reasonable for them to be undertaking the specific activity unaccompanied by an adult. In the risk assessment it should be added to EVOLVE specifying that remote supervision applies.

Refer to the following documents in National Guidance www.oeapng.info

[‘Ratios and Effective Supervision’](#)

[‘Group Management and Supervision’](#)

[‘Vetting and DBS Checks’](#)

Staff First Aid Competence

For all visits there should be a responsible adult with a good working knowledge of first aid appropriate to the environment (e.g. urban, remote, water, etc.).

General 'life experience', or a 3 hour non-assessed 'Basic Skills' course is 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 EVC (or Group Leader) should make a professional judgement regarding the level of first aid required. A mountain hike, for example, will only take place with a suitably qualified guide.

A first aid kit appropriate to the visit should be carried at all times.

Refer to: '[First Aid](#)' in National Guidance www.oeapng.info

Staff behaviour on trips

Alcohol

The school operates a no alcohol policy on any off-site trip or visit.

Behaviour

Staff will be expected to maintain the standards that are expected within school, remembering that they are 'on display' to the general public and represent Sunninghill Prep School.

Children's behaviour

- Children will be briefed before a trip to explain the rationale and expectations of a trip
- Pupils will uphold the Behaviour Policy for educational visits.
- A separate behaviour agreement may be needed on some trips and the school may ask a pupil to return home if deemed necessary by the Group Leader.
- A separate minibus behaviour guidelines exist which are explained to pupils.

Children's preparation (weather, kit etc.)

Where appropriate, the leader must obtain and act upon recent weather forecasts and local advice. Participants should be adequately clothed and equipped appropriate to:

- The time of year, prevailing weather conditions, altitude and exposure to elements
- Likely changes in the weather
- The experience and strength of the party
- The nature of the visit and environment
- Food and drink availability

When using a provider the responsibility for the safety of participants rests with the provider, however, the accompanying staff from Sunninghill continue to retain a 'pastoral' duty of care.

Children and Inclusion

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. The school is 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 inappropriate 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.

Refer to: '[Inclusion](#)' in National Guidance www.oeapng.info

Parental/Guardian Consent

Consent is generally not required for activities within the areas that are part of the normal curriculum during normal school time (Type 1 visits). The school obtains blanket consent at the start of each year for certain other routine activities, e.g. School fixtures, etc.

For specific, (i.e. one-off), adventurous activities, or those involving a cost, parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents (via School Ping, letters, meetings, etc.), so that consent is given on a 'fully informed' basis.

Refer to: '[Parental Consent](#)' in National Guidance www.oeapng.info

Charging / funding for visits

The cost of all visits must be budgeted for within the school's annual budget or covered by a supplemental charge to parents. Charges are usually placed on the termly fees bill and the final instalment must be paid prior to the visit. In general, payment from parents must be received in full prior to each visit.

Transport

Refer to: '[Transport general considerations](#)' in National Guidance www.oeapng.info

For further information on transport see the Sunninghill Transport Policy. Staff who drive school minibuses will have taken the minibus test. When planning account must be made of the distance travelled.

As a rule, staff will not carry pupils on visits in their cars. However, should it be necessary they must ensure that their vehicle is properly licensed and that the insurance covers its use on school business.

When hiring coaches etc. the Group Leader should check that the company used has appropriate insurance through the Bursar.

When using a taxi, ensure that a member of staff accompanies the children. Report the appropriateness of the driver (behaviour, driving ability etc) to the bursar if there are any concerns. A separate risk assessment has been written for use of taxis.

When using transport abroad it is expected that all transport is of an equal standard to that expected in the United Kingdom when pupils undertake a trip/visit using either public transport and/or private hire. It must not be assumed that the legal requirements in another country are the same as those in the United Kingdom.

Refer to: '[Transport in private cars](#)' in National Guidance
www.oeapng.info

Refer to: '[FAQ6 Use of private cars](#)' in National Guidance
www.oeapng.info

Insurance

Refer to: '[Insurance](#)' in National Guidance www.oeapng.info .

The School insurance policies covers most educational visits, however advice on what is covered should be sought from the Bursar if travelling abroad or undertaking hazardous activities. Additional arrangements may be necessary to obtain insurance cover for activities abroad and activities of a potentially hazardous nature. The Group Leader should also ascertain the details of the insurance held by any tour operator being used.

Additional cover may also be necessary for participants with medical conditions. The Group Leader should check this with the insurance company via the Bursar before departure. The Group Leader should write to the parents to tell them which responsibilities the School accepts and the scope of any insurance cover the School is to arrange. It is advisable to make copies of the insurance schedule available to parents as early as possible in the booking process.

When using External Providers for a residential trip the school requires Public Liability Insurance cover of £10m.

Cancellations

Some parents may cancel their pupil's place on the visit. The Group Leader should forward any cancellations to the insurer/operator as soon as possible, in writing, if a replacement is not available. Delay in notification may incur cancellation charges.

Missing child

In the event that a child goes missing we follow our missing child policy.

Illness and minor accidents

If a pupil has a minor accident or becomes ill, a nominated member of staff will take them to the local hospital or clinic. The school will be informed, an accident form completed and the child's parents will be contacted.

Emergency procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested regularly by the critical incident management team.

All staff have a 'Emergency action Card' that acts as an aide memoire in case of an emergency.

Refer to: '[Critical incident management](http://www.oeapng.info)' in National Guidance www.oeapng.info Refer to: '[Emergency planning establishment](http://www.oeapng.info)' in National Guidance www.oeapng.info

Refer to: '[Emergency procedures for visit leaders](http://www.oeapng.info)' in National Guidance www.oeapng.info

Delayed return/Out of hours

If the return from a visit is delayed by more than 20 minutes the school office, or out of hours the nominated contact who will alert parents.

If the trip returns out of school hours procedures must be in place to ensure pupils are safe waiting for pick up and are handed over to an appropriate adult, unless specific instructions have been given by parents in writing.

Adventurous Activities

This section is applicable to all adventurous activities. This policy also contains separate guidance in Appendix 3 for:

- Water-based activities
- Open country activities
- Overseas

Snowsports and Expeditions abroad are not considered in this policy as currently trips that fall within these definitions do not take place.

Definition of an 'adventurous activity'

The following activities are regarded as 'adventurous' and are planned as a Type 3 trip on EVOLVE. When the EVC approves the form, it is submitted to the Head for final approval and then for these types of trips approval is also required by the Dorset Outdoor Education Advisor through EVOLVE.

- All activities in 'open country' (see below)
- Swimming (all forms, excluding publicly lifeguarded pools)
- Camping
- Canoeing / kayaking
- Sailing / windsurfing / kite surfing
- Rafting or improvised rafting
- Use of powered safety/rescue craft
- All other forms of boating (excluding commercial transport)
- Water skiing / Wakeboarding
- Snorkel and aqualung activities

- Hill walking and Mountaineering
- Rock climbing (including indoor climbing walls)
- Abseiling
- River/gorge walking or scrambling
- Coasteering/coastal scrambling/sea level traversing
- Underground exploration
- Shooting / archery / paintballing
- Snowsports (skiing, snowboarding, and related activities), including dry slope
- Air activities (excluding commercial flights)
- Horse riding
- Motor sport – all forms
- High level ropes courses
- Off road cycling
- ‘Extreme’ sports
- Other activities (e.g. initiative exercises) involving skills inherent in any of the above
- Water-margin activities

‘Open country’ is normally defined as land above 300m, or more than 1km from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate. Please contact the Dorset advisor if you think this might apply.

For the purposes of planning, the following activities are not regarded as adventurous and therefore do not require approval by the Dorset Outdoor Education Advisor. However, these activities must be supervised by a member of staff who has previous relevant experience and who in the opinion of the Evolve management team is competent to supervise the activity:

- Walking in parks or on non-remote country paths
- Field studies - unless in the environments stated in ‘open country’
- Swimming in publicly lifeguarded pools
- Theme parks
- Tourist attractions
- Pedal go-karts
- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum, library, etc.
- Physical Education and sports fixtures (other than the above)

Please contact the EVC if there is uncertainty over whether a particular activity is defined as ‘adventurous’.

The responsibility for the safety of participants in an adventurous activity will rest with either:

- An external provider** - The provider must hold a LOtC Quality Badge or complete a Provider Form. Note: If a Provider holds an AALS/AALA licence (and/or any other

accreditation) but not a LOTC Quality Badge, then a Provider Form is still required.

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

or

b. A member of Sunninghill staff - This person must be specifically approved by the EVOLVE management team to lead the activity, via EVOLVE.

Using an External Provider

An 'External Provider' is defined as where there is an element of instruction, staffing, or guiding, for example:

- Activity Centre
- Ski Company
- Educational Tour Operator Overseas Expedition Provider
- Climbing Wall where instruction is provided by climbing wall staff
- Freelance instructor of adventurous activities
- Youth Hostel (where instruction is provided)
- Voluntary organisation (e.g. Scout Association), where instruction is provided

For the purposes of this policy, an External Provider is NOT a:

- Youth Hostel (where accommodation only is used)
- Hotel, B&B, etc. – Campsite
- Museums, galleries, etc.
- Tourist attractions
- Theme Parks
- Farms
- Coach, Train, or Airline company
- Swimming Pool
- Climbing Wall where instruction is provided by a member of Sunninghill Prep School staff with an approved certificate
- 'Volunteer' instructor of adventurous activities (see below)

The decision about the use of an external provider is the responsibility of the Group Leader and EVC.

Group Leaders should consider the requirements under 'best value' when selecting an external provider.

To confirm that all aspects of the operation of the provider are satisfactory, the Group Leader must ensure that either:

- a) The Provider holds a LOTC Quality Badge www.lotcqualitybadge.org.uk or www.kaddi.com

or

- b) A Provider Form been satisfactorily completed by the provider Note: If a Provider holds a AALS/AALA license (and/or any other accreditation) but not a LOTC Quality Badge, then a Provider Form is still required.

Note: EVOLVE will automatically identify providers that hold a LOTC Quality Badge, via the search tool Kaddi www.kaddi.com

For Providers that hold a LOTC Quality Badge

www.lotcqualitybadge.org.uk or www.kaddi.com No further action is necessary, other than to check the suitability of the provider/venue in relation to the intended aims or learning outcomes for the particular group.

For Providers that do not hold a LOTC Quality Badge

www.lotcqualitybadge.org.uk

or www.kaddi.com

- Download a Provider Form from EVOLVE
- Complete the top section.
- Send Provider Form to the provider.
- On its return check that it has been satisfactorily completed.
- Keep Provider Form on file together with all other relevant documentation (as a rule uploaded onto EVOLVE).

Important: If the Provider has made any alterations to the wording of the Provider Form or is unable to comply, then you must discuss this with the Provider, and if necessary seek advice from the EVC prior to making a commitment with the Provider.

The Provider Form should be sent to the provider at the time of making a provisional booking and no deposits should be committed prior to its satisfactory completion and return.

The satisfactory completion of a Provider Form does not necessarily signify that the service on offer will be appropriate for the pupils of Sunninghill Prep School. A pre-visit and recommendation from previous users will help you decide on its suitability.

In some instances, for example where a visit leader intends to use an 'external', voluntary individual for services, then this person may be regarded as a temporary member of staff and the procedure outlined in 'Approval of staff to lead and adventurous activity' may be appropriate.

The above procedure is **not** sufficient for Overseas Expeditions (i.e. those which typically take place in remote areas of the world and/or in developing countries), for which separate arrangements are applicable and **must** be complied with.

Approval of staff to supervise or instruct an adventurous activity

Staff who wish to lead (i.e. supervise or instruct) an adventurous activity, must first upload details and scanned copies of all relevant qualifications (e.g. instructor certificates, first aid, etc.) to the 'My Details' section of their EVOLVE account.

Approval will only be given where the leader of the activity has recent relevant experience, and is appropriately qualified through the relevant National Governing Body. The leader will have to provide evidence of awards, experience, and log book details, etc.

Approval will always be subject to a requirement that the leader must act at all times within the remit of his/her qualifications, and in accordance with National Governing Body Guidelines where these exist. Approval may also be subject to other conditions which will be specified by the EVC.

Approval to lead an adventurous activity is specific to the technical aspects of the adventurous activity detailed. It is not an indication in respect of other aspects of the visit such as general management and supervision skills, the assessment of which may be the responsibility of the EVC.

Appendix 1

Type 1 LOCAL LEARNING AREA visits/activities that are part of the normal curriculum and take place during the normal school day

General

Visits/activities that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- Should be recorded on EVOLVE via the 'Local Area Visit' module if regular, e.g. swimming lessons', sports fixtures or if these are ad-hoc activities.
- Do not usually require parental consent.
- Do not normally need additional risk assessments to the generic risk assessments available and making a dynamic assessment on the day.

Boundaries

This area includes, but is not limited to, the following frequently used venues:

- Dorchester town centre and associated shops etc
- Dorchester Library
- Fordington and St Peter's churches
- Salisbury Fields
- Borough Gardens
- Kings Road playing fields and park

Operating Procedure for normal learning area

The following are potentially significant issues/hazards within our normal learning areas:

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

These are managed by a combination of the following:

- Visit leader must inform school reception/office during normal workings hours before departing the site and again when they return and leave a completed trip form.
- The concept and operating procedure of the accepted normal 'Local Learning Area'

is explained to all new parents when their child joins the school.

- Staff/pupil ratios age group and group specific appropriate.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the learning area is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit at reception/in the office a list of all pupils and staff (Trip form), a proposed route, and an estimated time of return.
- A mobile phone is taken with each group and the office have a note of the number (see Trip form).
- Appropriate personal protective equipment is taken when needed (e.g. gloves)

Appendix 2

Emergency Procedure

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

1. There is always a nominated emergency school contact for any visit (during school hours this is the office).
2. This nominated school contact will either be an experienced member of the Senior Leadership Team, or will be able to contact a member of the SLT at all times.
3. For activities that take place during normal school hours, the visit staff team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff. See Emergency Contact Card.
5. The Group Leader/s and the school contact/s must request support from the Head/Bursar in the event of any incident who will decide if the School's Emergency Plan is to be implemented. Events that will need the Emergency Plan implemented include an incident that goes beyond the coping mechanisms and experience of the visit leadership team, overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the normal learning Area, the Group Leader will carry a Sunninghill Emergency Action Card.

This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.

Appendix 3

Open-country activities

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

For the purposes of this policy, 'open-country' is normally defined as land above 300m, or more than 1km from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate. Open-country activities are regarded as 'adventurous' and therefore these visits require approval by the Dorset Outdoor Education Advisor.

The responsibility for the safety of participants in an adventurous activity will rest with either:

An external provider - The provider must hold a LOTC Quality Badge or complete a Provider Form. Note: If a Provider holds an AALS/AALA licence (and/or any other accreditation) but not a LOTC Quality Badge, then a Provider Form is still required.

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

or

A member of Sunninghill staff - see below

The following minimum levels of technical competence apply where a member of the establishment's own staff intends to lead an open-country activity:

- For leaders of walking groups in mountainous terrain within the UK and Ireland a Mountain Leader Award (Summer or Winter as appropriate) www.mltuk.org
- For leaders of walking groups in summer conditions in non-mountainous hilly terrain (known variously as upland, moor, bog, hill, fell or down), with well-defined obvious boundaries, such as roads and coastlines, and where any hazards within it are identifiable and avoidable, and where wild camping or movement on steep ground is not involved, a Walking Group Leader Award www.mltuk.org
- For leaders of walking groups in terrain 'easier' than that defined above the leader must demonstrate an appropriate level of competence. This may include one or more of the following:
 - Countryside Leader Award. See www.countrysideleaderaward.org

- Sports Leaders UK Level 3 Award in Basic Expedition Leadership. See www.bst.org.uk
 - Completion of a suitable 'Leader Training' Course.
 - A written statement of competence by an appropriate technical adviser
 - Evidence of recent, relevant experience, appropriately corroborated.
 - An assessment of competence (written or implied) by the Head of Establishment.
- -For leaders of walking groups outside the UK or Ireland, please contact the EVC for further guidance.

Swimming

All swimming activities and venues must be included within the visit plan, and lifeguarding arrangements checked in advance. This is particularly important in respect of visits abroad, where for example, a hotel pool may be available.

Young people must be supervised by a competent adult at all times whilst undertaking swimming activities. The following criteria apply:

Swimming pools (lifeguarded)

- UK Swimming Pool safety is guided by various Health and Safety at Work Acts and Regulations. Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.
- For publicly lifeguarded pools abroad, Sunninghill staff must seek assurances that appropriate lifeguard cover is in place prior to participants entering the water.

Unless suitably qualified, Sunninghill staff should not have responsibility for lifeguarding. However, they do retain a pastoral role for participants at all times either through direct or 'remote' supervision.

For swimming lessons, the visit leader should ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.

Refer to: '[Swimming in a Swimming Pool](#)' in National Guidance www.oepng.info

Hotel (and other) swimming pools

The Group Leader should check the lifeguarding position in advance.

If lifeguarding arrangements are not provided at the pool then the Group Leader will bear the full responsibility for ensuring swimming safety, and approval to lead the activity will be required via EVOLVE.

The following awards/qualifications apply:

For free swimming activity

A valid RLSS UK National Pool Lifeguard Qualification (NPLQ), or equivalent in the country visited - see www.lifesavers.org.uk

For structured or programmed activity

A valid RLSS UK National Rescue Award for Swimming Teachers and Coaches (NRASTAC) or equivalent - see www.lifesavers.org.uk or a valid RLSS UK Water Safety Management Award (WSMA), with appropriate endorsement.

See www.lifesavers.org.uk

The role of the lifeguard:

- To directly supervise the pool and the pool users, exercising appropriate levels of control. (Note: the lifeguard should remain on the poolside at all times except in the case of an emergency)
- If necessary, brief pool users in advance regarding rules (e.g. no diving, running, etc.).
- To communicate effectively with pool users.
- To anticipate problems and prevent accidents.
- To intervene to prevent behaviour which is unsafe.
- To carry out a rescue from the water.
- To give immediate first aid to any casualty.

The above must be accomplished in the context of the normal operating procedures and the emergency plan for the pool, which should be considered before swimming takes place. Full familiarisation of the systems described should be walked through at the pool. Staff must be aware of the procedures in the event of an emergency, and who at the venue will provide back up. Staff should also know if they have exclusive use of the pool, as other pool users may increase the supervision role of your lifeguard.

Refer to: '[Swimming in a Swimming Pool](#)' in National Guidance www.oeapng.info

Open water swimming (i.e. not in a swimming pool and not a 'water-margin' activity). Approval is required via EVOLVE. Particular consideration should be given to the following factors:

- Unknown locations and hazards, especially overseas
- Changing environmental conditions
- Supervisor complacency
- Adherence to local advice
- Preparation and knowledge of pupils, i.e. is it a planned activity?

The designated lifeguard must be dedicated exclusively to the group, and the location used must fall within the RNLI/RLSS definition of a 'safer bathing area'. Local advice must always be sought.

For free swimming activity - A valid National Beach Lifeguard Qualification (NBLQ) or equivalent in the country visited, see www.lifesavers.org.uk Note: this is for beach/sea only, not inland water. or for structured or programmed activity

- A valid RLSS UK National Rescue Award for Swimming Teachers and Coaches (NRASTAC) or equivalent - see www.lifesavers.org.uk or
- A valid RLSS UK Water Safety Management Award (WSMA), with appropriate endorsement. (available from 2013) see www.lifesavers.org.uk
- Refer to 'Natural Water Bathing' in National Guidance www.oeapng.info

Water-Margin Activities

This section applies to:

Activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow water*. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.

* 'gentle' means hardly moving at all. 'shallow' typically means up to the knees of the participants.

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

At the outset the Group Leader must decide whether the activity:

- a) Falls **within** the definition in bold above - in which case the below guidance applies,

or

- b) **Exceeds** the definition in bold above - in which case this is a water-based adventurous activity and the below section 'Water-based Activities' applies.

All staff involved in water-margin activities should be conversant with the guidance contained within [Group Safety at Water Margins](#).

This document must be made available to all supervising adults in advance of the visit and can be found in EVOLVE resources.

As with all visits, where appropriate there should be an approved alternative 'Plan B' that could be used where conditions dictate, and for which parental consent has been obtained if necessary.

The Group Leader must have previous relevant experience, and must have been assessed as competent to lead the activity by the EVC.

Refer to '[Natural Water Bathing](#)' in National Guidance www.oeapng.info

Water-Based Activities

For clarification between water-margin and water-based activities see above section. Sunninghill Prep School acknowledges the immense educational benefits that water-based activities can potentially bring to pupils, and fully supports and encourages water-based activities that are correctly planned, managed and conducted.

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

The following are not regarded as adventurous activities for the purposes of approval:

- Swimming in publicly lifeguarded pools
- Water-margin activities
- Commercial craft, tourist boat trips, and similar activities for which young people would not normally wear personal buoyancy.

With the exception of the above, all other forms of water-based activities are regarded as adventurous activities, and as such require the appropriate approval.

The responsibility for the safety of participants in an adventurous activity will rest with either:

- a) An external provider - The provider must hold an *LOtC Quality Badge* or complete a Provider Form. Note: If a Provider holds an *AALS/AALA licence* (and/or any other accreditation) but not an *LOtC Quality Badge*, then a Provider Form is still required. Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

or

- b) A member of Sunninghill staff - This person must be specifically approved by the EVC to lead the activity, via EVOLVE.

In order to participate in water-based activities, participants should normally be water confident. Participants who lack water confidence may still be able to take part subject to consideration of all factors, including the activity itself and supervision arrangements. The level of water confidence of all participants must be known by the activity leader prior to the commencement of water-based activities.

Leaders should have knowledge of the water conditions/hazards (and potential changes) that might be encountered, and prepare accordingly. Local advice must be sought where appropriate, e.g. coastguard, harbour master, other site users, etc.

Personal buoyancy conforming to the appropriate National Governing Body must be worn at all times by all participants in water based activities, except, at the discretion of the activity leader, where the activity:

- takes place in a swimming pool, or
- is 'swimming', or
- is an activity for which personal buoyancy would not normally be worn by pupils

Appendix 4

Overseas Visits

Visits overseas will require planning as a Type 3 trip on EVOLVE when the EVC is content with the form, it is submitted to the Head for approval and finally for these types of trips approval is also needed by the Dorset Outdoor Education Advisor through EVOLVE.

The above procedure is not sufficient for Overseas Expeditions (i.e. those which typically take place in remote areas of the world and/or in developing countries), for which separate arrangements are applicable and must be complied with. Sunninghill does not currently organise such trips and as such this policy does not cover them.

A key resource for planning and risk assessment is the UK government's foreign travel advice, available at www.gov.uk/foreign-travel-advice. This covers coronavirus, safety and security, terrorism, local laws and customs, entry requirements, health, natural disasters, money, and travel advice help and support. It should be checked in the early stages of visit planning and then at regular intervals and immediately prior to leaving.

The UK's exit from the European Union (EU) has resulted in some changes to procedures and requirements.

The Group Leader should consider the relevant country information from the Overseas and Commonwealth Office website: www.fco.gov.uk (from the home page select 'Travel Advice').

Refer to: '[Overseas Visits](#)' in National Guidance www.oeapng.info

Further advice can be read in OEAP National Guidance documents relevant to a planned overseas visit, such as

[4.2a "Group Management and Supervision"](#),
[4.2b "Residentials"](#), [4.3e "Safeguarding"](#) and
[7.1q "Overseas Expeditions"](#).

Rationale

The potential benefits and learning outcomes of overseas visits include:

- knowledge, skills and understanding to live in, and contribute to, a global society
- understanding the world in which we live, including the values, cultures and everyday life of different societies
- enriching curriculum areas such as languages, history and geography
- personal and social development including self-confidence and independence
- meeting new people and developing new friendships and inter-cultural understanding
- broadening horizons

Where and Whether to Go

The decision about which country to visit, and which areas of that country to visit or avoid, should be based upon:

- the aims and expected benefits of the visit
- the needs and aspirations of the group
- the environmental and cultural impact of the visit, including travel
- an assessment of the risks
- current advice about coronavirus – see current Government /country you are travelling to guidelines
- the costs

For all visits it is essential that consideration is given to the following:

- Culture: food and drink, local customs, religion, expected behaviour/dress, gender issues, sanitary arrangements, corruption, political stability, local financial information, alcohol & drugs.

Leader and Staff Competence

In determining necessary leader competence, it is important to take account of the extra complexity involved in leading a visit overseas as compared to a visit within the UK. There should be someone who can communicate effectively and has a good understanding of the local culture. In the absence of this ability in the visit leadership team, a suitable person should be available to contact for help and advice on a 24/7 basis.

All leaders should be trained in child protection/safeguarding, taking into account the additional risks involved in residential situations and being overseas. In order to avoid situations that could lead to accusations of inappropriate behaviour, leaders and helpers should be aware of issues relating to personal safety, including personal and professional protection.

When determining staffing ratios, consideration should be given to the ease with which a substitute leader may be dispatched during the visit, should they be required to cover an incident, emergency or to replace another leader.

Visits should include succession planning, and any future Visit Leader should have the opportunity to learn as much as possible as an Assistant Leader.

Preparation of Staff, Pupils and Parents

The establishment should provide parents with full information about the visit so that they can make informed decisions when consenting to the arrangements, including any 'Plan B' alternatives. A pre-visit parental briefing session is good practice. It will provide an opportunity for parents to ask questions. The briefing should:

- set clear expectations about the behaviour of pupils, including circumstances in which parents should be prepared for pupils to be sent home early, or to be responsible for their collection, and when such repatriation may be at parental expense
- include a detailed programme of the visit, including any specialist activities
- explain the supervision arrangements, including any use of remote supervision (e.g., shopping during a visit without direct supervision)
- cover expectations about downtime, bedtimes, use of mobile phones etc
- ensure that parents are aware of the need to disclose full information about their child's physical and emotional wellbeing or mental health that may affect them during the visit, and of any medications that they need to take
- set expectations about mobile phone/tablet use, social media activity etc

It is good practice to supply participants with some form of ID card that they carry with them containing:

- name and contact details of the establishment
- contact details of accommodation
- leader mobile phone number for emergency use

Passports and Visas

Personal identification is required for international travel and within many countries, usually in the form of a passport.

Some countries require visas in addition to passports, and most countries have a limit on how long visitors can stay.

There are requirements for passports to be valid for a minimum period (six months) beyond the date of entry to the country, and some require them to be less than ten years old even if they have the required period remaining.

Check the national citizenship status of all members of the group with care. If a group member is not British, or is a British Overseas Territories Citizen, British Overseas Citizen, British Subject, British National Overseas or British Protected Person, they may need a visa that is not required by British Citizens. This may also be relevant to countries through which the group passes in transit.

An emergency plan for an overseas visit should include the action to be taken if a member of staff becomes incapacitated or has to leave the visit. You will need to ensure that any backup leader holds a valid passport and, if necessary, an appropriate visa.

In the event of an incident affecting a pupil overseas, their parents may wish to travel at short notice. It could therefore be advisable that the

parents of children going on an overseas visit also hold a valid passport. However, mentioning the possibility could cause concern and so this issue should be managed sensitively.

It is good practice to obtain at least two photocopies of all passports, visas and other important travel documents. One set should be kept by the home base emergency contact, and the second copy kept with the group - but separate from the original documents.

Procedures should be in place to collect in passports at the start of a trip. For the duration of the trip passports should be kept in a safe place and not in the possession of the pupil. During travelling measures should be in place to hand out passports to pupils when for example needed at border control or boarding a plane then collected for safe keeping while travelling. At the end of a trip passports should be returned to parents.

Mobile Phones

In some countries, it can be extremely expensive to use a UK mobile device for calls or data. Individuals should check roaming charges with their provider.

Customs Restrictions

Many countries have restrictions on what goods can be brought in, so you should check the restrictions for countries you plan to visit. For information about travel to the EU see europa.eu/youreurope/citizens/travel/carry/index_en.htm.

For example, you are not allowed to take meat or dairy products into the EU. This could affect groups carrying snacks, packed meals, or food for self-catering.

There are restrictions on bringing goods into the UK on return from overseas. See

www.gov.uk/bringing-goods-into-uk-personal-use.

Travel, Transport and Driving

Travel is one of the major considerations for any visit overseas. It can have very high positive and negative impacts:

- a journey is a significant educational opportunity in itself
- some forms of transport, particularly flying, have a large carbon footprint
- travelling long distances can be stressful, tiring, time-consuming and hazardous

For general guidance on transport, see OEAP National Guidance document [4.5a “Transport – General Considerations”](#).

Re-entering the UK

You should ensure that any members of the group who are not British citizens have evidence of their right to reside in the UK.

The government has issued guidance for groups entering the UK by coach. This is available at:

www.gov.uk/government/publications/school-parties-visiting-the-uk-by-coach. The guidance, which explains how to prepare for border control and avoid delays, says that all passengers must get off the coach at border control so that a Border Force officer can check them face-to-face. You can make sure you are prepared for crossing the border by:

- asking passengers to put on shoes and coats
- ensuring that each passenger is holding their passport or travel document
- letting passport control know that you are the leader of the group
- ensuring that passengers leave food and drinks on the coach
- leaving all luggage on the coach

Parental Consent

You must not take a child overseas without the consent of everyone with parental responsibility for the child.

See www.gov.uk/permission-take-child-abroad and OEAP National Guidance document [4.3d "Parental Consent"](#) for details about parental responsibility and obtaining consent.

Border officials in the UK and other countries monitor departing children because of concerns about child sexual exploitation and abduction, and occasionally ask for evidence of parental consent from all those with parental responsibility. Establishments should therefore consider carrying evidence of parental consent from all those with parental responsibility, for all children in the group, when travelling overseas.

If any child in the group is a citizen of a country to or through which you are travelling, you should check with the country's embassy, High Commission or consulate about any restrictions or requirements, including about parental consent, that might affect them in or when leaving that country.

In some countries, it may be necessary for Visit Leaders to provide evidence of their responsibility for children in their party. Proof of parental consent may also be required by medical professionals overseas, prior to carrying out treatment.

Health

The UK has reciprocal health agreements with several countries, including the EU. The provision varies from country to country – for

details, including information about the European Health Insurance Card (EHIC) and the UK Global Health Insurance Card (GHIC) see www.nhs.uk/using-the-nhs/healthcare-abroad.

You should ensure that all party members who are eligible for a EHIC or GHIC, obtain a card and bring it with them. Many insurance policies include a condition that a EHIC or GHIC is used when possible.

You should also ensure that all party members are covered by sufficient health insurance for the countries to be visited. This is important even for countries where there is a reciprocal agreement, to cover costs not covered by the agreement and to cover party members (such as non-UK nationals) who may not be included in the agreement.

Accommodation

For general guidance about residential visits including considerations about accommodation, see OEAP National Guidance document [4.2b “Residentials”](#).

- it is essential to make an assessment of the hazards of the accommodation and the immediate surroundings on arrival, and to brief the participants about the safety aspects;
- depending on the destination, consider taking items such as smoke and carbon monoxide alarms, padlocks.

Crime, Terrorism and Conflict

At times of conflict, in addition to the direct affects of the conflict, there may be indirect effects in the area and in surrounding areas. For example, there could be fluctuations in exchange rates, travel restrictions or disruption to supplies, key services or transport. You should make contingency plans for such eventualities.

You should consider whether it is necessary to prepare a plan of what to do in specific circumstances if your group is subject to a criminal or terrorist attack, or is affected by conflict. See OEAP National Guidance documents

[4.1b “Emergencies and Critical Incidents – Overview”](#) and [4.4e “Terrorism”](#).

Groups can be particularly vulnerable when arriving in a foreign country, especially at night or if tired after a long journey. Criminals often target busy airports, railway stations and bus stations. Pickpocketing and luggage theft are common, and more serious crime such as sexual assault and kidnapping are not unknown in some areas. The risks can be reduced by:

- having leaders who are familiar with the location and speak the language – if this is not the case, it can be very helpful to have a trusted local person to meet the group at the airport/station to facilitate arrival
- delegating specific leaders to concentrate on group supervision while others deal with other tasks
- preparing participants to keep valuables secure and out of sight, to be alert and vigilant, to stay together and to know what to do if they

feel threatened

- ensuring that participants' clothing and behaviour minimise unwelcome attention
- having a clear plan, so that the group moves purposefully

Insurance and Cancellation

Travel insurance is essential for all overseas visits. Check all insurance with the Bursar.

Consider the following are covered:

- cancellation
- medical costs (even if travelling to a country with which the UK has reciprocal arrangements, to cover those expenses not covered by those arrangements)
- any pre-existing medical conditions (it is important to ensure that all such conditions are declared as required by the insurer)
- repatriation
- the costs of parents, should they need to come out to stay with a young person in hospital, or to accompany them home
- personal belongings, baggage and money
- COVID-related costs, including medical treatment, repatriation, cancellation, quarantine or self-isolation, and changes in UK or overseas government travel rules

Emergency Procedures

Both the establishment and any third-party provider should have an emergency or critical incident plan.

The plan should outline actions to be taken and include the following:

- 24/7 emergency contacts back at school
- whole group evacuation/repatriation
- contingency funding arrangements
- getting support out to the group.

Visit Leaders should refer to the Critical Incident/Emergency Planning guidance for details of how they should respond to a serious emergency and how to initiate support from their employer.

An emergency plan for an Overseas Visit should consider action in case a member of staff or a pupil becomes incapacitated or has to leave the visit, including the need for a backup member of staff to meet any visa requirements.

Please see the documents about critical incident planning and emergency procedures in section 4 of OEAP National Guidance, including

[4.1c “Emergencies and Incidents – Guidance for Leaders”](#).

Monitoring, Reviewing and Evaluation

After any visit, it is good practice to have a process of feedback, review and evaluation. This should involve the participants, the parents and the leaders. It can help the celebration of success as well as feeding into the planning of future visits.