



Great Marlow School

Excellence • Compassion • Integrity

Educational Visits Policy & Procedures

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There are changes to the previous version of the policy.

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SECTION 1 – POLICY

1.1 Vision

Great Marlow School aims to offer a range of exciting and stimulating educational visits. We believe they are an integral part of the experience we wish to provide for our students. Appropriately planned visits are known to enrich learning and improve attainment. They serve to:

- allow opportunity for real world immersive learning, where students are active participants
- improve awareness, appreciation and understanding of environments and cultures other than our own
- widen engagement with the arts
- help develop curious and enquiring minds

The personal, social and health gains are of equal importance. Educational visits help students to:

- build tolerance, trust and quality in their relationships
- recognise their interdependence with each other
- grow their personal responsibility through independence, organisational skill and self-discipline
- have empathy for others
- develop resilience and capacity to cope with change
- improve communication, and possibly leadership, through teamwork
- acquire new physical skills and feel the benefits of a fit and healthy lifestyle
- assess risk in a measured way, becoming risk-aware rather than risk-averse

Great Marlow School has a longstanding reputation for the extra-curricular opportunities offered and all students are encouraged to take advantage of these enriching experiences. Members of the school community should anticipate a broad, balanced and exciting offer. Students will not be barred on financial grounds from any visits considered a necessary part of the curriculum. When additional funding is necessary, the school will endeavour to source appropriate funds.

Visits should be consistent with the aims of the school and be fully researched, approved and evaluated. We recognise that the selection of appropriate venues, which enhance the experience and enjoyment without compromising the health and safety of those involved, is crucial to the success of any visit. Only competent persons and organisations will be selected for the purpose of planning visits and any venues visited will be carefully assessed by them beforehand. The purpose of this policy is to ensure that all educational visits, irrespective of their nature and duration, are well planned and managed and take into account the health and safety issues that may foreseeably arise. Organisation of visits should follow an agreed pattern and be part of the overall academic planning cycle.

Visits can lead to financial, administrative and emotional pressure on parents and carers. Equally crucial, therefore, in the success of an educational visit is the need to involve and enthuse parents and carers and to gain their support.

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1.2 Scope

Any visit that leaves the school grounds is covered by this policy. There are four categories:

1. *Enrichment activities in the Local Learning Area that are part of the normal curriculum and take place during the normal school day.* These follow the Local Learning Area Operating Procedure (Procedure 2.2).
2. *Sports fixtures.* These regular extra-curricular activities follow the Sports Fixtures Procedure (Procedure 2.3).
3. *Other non-residential visits within the UK that do not involve an adventurous activity.* These are entered on EVOLVE then submitted to the Headteacher for approval.
4. *Visits that are overseas, residential or involve an adventurous activity.* As above, but the Headteacher authorises the visit then submits it to the local authority for approval.

In addition to this policy, Great Marlow School uses:

1. The local authority document [Bucks County Guidance and Requirements](#)
2. National Outdoor Education Advisers Panel (OEAP) Guidance <https://oeapng.info/>
3. EVOLVE+. This is the platform recommended by our local authority – it is a web-based planning, notification, approval, monitoring and communication system for trips and visits.

All staff are required to plan and carry out visits in line with this school policy as well as local authority and national guidance.

1.3 Roles and Responsibilities

Visit Leaders are responsible for all aspects of the planning and running of a visit. This begins with familiarising themselves with this policy and any relevant local authority and national guidelines to ensure that the visit is compliant with these. They must take all necessary steps and provide all necessary documentation to meet the requirements of the Local Learning Area Operating Procedure (2.2), the Sports Fixtures Procedure (2.3) or EVOLVE – whichever procedure is appropriate for the visit. They must meet any timescales given by the Educational Visits Coordinator for the visit to be able to take place.

The *Educational Visits Coordinator (EVC)* will support and challenge visit leaders to carry out their duties effectively. They will attend any training needed to enable them to do this. They are the first point of contact for advice on visit-related matters and will liaise between staff and the local authority as necessary. They will check final visit plans on EVOLVE, where applicable, before submitting them to the Headteacher for approval. They will ensure that no EVOLVE visit takes place without the required approval. They will provide EVOLVE visit leaders with the Buckinghamshire County Serious Incident Action Procedure (2.6) and access to the EVOLVE submission (on paper or online) before the trip. In addition, the EVC manages the staff and student database on EVOLVE.

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The *Headteacher* has responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits to the local authority for approval, via EVOLVE.

The *trustees* should seek to enable and ensure high quality visits and outdoor learning through support and challenge as a ‘critical friend’.

[National Guidance: Member of Trustee Board](#)

[National Guidance: Trustee Checklist](#)

The *local authority* is responsible for the final approval, via EVOLVE, of all visits that are either overseas, residential, or involve an adventurous activity. This approval is acknowledgement that the plans attached to EVOLVE are sound, but responsibility sits with Great Marlow School.

1.4 Staff Competence

We recognise this is a vitally important factor in safe visit management. In deciding whether a member of staff is ready to be a visit leader, the Headteacher will consider their:

- experience and training
- perceived ability to make dynamic risk management judgements
- likelihood of remaining calm under pressure
- knowledge of the students, venue and activities to be undertaken

To support all visit staff in developing their competence, we will endeavor to:

- have staff new to visits working alongside those with more experience
- facilitate staff attendance at training (online or in person) where appropriate

What first aid training is necessary for staff?

The provision of first aid during off-site visits and activities should be part of the risk assessment and planning process. The determination of appropriate requirements should consider:

- The nature of any activities and any likely associated injuries
- The nature of the group and the extent to which it will be isolated from the emergency services

Qualified first-aiders are not necessary for all off-site activities. However, a basic level of first aid support should be available at all times. This will require that one or more of the staff accompanying a visit:

- Has a working knowledge of simple first aid and is competent to use the first aid materials taken
- Knows how to access, and is able to access, qualified first aid support

The visit leader must consider the needs of any student who might require emergency medication as part of a first aid response, such as for an asthma attack or anaphylactic shock. In addition, sepsis is a life-threatening condition that affects hundreds of young people every year. Therefore, residential visit leaders should be aware of the signs of sepsis, the need to ask ‘could it be sepsis?’ and the urgency of seeking medical advice without delay: [National Guidance: Sepsis](#)

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1.5 Parent / Carer Consent

[National Guidance: Parental Consent](#)

DfE guidance is that ‘consent should be sought from the resident parent (the parent that lives with a child) unless the decision is likely to have a long-term and significant impact on the child, or the non-resident parent has requested to be asked for consent in all such cases.’

In SIMS, the resident parent / carer is usually the contact listed as priority 1. When the Director of Learning is aware that another parent / carer would also like to be contacted about all school matters, they are jointly listed as priority 1. The school office will send trip letters to priority 1 contacts when a visit leader issues a student list.

There can be difficulties in obtaining consent for Looked After Children. Foster carers may have to seek this permission from a legal guardian, which can delay the process. Visit leaders should involve the Student Support Officer (Pupil Premium) in chasing this consent and should allow sufficient time to obtain this before any visit.

What consent might a visit leader be asking for?

- participation in the visit
- emergency medical treatment (eg blood transfusion / anaesthetic) if emergency contacts cannot be reached (only requested for visits abroad)
- sharing of personal data (such as contact details, medical and behavioural information) with a provider
- use of photographs / video footage by school or a provider
- agreement to any financial or other terms and conditions

When does consent need to be obtained?

- It **does not** need to be obtained for activities within the Local Learning Area that are part of the normal curriculum during normal school time.
- It **does** need to be obtained for sports fixtures - consent will be obtained at the start of each academic year through an MS Form for students wishing to attend fixtures. The Director of Rowing has responsibility for collecting this separately for rowers and for maintaining a rowing-specific and up-to-date database. Students will be responsible for passing specific fixture details to parents / carers and consent can be withdrawn at any time.
- It **does** need to be obtained for all other visits - specific one-off parent / carer consent will be obtained through WisePay. Sufficient information must be made available so that consent can be given on a fully informed basis. It is not necessary for providers to receive parental consent directly. It is sufficient for them to know that Great Marlow School has obtained consent for students to participate in the provider’s activities. Any contractual arrangements should be between Great Marlow School and a parent / carer or Great Marlow School and a provider, not between the parent / carer and a provider.

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Can consent be collected verbally?

Inevitably, occasions may arise where last-minute consent is needed from someone or a parent / carer is unable to use WisePay. Verbal consent through a telephone call is acceptable in this case. The staff member will complete the MS Consent Form for the parent / carer during the call. The call should either be recorded (with the permission of the parent / carer) or the following information noted down and attached to any EVOLVE submission:

- time
- date
- names of people involved in the call
- wording of any conversation

1.6 Inclusion

National Guidance: Inclusion

The Equality Act 2010 defines several protected characteristics: disability; gender reassignment; pregnancy and maternity; race, religion or belief; sex; sexual orientation. It is illegal to discriminate against someone because they have any of these characteristics. Outdoor learning and off-site visits should be available and accessible to all, irrespective of any special educational or medical needs or protected characteristics. It is our duty to promote the principles of:

- entitlement to participate
- accessibility through adaptation, including the provision of additional aids and services
- integration through participation with peers

In planning visits, the visit leader must take reasonable efforts to:

- include every member of the group
- find a venue and activities that are suitable and accessible
- make arrangements that enable the whole group to participate fully and to gain the benefits

A visit leader may have to balance providing the best possible outcomes for the whole group with the aim of meeting the particular needs of an individual. Any adjustments made should not impinge unduly on the planned purpose of the activity. On occasion, it may be genuinely impossible to include someone in a visit or to find a suitable alternative for the group. A decision to exclude a student from a visit must only be taken after consultation with those who have involvement with the student affected, such as parent / carer, class teacher, Pupil Premium Student Support Officer, Student Support Officer, Director of Learning or SENDCO. The visit leader should consider providing the student with a suitable alternative. They should also consider the impact of any exclusion on the student.

Behaviour is not one of the protected characteristics defined by the Equality Act. It may, therefore, be acceptable to exclude someone from an activity or visit if their potential behavior presents a significant, unmanageable and unacceptable risk to the health, safety and welfare of either themselves or others, or

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to the successful completion of the activity of visit. If the behaviour is associated with a protected characteristic, care should be taken to ensure that unfair or illegal discrimination does not take place.

1.7 Emergencies and Critical Incidents

[National Guidance: Emergencies and Critical Incidents](#)

Most incidents that happen during off-site visits can be dealt with by the visit leaders. However, some incidents can be serious, or beyond the ability of the team to cope, so require support from the school or local authority.

By their nature, emergencies are usually unexpected and can be stressful. However, careful planning of what to do beforehand can mitigate the trauma of being caught up in one. During an emergency, there will not be time to read detailed guidance – visit leaders need to be familiar with the systems before the visit (Buckinghamshire County Serious Incident Action Procedure - 2.7). Practical training and practice can help leaders and participants to switch into emergency mode when needed. Visit leaders should consider practising, or talking through, various scenarios and emergency drills relevant to the type of visit (e.g. transport break down on a motorway, rapid group collection / head count in a public place, fire drills at any accommodation). It is good practice to involve participants in practising for emergencies, where appropriate.

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

1. The visit leader must have a charged mobile phone. If mobile coverage is known to be poor, alternative means of raising an alarm must be worked out before the visit. If the visit is overseas, the phone must be enabled for roaming and any school phone enabled to make overseas calls.
2. There are two emergency contacts from the senior leadership team for each visit; normally, the Headteacher and the Commercial and Operations Director. For a visit during school hours, the school office would be the first point of contact.
3. Relevant medical information for all participants, including staff, will be available to:
 - * The visit leaders, for visits during normal school hours
 - * The Educational Visits Coordinator, also, for visits outside normal school hours
4. A basic level of first aid support is available at all times for students on a visit.
5. Any member of staff supervising a student who may need emergency medication, such as a child with anaphylaxis or asthma, is aware of that and is familiar with the management strategy.
6. The visit leader will take a copy of the Buckinghamshire County Serious Incident Action Procedure (2.7) with them for visits outside the Local Learning Area.
7. The visit leadership team and the base emergency contacts know to request support from the local authority in the event that an incident overwhelms the school's emergency response capability, involves serious incident or fatality, or where it is likely to attract media attention.
8. Parents / carers should not be given any of the telephone numbers that activate emergency contact with the school or the local authority.
9. The EVC will make visit leaders aware of the emergency procedures.

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1.8 Transport

[National Guidance: Transport - general considerations](#)

National guidance suggests that it can be more dangerous to travel to an activity than to engage in it. Visit leaders must plan carefully where to go and how to get there. Consideration should be given to safety, cost, convenience, health benefits, environmental impact and accessibility for any students with disabilities. Overseas visits may require adherence to different travel regulations.

If driving is involved, there are three scenarios:

1. The vehicle is owned (or hired as self-drive) by Great Marlow School and is driven by our staff or volunteers. In this case, the Commercial and Operations Director is responsible for ensuring that the vehicle is safe, the driver is competent and that both vehicle and driver meet all relevant legal and school requirements.
2. Great Marlow School hires a vehicle (such as a taxi, minibus, coach, bus) from a company that also provides the driver. In this case, the Commercial and Operations Director is responsible for ensuring that the company is reputable and for checking that it meets the required standards.
3. The vehicle is privately owned (such as by staff, a parent / carer or a student). In this case, Great Marlow School's responsibilities depend on its role in the arrangements and who is driving.

In scenario 1, if a school minibus is being used, Great Marlow's Commercial and Operations Director is responsible for ensuring that:

- the school holds the required Section 19 Permit
- all vehicles are properly licensed, insured and maintained (Site Team to complete Minibus Weekly Maintenance Form (Appendix 3.6))
- all drivers have been trained and assessed to be competent via the MiDAS (Minibus Driver Awareness Scheme) Scheme and that all MiDAS certificates are current
- all drivers meet licensing requirements:
 - a current UK driving licence
 - *Either* a D1 or D entitlement on the licence
 - *Or* a category B car licence if:
 - the driver is acting as a volunteer
 - the minibus is being operated for social purposes
 - there is a Section 19 Permit OR no payment is being made which gives passengers the right to be carried in the minibus
 - the minibus' Maximum Authorised Mass (MAM) is below 3.5 tonnes (4.25 tonnes if including specialist equipment to carry disabled passengers). Only our new LITE minibuses meet this criteria.
 - the driver is over 21 and has had a licence for at least 2 years
 - no trailer is being towed
 - the vehicle is within the UK

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If a school minibus is being driven outside the UK, the Commercial and Operations Director must check the regulations of that country carefully and ensure all requirements are met: <https://www.gov.uk/government/publications/foreign-embassies-in-the-uk>

Our old minibus is not compliant with Emission Zone standards.

Minibus drivers must follow Great Marlow's Minibus Procedure (2.6).

In scenario 2, the visit leader should speak to the Finance Office, who can book this transport with companies that Great Marlow considers suitable. They must inform the Finance Office at the outset of any students who will need particular access arrangements.

In scenario 3, there are a couple of options.

- Parents / careers are asked to organise transport, which may involve some providing lifts for children other than their own. If this case, if Great Marlow School makes it clear that it will not be involved in these arrangements, it does not have responsibility for them. It should, however, consider the need for:
 - * information from parents about what arrangements have been made
 - * communication with parents / carers if students are absent or late
 - * clear handover of supervision from and to parents / carers at the venue
 - * provision of transport for any children who are not covered by such arrangements
- Parents / carers are asked to volunteer as drivers, as part of the establishment's transport arrangements for the visit. Here, Great Marlow School has a legal duty of care, and may be liable in the event of an accident, *as the school is involved in the organisation of transport in private cars*. Involvement could mean matching parents / carers offering lifts with those seeking lifts for their children, for example. In this case, the school is responsible for ensuring:
 - * the driver is engaged as a volunteer, or paid contractor, if they are not an employee
 - * the driver feels fit to drive safely, understands their duty of care and any responsibilities for supervision
 - * the trip leader has thought carefully about any need for extra supervision in the car
 - * parents / carers are informed about the transport arrangements
 - * evidence is obtained that:
 - * the vehicle is safe (valid MOT; up-to-date service)
 - * the driver is suitable (valid licence; meet employer requirements)
 - * there is a valid, and appropriate, insurance policy
 - * it is only in exceptional circumstances that a driver would be asked to take only one child. Such circumstances might be in an emergency or if the child is deemed at greater risk in any other transport arrangement.

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Trip leaders should consider carefully whether to allow any young and inexperienced drivers to provide transport for any visits.

Group supervision when travelling

Visit leaders should address this issue on their Event Specific Plan. They should:

- ensure staff / students are aware of emergency evacuation exits, first aid provision and meeting points.
- make a judgement about the likely behaviour and individual needs of the passengers. A driver may not be able to drive safely and supervise students at the same time. If any students require close supervision, an adult additional to the driver should travel in the vehicle.
- prompt staff to remind students about road safety and use pedestrian crossings, traffic lights, underpasses and footbridges where possible.
- reserve seats on public transport, if this will ease group supervision.
- ensure head counts are carried out whenever the group is getting on or off transport.
- make students aware of safety requirements and expected standards of behaviour throughout a journey and when assembled in waiting areas.
- decide on appropriate supervision and the amount of freedom to 'roam' around busy airports, stations and ferry terminals, dependent on the age and maturity of the students.
- place staff appropriately to deal with any issues that arise when passing through any security checks.
- consider if students will be allowed on the open deck of a ferry and, if so, how this will be managed.
- consider the distribution of the staff team and communication between them if the party travels in more than one vehicle. All leaders should be aware of who is travelling in which vehicle and have access to emergency information.
- decide where it is best to place leaders in seating arrangements to support supervision and have adult proximity to emergency exits. Double-decker vehicles will require at least one supervisor on each deck.
- consider whether it is prudent to monitor drivers during any overnight coach travel, particularly if this involves long tedious motorway sections.

In the event of an accident or breakdown, the visit leader (or deputy visit leader) should:

- keep the group under direct supervision
- contact the police if the vehicle is in danger of being hit
- make a judgement whether it is safer to keep the group on board the vehicle or not. If the decision is to keep the group on board, it is recommended that the rear seats are vacated, where possible, the passengers moved towards the front and that seat belts are fastened.
- consider high-visibility clothing and torches when walking on roads

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1.9 Charging for school visits

[National Guidance: Charging for school activities](#)

We **cannot** charge for:

- Education provided during school hours.
- Education provided outside school hours if it is part of the national curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education.
- Transport provided in connection with any educational visit of this type.
- Supply teachers to cover for teachers who are away from school on a residential visit.

We **can** charge for optional extras, which include:

- Education provided outside of school time that is not:
 - a) part of the national curriculum.
 - b) part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school.
 - c) part of religious education.
- Transport (other than that required to take students to their place of education).
- Board and lodging for a pupil on a residential visit, except to parents in receipt of certain benefits (broadly equivalent to those that qualify children for Free School Meals).
- Extended day services offered to students (e.g. activity clubs).

Where a visit takes place partly during and partly outside normal school hours, the Education Act 1996 prescribes a basis for determining whether the activity is deemed to take place either “in” or “out” of school hours. This depends first on whether the visit is residential or non-residential:

Residential visits

If the number of school sessions taken up by the visit is equal to or greater than 50% of the number of half days spent on the visit, it is deemed to have taken place during school hours (even if some activities take place late in the evening). Whatever the starting and finishing times of the school day, regulations require that the school day is divided into 2 sessions. A “half day” means any period of 12 hours ending with noon or midnight on any day. A school session is treated as being part of a residential visit when 50% or more of the time allowed for that session at the school is taken up by the visit.

Example 1: Students are away from noon on Wednesday to 9pm on Sunday. This counts as 9 half days including 5 school sessions, so the visit is deemed to have taken place during school hours.

Example 2: Students are away from school from noon on Thursday until 9pm on Sunday. This counts as 7 half days including 3 school sessions, so the visit is deemed to have taken place outside school hours.

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Non-residential visits

A non-residential activity is deemed to take place during school hours if 50% or more of the activity occurs during school hours. This includes any travelling time that falls during school hours. School hours do not include the midday break. Where less than 50% of the activity falls during school hours, the venture is deemed to take place in non-school time.

Voluntary Contributions

The restrictions on charging do not prohibit the school from seeking voluntary contributions in support of an activity or visit. Such contributions must, however, be genuinely voluntary. Consequently, it must be made clear to parents that there is no obligation to contribute, and students must not be treated differently according to whether or not their parents have made any contribution. Visit leaders must inform parents / carers whose children receive Free School Meals of the support available to them when they ask for contributions. The policy on allocating places for such a visit must be clear at the outset.

It is important to provide written information to parents. This should explain the nature of the proposed activity or visit, the likely value in educational terms and the financial contribution per student which would be required if the activity were to take place. The information should emphasise that there is no obligation to contribute and that no student will be excluded because parents are unwilling or unable to contribute. However, it must be made equally clear whether the activity or visit is likely to be cancelled if there are insufficient contributions. There is no limit to the level of voluntary contribution, nor is there any restriction on the way in which such contributions may be used. Thus, voluntary contributions may be used to subsidise students from lower income households and to pay the travel and accommodation costs of accompanying teachers.

Summary of Permissible Charges

The extent to which charges may be levied is dependent upon the answers to the following questions:

1. Is the activity or visit regarded as a statutory requirement?
2. Is the activity or visit to be held in school time?

If the answer to *either* question is “yes”, the only charges that may be levied relate to the cost of board and lodging. No charges may be levied for either the travel or the educational activities.

If the answer to *both* questions is “no”, the activity or visit is an "optional extra" and the full cost may be levied. However, any charge made in respect of individual students must not exceed the actual cost of providing the activity or visit, divided equally by the number of students participating. It must not therefore include an element of subsidy for any other students wishing to participate whose parents / carers are unwilling or unable to pay the full charge.

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1.10 Insurance

Great Marlow School has opted into the Department for Education's Risk Protection Arrangement (RPA). Membership is a voluntary arrangement for academies and is an alternative to insurance, through which the cost of risks that materialise will be covered by government funds.

Membership provides the school with the following:

	Limit of Indemnity	Limit
EMPLOYER'S LIABILITY	Unlimited	
THIRD PARTY PUBLIC LIABILITY	Unlimited	
PROFESSIONAL INDEMNITY	Unlimited	
PROPERTY DAMAGE	Loss of or damage by any risk not excluded to any property owned by or the responsibility of the Member including property the responsibility of the Member due to a lease or hire agreement Cover	Reinstatement value of the property
NOTES:	<ol style="list-style-type: none"> 1. Indemnity is subject to the RPA membership rules. 2. In accordance with the provisions of paragraph 1 of Schedule 2 of the Employers' Liability (Compulsory Insurance) Regulations 1998 (SI 1998/2573), the Secretary of State for Education hereby certifies that any claim established against the named member organisation above in respect of any liability to the employees of the kind mentioned in section 1(1) of the Employers' Liability (Compulsory Insurance) Act 1969 will, to any extent to which it is otherwise incapable of being satisfied by the aforementioned employer, be satisfied out of moneys provided by parliament. 3. 3. A General Principles Clause is included. 	

Details of the RPA membership relevant to the school can be found on the school website, using the following link:

[Confirmation of risk protection arrangement \(RPA\) membership](#)

SECTION 2 – PROCEDURES

2.1 Visit Planning / Running Procedure

Visit leaders are responsible for all aspects of planning and running any visit. They should nominate a deputy leader who can help them with this.

Checklist – a few months before the visit, visit leaders should:

- Discuss the visit with their line manager and DoL / HoD as appropriate.
- Recce / check the venue / external provider to make sure that they are happy with the set up.
- Complete Great Marlow’s Educational Visit – Proposal and Initial Approval - Form A (All Staff – TRIPS – GMS Forms) (Appendix 3.3). See Appendix 3.7 for staffing / student ratios.

Form A must be submitted to the Educational Visits Coordinator at least 7 school weeks before the visit is due to take place.

- When Form A has been signed off by the Educational Visits Coordinator, the Administration Manager and the Headteacher, the visit has been approved in principle.
- Carefully read our Educational Visits – Policy & Procedures to familiarise themselves with the detail of their responsibilities before, during and after the visit.
- Gather all information requested by the Educational Visits Coordinator to enable the EVOLVE submission to be made by the Buckinghamshire County deadline. This information will include:
 - copies of letters to parents / carers (Procedure 2.4 outlines what information to provide)
 - names and relevant medical details of any accompanying staff
 - consent / emergency contact / medical / dietary / relevant Special Educational Need details (as a minimum) for all students – all medical information must be checked by the School Nurse.
 - risk assessments – the visit leader’s own Event Specific Plan (Procedure 2.5) and also, sometimes, from the venue / external provider
 - travel arrangements, with the transport company’s risk assessment where relevant
 - itinerary

There may be further information required, depending on the visit itself.

All information requested must be submitted to the Educational Visits Coordinator by the deadline given, which will be at least 4 weeks before the visit is due to take place.

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Checklist – shortly before the visit, visit leaders should:

- Speak to the relevant DoL(s), SSO(s) and the SEND Department to brief themselves about any students with particular needs.
- Fully brief all staff attending the trip. Ensure the deputy trip leader is aware of what the leader requires them to do, including if they have to deputise in an emergency.
- Collect a school mobile phone from the Finance Office and ensure the main office and school emergency contacts have the number. At times, parents / carers / students may also need this.
- Collect a document pack from the EVC and ensure that the checklist is worked through.
- Collect a first aid kit, as well as any additional medical equipment or medication necessary, from the School Nurse. Make sure they, and any other staff as appropriate, know how to use anything that they might be required to take responsibility for on the trip.

Checklist – during the visit, visit leaders should:

- Exercise a ‘Higher Duty of Care’ for the group at all times; supervising students in accordance with the principles of ‘effective supervision’. Good practice suggests:
 - allocating supervisory responsibility to each adult for a sub-group of named students
 - thinking carefully about the mix of students in each sub- group and which adults can best supervise which sub-groups
 - ensuring that each student knows which adult is responsible for them
 - ensuring all adults and students are aware of the expected standards of behaviour
 - ensuring that participants are aware of the need to be involved in ongoing risk assessment, including the reporting of hazards and potential risks to staff
 - stop the activity (or even visit) if the risk to health and safety of any participant reaches an unacceptable level
- Keep in contact with the school daily if there are any issues and always when on a residential trip.
- Follow the Buckinghamshire County Serious Incident Action Procedure (Procedure 2.7) in the unlikely event of a serious incident.

Checklist – after the visit, visit leaders should:

- Ensure that two members of staff wait until the last student is collected at the end of any visit.
- Review and evaluate the visit using Great Marlow’s Educational Visit – Review and Evaluation - Form B (All Staff – TRIPS – GMS Forms) (Appendix 3.4), as requested by the Educational Visits Coordinator.

The visit evaluation must be submitted to the Educational Visits Coordinator within two weeks of the visit taking place.

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2.2 Local Learning Area Operating Procedure

Visits within the Local Learning Area that are not adventurous, are part of the normal curriculum and take place within the normal school day follow the procedure below. Our Local Learning Area is Marlow. These visits:

- do not require parent / carer consent
- do not normally need risk assessments additional to an Event Specific Plan
- do not normally need to be recorded on EVOLVE

Visit leaders should:

- complete Great Marlow's Educational Visit – Proposal and Initial Approval - Form A (All Staff – TRIPS – GMS Forms) (Appendix 3.3) to get approval for the visit at least two school weeks before it takes place
- have enough staff to supervise the students effectively (see Appendix 3.7). What would the students do if the adult collapsed? Are there any students in the group who need the attention of an additional adult?
- inform parents / carers that the visit is to take place
- complete an Event Specific Plan (see Procedure 2.5) at least one school week before the visit
- ask the School Nurse to check the student list for any relevant medical information
- pass a student list (names, year groups) to the EVC and to Reception
- take a first aid kit and any relevant medication / medical equipment on the trip
- collect a school mobile from the Finance Office and make sure Reception have the number
- make sure they are familiar with the route and location, including any 'no-go areas'
- check clothing and footwear is appropriate prior to leaving school
- remind students of road safety, if roads are being crossed
- brief students on what to do if they become separated from the group
- ensure that no students are doing remotely supervised work on their own
- review and evaluate the visit using Great Marlow's Educational Visit – Review and Evaluation - Form B (All Staff – TRIPS – GMS Forms) (Appendix 3.4), as requested by the Educational Visits Coordinator.

The EVC should:

- check that the Event Specific Plan is carefully considered and suitably thorough
- provide the trip leader with school emergency contact numbers

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2.3 Sports Fixtures Procedure

Extra-curricular activities that regularly take place off-site, such as sports fixtures, follow a different procedure from other visits and do not need to be recorded on EVOLVE.

- Before, or at the start of, each academic year:
 - The Educational Visits Coordinator will organise for an email to be sent to all parents / carers with a link to the Sports Fixture MS Consent Form. This only needs to be completed where students are interested in participating in sports fixtures. Sixth formers may complete the form on their own behalf.
 - The EVC will ask the website team to place the link on the school website.
 - The Head of PE may pass a list of all the students that they feel may be invited to participate in sports fixtures, to a member of the Administration Team. The relevant member of the Administration Team will then help to chase parents / carers / students on the PE lists to try to ensure that all relevant MS Forms are completed within the first couple of weeks of term and, at the latest, by the end of September.

- During the course of each academic year:
 - The PE staff may direct parents / carers / students to the website link to the Sports Fixture MS Consent Form, as necessary.
 - The Director of Rowing has responsibility for ensuring that any student has completed the Rowing MS Consent Form, along with any rowing terms and conditions, before rowing. This applies to both training on the water and any rowing fixtures.
 - Parents / carers / sixth formers are responsible for informing staff taking fixtures of any changes to their MS Consent Form details before any training / fixture.
 - Students attending fixtures are responsible for informing parents / carers of the relevant details before any fixture takes place.

- Before each fixture (and, for rowing, training on the water):
 - The Head of PE and Director of Rowing must check that all students taking part have given consent through the relevant MS Forms. If not, they must either ensure that the MS Form is completed before the fixture takes place or that the student is replaced by another.
 - The member of staff taking a fixture must ensure that they have a mobile phone, access to the students' medical details and emergency contacts and a first aid kit. They must also ensure that an adult able to administer first aid will be present.
 - A single member of staff may supervise a fixture. If there are any other adult helpers, who are not employees of Great Marlow, the fixture leader must check with our Commercial and Operations Director if any checks or restrictions are necessary.
 - If a school minibus is being used, the member of staff taking the fixture must follow our Minibus Procedure (Procedure 2.6).

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2.4 Communication with parents / carers

Where consent is required for a visit, the key is to provide parents / carers with sufficient information to make an informed decision about the participation of their child. Such information may be given in a variety of ways, as the information needed will depend on the nature and complexity of the visit:

- Sports fixtures may involve information being given for the academic year ahead with parents / carers informing staff of any changes to this as necessary
- One-off visits will need specific information letters / emails
- Any residential or adventurous or otherwise complex visits may require a combination of written information and briefing meetings

Information to parents should include:

- The purpose of the visit and whether it is a compulsory part of the curriculum
- Practical details such as dates, times, locations / venues, clothing and equipment
- Costs (including the procedure for requesting financial assistance) as well as payment stages or cancellation terms, where relevant
- How students will be selected for the visit, if there are not enough spaces for everyone. It is not acceptable to use a first-come-first-served approach, due to differing financial circumstances
- Details of all the activities involved and any risks involved in these
- The nature of supervision and any responsibility that students have for their own health and safety
- Any specific provision for special needs and disabilities
- Any pre-visit preparation where parents need to take an active role
- Behavioural expectations and the possibility of sanctions should these not be met
- On residentials - arrangements for sending children home early (in situations of sickness or misbehaviour, for example) and how any associated costs will be met
- Details of how parents can contact leaders in the event of a home emergency

There may be information additional to this that a visit leader feels is valuable also for parents / carers to know.

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2.5 Event Specific Plan

The visit leader will need to produce an ESP for each visit, using a county template:

Significant issue	How will this be managed?	Who will I inform?		
		parent / carer	staff	participants

County advice is to consider S T A G E D as the starting point for planning. Visits leaders should think about issues related to:

S - STAFF	Who is leading, deputising and supporting? How will any lack of experience be managed? Are there any other staff needs? How will you accommodate those?
T – TRANSPORT	How are you getting to, between and from your venues? How will you prepare for any associated risks?
A – ACTIVITY	What will the students actually be doing? With what supervision? Will they have any free time? How will you minimise the risks of any of these activities?
G – GROUP	Students – How many are there? What age(s) are they? Are there any particular needs or challenges (on spreadsheet)? How will you manage these (on spreadsheet)?
E – ENVIRONMENT	Is it indoor or outdoor? Urban or rural? A day visit or a residential? Any there risks inherent in the location(s)? How will you mitigate these? What emergency procedures might you need to explain and when?
D - DISTANCE	How far away from Great Marlow is the visit? Does this present any risks? How will you plan for those?

The ESP must be checked by, and can be discussed with, the Educational Visits Coordinator. Further help can also be obtained from the Buckinghamshire County’s Outdoor Education Adviser, who can be contacted by email (mike.harwin@buckinghamshire.gov.uk) or mobile (07890 395028).

The ESP must be approved by the Headteacher and, if required, the Bucks County Outdoor Education Adviser also before the visit goes ahead.

The trip leader should then share the ESP with the staff team and aspects of it with participants and parents / carers as appropriate.

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2.6 Minibus Procedure

Minibus drivers must:

- start the Minibus Daily Driver Form (Appendix 3.5) before driving. Report any defects to facilities@gms.bucks.sch.uk before the visit takes place. Legally, the driver is responsible for the condition of the vehicle, including compliance with requirements for carrying safety equipment.
- ensure they meet driver licensing requirements - check with the Commercial and Operations Director if unsure.
- comply with transport regulations.
- be aware the vehicle's total weight must not exceed 3.5 tonnes (4.25 tonnes if carrying specialist equipment for disabled passengers). If in doubt, check with the Commercial and Operations Director.
- check with Great Marlow's Commercial and Operations Director if they wish to tow a trailer. Where it prevents the back doors being used, an alternative exit must be provided and mentioned to students.
- use a tachograph if required to do so (e.g. driving in Europe).
- know what to do in an emergency, including how to use first-aid and firefighting equipment. If unsure about the former, speak to the school nurse. If unsure about the latter, speak to the Compliance Manager.
- plan the drive carefully; considering route, journey time, possible traffic, access to toilets and parking.
- be confident that their eyesight complies with the driving standards' threshold.
- not drive when taking medication or undergoing treatment that might impair their ability or judgment.
- decide if any other responsible adults are needed in the minibus to supervise the students.
- ensure that all passengers wear seatbelts.
- ensure that luggage is securely stowed and does not block doors and emergency exits. On trips that require overnight bags / full size rucksacks, seating must be calculated on a '3 seats for 2 people' basis.
- observe minibus speed limits. These are 50 mph on single carriageways and 60 mph on dual carriageways. If the minibus has a trailer, the speed limit on motorways is also 60 mph.
- avoid driving for long periods and ensure that rests are taken when needed.
- update the Minibus Daily Driver Form (Appendix 3.5) at the end of the trip and leave it in the vehicle. Report any defects arising during the journey to facilities@gms.bucks.sch.uk.

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2.7 Buckinghamshire County Serious Incident Action Procedure

- Summon the emergency services if appropriate
 - Provide first aid and prevent further injury
 - Account for all party members, including staff
 - Delegate a responsible adult to take care of uninjured members of the party
 - Instruct the party not to engage with the media and secure inappropriate use of mobile phones, email or social media
 - Activate the emergency procedures by calling the Buckinghamshire County Duty Resilience Officer on **07738 501318** or **+447738 501318 if abroad**. Be prepared to provide the following information immediately, before any further discussion takes place, in case you are cut off:
 - phone number(s) which we can call you on (including national / area codes)
 - your name
 - name of your school / party
 - nature of the emergency
- If possible, also provide the following information:
- location
 - further details about the nature of the incident
- In order that you can be contactable at all times, and to enable you to lead and coordinate all necessary actions, you should delegate party leadership to the Deputy Visit Leader
 - Use the Incident Record Sheet (Appendix 3.2) to note full details of the incident, so far as can be established at this stage
 - Use the Incident Log (Appendix 3.2) to note actions taken / conversations held and decisions made, as they take place
 - Ask those in the party to write individual statements of what they saw and heard
 - Do not make any public statements without the prior agreement of a statement with Buckinghamshire Council's Incident Control Team
 - Where appropriate, retain all equipment involved in an accident or incident in an unaltered condition, unless it is required by the police
 - Where appropriate, begin to make arrangements for those not injured to return home
 - Where appropriate, arrange support for the staff and those injured in hospital
 - Where appropriate, obtain necessary documentation from the medical authorities (such as death certificates, medical certificates indicating how the injured may travel home, case histories including x-rays)
 - Where appropriate, retain receipts for all expenditure connected with the incident

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SECTION 3 – APPENDICES

3.1 Buckinghamshire County Contacts

County Duty Resilience Officer – EMERGENCIES ONLY	07738 501318 or +44 7738 501318
Outdoor Educational Adviser	Mike Harwin 07890 395028 mike.harwin@buckinghamshire.gov.uk
Educational Visits Coordinator	Tracey Erasmus 01296 383030 tracey.erasmus@buckinghamshire.gov.uk
Outdoor Learning Teacher / Specialist Provider of Onsite LOTC and INSET / Lead for Outdoor Network and Forest Schools	Julie Lloyd-Evans 07561 710590 LearningWithoutWalls@outlook.com
Swimming Adviser	Zoe Rogers 01296 388222 swimming@ahs.bucks.sch.uk www.bssp.org.uk
EVOLVE website	www.buckscvisits.org
Health and Safety	HR Service Desk 01296 382233 hrrservicedesk@buckinghamshire.gov.uk
Insurance	Rachael Ruddy 01296 383197 insurance@buckinghamshire.gov.uk Sue Clowe 01296 531168 insurance@buckinghamshire.gov.uk
Transport	clienttransport@buckinghamshire.gov.uk
Resilience Team	Stephen Irons stephen.irons@buckinghamshire.gov.uk

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3.2 Buckinghamshire County Council: Incident Forms

Visit leaders will take copies of these forms with them on all visits recorded through EVOLVE.

Incident Record Sheet

Establishment:	Date:
Party size: Students:	Staff / Other Adults:
Location:	
Nature of incident:	Time:
Contact numbers:	
Venue / hotel:	
Trip Leader mobile:	
Fax:	
Email address:	
Details of casualties (number / names of injured / fatalities):	
Where injured taken:	
Telephone number:	
Accompanying staff:	
Other information:	

Incident Log

Visit leaders are asked to keep a detailed log of actions, conversations and decisions as they take place. This should include the nature of any instructions given, names, addresses, phone numbers, each person with whom contact is established.

Date	Incident
Time	Action / Conversation
Time	Action / Conversation
Time	Action / Conversation

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3.3 Great Marlow School Form A

Educational Visit - Proposal and Initial Approval - Form A

What is the trip?			
Is it a compulsory part of the curriculum?			
How does it support our vision, values and / or priorities?			
Date(s)		Departure Time:	Return Time:
Location (name / address)			
Year Group(s)			
Number of students			
Activities			
Intended Outcome(s) (min 1; max 4)	1.		
	2.		
	3.		
	4.		
Cost per student			
Accommodation (name / address)			
Transport details			
Leader		Mobile:	
Number of other staff			
Number of volunteers			
External organisations			

Form A has to be checked and signed / dated by the following staff before the proposal is approved in principle and further planning of the visit can take place:

Educational Visits Coordinator: _____ Date: _____

Administration Manager: _____ Date: _____

Headteacher: _____ Date: _____

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3.4 Great Marlow School Form B

Educational Visit – Review and Evaluation - Form B

Visit:		Date:	
Intended Outcomes:	<div style="display: flex; justify-content: space-around;"> <div style="background-color: #90EE90; width: 20px; height: 20px; border: 1px solid black; display: flex; align-items: center; justify-content: center;">😊</div> <div style="background-color: #FFD700; width: 20px; height: 20px; border: 1px solid black; display: flex; align-items: center; justify-content: center;">😊</div> <div style="background-color: #FFFF00; width: 20px; height: 20px; border: 1px solid black; display: flex; align-items: center; justify-content: center;">😊</div> <div style="background-color: #FF0000; width: 20px; height: 20px; border: 1px solid black; display: flex; align-items: center; justify-content: center;">😞</div> </div>	Comments:	
Does anything need to be changed if this visit is run again?			
Person responsible for any action:			
Deadline:			
Visit Leader:			
Signature:		Date:	

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3.5 Minibus Daily Driver Form



01628 483752

Minibus

Clean Interior				Yes/No		Daily Driver Form
Fuel Level	Empty	1/4	1/2	3/4	Full	

Tyres	Visual check damage / pressure	Equipment	Intact & accessible
Wheels	Visual check damage		
Fluids	Check for leaks under vehicle	First Aid Box	
Fuel	Sufficient for the journey	Fire extinguisher	
Windows	Clean and clear of obstructions	Torch	
Lights	Including stop lamps & indicators	Warning Triangle	
Windscreen	Wipers & washer fluid	Reflective jackets	
Bodywork	No dangerous parts	Mobile phone (if reqd)	
Mirrors	Positioned & not damaged		
Brakes	When stationery & moving	(before passengers)	
Horn			
Seatbelts	Condition & working	Fuel Card	

Driver name:		Department:	
OPENING	Date:	Time:	Odometer:
CLOSING	Date:	Time:	Odometer:

Clean Interior on handing over				Yes/No	
Fuel Level	Empty	1/4	1/2	3/4	Full

Comments: _____ Signature: _____

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3.6 Minibus Weekly Maintenance Form



01628 483752

Minibus

Clean Interior				Yes/No		Weekly Maintenance Form
Fuel Level	Empty	1/4	1/2	3/4	Full	

Item	Description	Yes/No	Equipment	Intact & accessible
Tyres	Check for wear and pressure			
Wheels	Security of wheel nuts			
Fluids	Engine Oil, brake fluid & water		First Aid Box	
Fuel	Refuel & check additives		Fire extinguisher	
Windows	Clean and clear of obstructions		Torch	
Lights	Including stop lamps & indicators		Warning Triangle	
Windscreen	Wipers & washer fluid		Reflective jackets	
Bodywork	No dangerous parts			
Mirrors	Positioned & not damaged			
Brakes	When stationery & moving			
Horn				
Seatbelts	Condition & working		Fuel Card	

Name:		Site Team	
OPENING	Date:	Time:	Odometer:
CLOSING	Date:	Time:	Odometer:

Clean Interior on handing over				Yes/No	
Fuel Level	Empty	1/4	1/2	3/4	Full

Comments: _____ Signature: _____

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3.7 Staff: Student Ratios

The following guidance is a ‘starting point for consideration’. If fewer staff than suggested are attending a visit, justification must be entered on EVOLVE. The visit leader should be a teacher wherever possible.

Number of pupils ↓	Day Visits	Residential and Overseas Visits	
	members of staff	members of staff	teachers
20 or fewer	2	1	1 (if overseas, staff should both be teachers)
21 – 30	2		2
31 – 40	2	1	2
41 – 50	3	1 (2 if more than 45 students)	2
51 – 60	3	2	2
61 – 70	4	3	2
71 – 80	4	3 (4 if more than 75 students)	2
81 – 90	5	4	2
91 - 100	5	5	2