

WOLVERHAMPTON GRAMMAR SCHOOL

OFF-SITE TRIPS AND VISITS POLICY (INTERNAL)

1.0 INTRODUCTION

Off-Site trips and visits form a very important part of the curriculum and extra-curriculum provision at Wolverhampton Grammar School (WGS). The School recognises the educational value of off-site trips and visits and their contribution to the personal and social development of the pupils. The purpose of this policy document is to ensure that all off-site trips and visits are correctly planned, managed and supervised so that pupils can safely participate in the opportunities that are offered.

2.0 PROVISION OF EMPLOYER GUIDANCE

The School has formally adopted “Outdoor Education Advisors Panel National Guidance” as “Wolverhampton Grammar School Employer Guidance”. This Outdoor Education Advisors Panel (OEAP) educational visits guidance can be found on the following web site: www.oeapng.info. The DfE Guidance for Health and Safety in Schools can be found on the following website: [DfE advice on Health and Safety](#)

It is a legal expectation that WGS employees must work within the requirements of their employer’s guidance. WGS employees should also follow the Outdoor Education Advisors Panel National Guidance (NG) recommendations. Where there is any variance of policy between the OEAP National Guidance and WGS policy the WGS policy requirements take precedence over any National Guidance and clarification should sought from the Educational Visits Co-ordinator (EVC) in this eventuality.

A list of other associated School policies is provided at the end of this document.

3.0 SCOPE AND REMIT

The NG document “Basic Essentials MUST Read - Status and Remit” clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

- direct supervision of young people undertaking experiences beyond the boundary of their normal operational base;
- direct supervision of young people undertaking experiences that fall within the remit of Educational visits and Learning Outside the Classroom (LOtC);
- facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base;
- deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base

This applies regardless of whether the activities take place within or outside of normal working hours, including weekends and holiday periods.

For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the NG document: “Underpinning Legal Framework”

4.0 ROLES AND RESPONSIBILITIES

NG sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found within WGS management structures.

- Member of Board of Governors or Management Board
- Headteacher
- EVC
- Visit or Activity Leader
- Assistant Visit Leader
- Volunteer Adult Helper
- Parents

The following link includes detailed guidance for each role listed above [OEAPNG - guidance by role](#). In the practical organisation of trips there are specific responsibilities at WGS as follows:

4.1 EDUCATIONAL VISITS CO-ORDINATOR (EVC), EVC ADMINISTRATOR, DEPUTY HEAD, SENIOR DEPUTY HEAD AND FINANCE DIRECTOR

- The EVCs oversee the planning and organisation of WGS visits and provide guidance, advice and training to the staff and the Head, including making recommendations regarding the approval of visits and are one of two signatories required in all off-site trip approvals.
- The Academic Deputy Head (for Senior School) or the Senior Deputy Head (for Junior School) assume specific responsibilities for all aspects of trip planning and running. They satisfy themselves that Visit Leaders, working with EVCs, SMT and trip supervisors have taken all reasonably practicable steps to ensure that risks have been managed, a workable 'Plan B' is in place and, ultimately, an enhanced duty of care will be delivered for participants. They are also responsible for: i) checking trip applications against the WGS diary to help reduce clashes and disruption; ii) organising teaching cover; iii) safeguarding (in consultation with DSLs) and iv) are one of two signatories required in all off-site trip approvals.
- Both signatories share a responsibility for ensuring that the Visit Leader and assistant leaders/supervisors are suitably competent, experienced and able to run the trip and deliver the enhanced duty of care required. They also check pupil names and advise with respect to participation. The two signatories will meet regularly with the EVC Administrator to review and approve all trip paperwork.
- The EVC Administrator provides support to the EVCs in recording all trips and ensuring trip paperwork is received by the appropriate time.
- The Finance Director assumes a general responsibility for off-site visits and trips with respect to: i) financial planning; procedures and probity; ii) insurance cover; iii) WGS staff personal/professional liability; iv) safe use of well-kept WGS minibuses; and v) out of hours' access to the School site.

4.2 HEAD

- The Head takes full responsibility for giving or withholding permission for a trip to go ahead under delegated authority from the Directors.

4.3 VISIT LEADER

- The Visit Leader has responsibilities to ensure all aspects of planning and paperwork are completed as required and they have other responsibilities as well. To avoid potential confusion there must be one named Visit Leader for any School trip, visit or activity, and they have overall responsibility for supervision and conduct of the visit. The Visit Leader must be accountable and competent and confident to lead the visit/activity.

- To be accountable, they should have been vetted (for example by completing the Leader Competence Form) and inducted into the School's policies and procedures (for example, through whole staff training and ongoing training).
- To be competent means that they have demonstrated the ability to operate to recognised standards of good practice (as set out in OEAPNG), and have sufficient relevant experience of the group, the activity and the venue. The Visit Leader must have completed an annual Leader Competence Form in order for the SMT/EVCs to be satisfied that their experience is sufficient. They may have other relevant training and/or nationally recognised qualifications.
- To be confident means that they are not only fully aware of their abilities, but also of their limitations. Please see the OEAPNG page below for further advice:
<http://oeapng.info/visit-leader/>
- Visit Leaders should use the trip checklists in EVOLVE.
- Full details of their responsibilities can be found in Appendix 1.

4.4 DEPUTY LEADER

- Bigger trips may require one or more Deputy Leaders (in practice most trips will have an assigned Deputy Leader).
- The Visit Leader may delegate responsibility for a group of pupils or a specific activity to a Deputy Leader.
- When there is more than one leader involved in an activity, one of them must be clearly nominated as the Activity Leader, and the respective roles of the other leader(s) must be clear. If this is not the case, then there may be a risk of confusion or conflict in decision-making, or of one leader falsely assuming that another is managing a situation. Please refer to the OEAPNG guidance for best practice and further advice: <https://oeapng.info/assistant-leader/>

5.0 TRAINING AND INDUCTION

As an employer, the School is required to ensure that its employees are provided with:

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

The appropriate guidance for the management of outdoor learning and LOtC at the School is the Employer Guidance web site [OEAPNG](http://oeapng.info)

The relevant training courses at the School are:

- Educational Visit Coordinator (EVC) Training - the School is required to have a current, trained EVC in post for the Senior and Junior Schools.
- Educational Visit Coordinator (EVC) Revalidation - all School EVCs are required to undertake a formal revalidation from time to time (3-5 years suggested)
- Visit Leader Training – all new members of teaching staff receive training from the EVC as part of their induction. Existing members of teaching staff receive an update on running school visits and trips on annual basis. The competence of the Visit Leader is the key component in ensuring the safety of the participants. Assessment, training and support of Visit Leaders is a priority of the EVC.

- Where an employee experiences problems with finding the material they are looking for, or require clarification or further help and guidance, they should consult the EVC.

6.0 PROCEDURAL REQUIREMENTS

6.1 APPROVAL AND NOTIFICATION PROCESS

- The Directors have delegated formal approval of trips and visits to the Head and SMT without exception, and reports of trips and visits are made in the Heads' Report to the Board. Major incidents or near misses occurring on trips and School fixtures are reported through to the Health and Safety Committee.
- Visit Leaders must be approved by the EVC as recorded on a Leader Competence Form.
- The School uses the EVOLVE electronic system for notification and approval of trips and visits. This is supplemented by use of Firefly for the submission of parental consent forms and iSAMS for the collation of pupil medical records and contact details. The final trip approval pack (stored electronically in the EVC folder of the Staff Area) comprises:
 - Big Trips Initial Request Form (if appropriate)
 - The EVOLVE visit form
 - Initial Parent Letter
 - Parent Consent Forms (where there is an overnight stay and/or a cost to the trip)
 - Risk Assessments
 - Parent and Staff Emergency Contact Details (for all out of normal School hours' trips)
 - Pupil and Staff Medical or Allergy Issues
 - Missing Pupil Procedures, Critical Incident Plan and Insurance Details
- A summary flowchart of the process and timings for trips and visits can be found in Appendix 2 and detailed guidance is given in Appendix 3.
- Sport fixtures as part of the normal weekday curriculum and, where relevant, at weekends are approved by the Academic Deputy Head (for Senior School fixtures) and Head of the Junior and Infants (for Junior School fixtures) prior to the start of each term. Detailed guidance is given in Appendix 4.

6.2 MEDICAL

- Medical details for pupils and staff taking part in trips are collected through iSAMS. Any specific pupil medical issues are to be included in the trip risk management planning.
- First aid training is offered to all staff in the School. It is a requirement to have a least one member of staff with a basic First Aid at Work qualification on any residential trip or Sports Fixture. It is desirable that all staff supervising pupils on a School trip have knowledge of appropriate first aid.
- First Aid kits are to be taken on all School trips and visits.

6.3 TRANSPORT

- Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it. All national and local regulatory requirements must be followed.
- The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus.
- The Visit Leader should ensure that coaches and buses are hired from a WGS-approved company
- Where School (or hired) 17 seater minibuses are to be used, it is a requirement that all staff driving must hold category D1 entitlement on their driving licence and have completed WGS

MIDAS training. Please refer to both the School Driving at Work Policy and Guidance on the use of School Minibuses.

- Transporting young people in private cars requires careful consideration. Staff cars should only be used to transport pupils in 'unplanned' or 'emergency' situations. For example, journeys to hospital etc.
- If you are using parents as drivers, check that they are reliable, responsible and insured and have the appropriate volunteer checks.
- If you have Sixth Formers driving their own cars (normally only as a last resort) you must be satisfied that they are responsible and insured. If there is any doubt about either, do not proceed. If Sixth Formers are taking passengers, the parents of driver and passengers must be informed and must give their permission in writing (most likely via email).
- Also see NG documents: "Transport in Minibuses" and "Transport: General Considerations"

6.4 INSURANCE

- Employer's Liability Insurance is a statutory requirement and the School have arranged a policy that will respond and, if appropriate, indemnify against all claims for compensation for bodily injury suffered by any person with a contract of employment. This cover also extends to those persons who are acting in an authorised voluntary capacity as assistant supervisors. WGS also holds Public Liability insurance, which will indemnify the School against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, third party property where WGS are deemed to have been negligent. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff if they commit a negligent act. The indemnity includes activities such as off-site activities and outside visits organised by all departments for which WGS may be considered responsible.
- The School also holds comprehensive travel insurance for staff and pupils. Details of the Policy are available to Visit Leaders and sent to parents as part of pre-trip administration when required. Specialist travel insurance can be arranged for skiing and more adventurous trips and this should be discussed with the Finance Director.
- Refer to NG document: "Insurance"

6.5 FINANCE

- The majority of compulsory School trips and visits are funded through School Fees. Additional costs to parents are usually only incurred for optional trips and visits, or those compulsory trips where funding is being partially subsidised by the School.
- Where appropriate, costs should be discussed with the Finance Manager before outline approval is requested for a trip. Costs should include preliminary visits, transport (e.g. to/from airports), insurance (School insurance is recharged per pupil at £1.00 per overnight in UK or £1.50 per overnight overseas) as well as tour operator's costs.
- A payment plan must be agreed in advance with the Finance Manager. All trip costs must be collected through the normal School fee billing process and costs can be spread over a number of terms if appropriate. Any over/under payment will be collected/returned after the trip account has been balanced.
- Where additional costs are involved, a list of trip participants must be provided to the Finance Manager prior to potential participants having their places confirmed. This allows identification of any potential payment issues. The School Terms and Conditions provide for the School to refuse a pupil taking part in an activity whilst it remains unpaid.
- No discounts on trips should be offered without the Finance Director's consent. The School does have a trips hardship fund that can be utilised to assist families in significant financial

need for pupils to take part in optional trips deemed to be beneficial for their education e.g. foreign language exchanges. A full list of such trips is held by the Finance Director.

- Travel cards and or currency can be provided for trips when required. Staff are required to keep receipts for all expenditure (including any for repayment of expenses incurred out of their own funds) and return these together with any remaining funds to the Finance Office within a week of the trip taking place. Staff repayment claims will be made through the BACS system.

6.6 PARENTAL CONSENT AND COMMUNICATIONS

- The current parent contract includes the following agreement:

Consent to participation in School trips. A variety of School trips will be provided for your child while a pupil here. Unless you notify us to the contrary, you consent to your child participating, under supervision, in School trips which do not involve an overnight stay or additional cost and being carried by public transport or School transport driven in a responsible manner by an adult who is suitably qualified and insured. School trips abroad or those in the United Kingdom involving an overnight stay and/or an additional charge will be the subject of a separate agreement with parents. Your child is subject to School discipline in all respects whilst engaged in a School trip. All additional costs of special measures (such as medical costs, taxis, air fares, or professional advice) necessary to protect the pupil's safety and welfare, or to respond to breaches of discipline, will be charged as extras.

- This means that when an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then additional formal consent is not necessary.
- All residential trips and adventurous activities require specific parental consent as do those involving an additional charge. A copy of the consent form wording is available in the EVC folder.
- Consent from one of the child's resident parents is usually sufficient but Visit Leaders should be aware that consent from both parents is sometimes required and there may be special arrangements when obtaining consent for Looked After children. If in doubt, the Visit Leader should consult the EVC, DH or DSL.
- In addition, almost all trips require communication with parents as specific information needs to be given on timings, equipment etc. An example initial letter is available in the EVC folder. Fuller details of further parental and pupil communications are included in Appendix 6.

6.7 LEADER COMPETENCE

- NG provides clear advice regarding the assessment of leader competence. It is an expectation of the School Policy that all leaders and deputies have been assessed as competent to undertake such responsibilities as they have been assigned in line with NG.
- The Leader Competence form for trip leaders is assessed and signed off by the EVC if they have the relevant skills and experience and, where required, qualifications for an educational visit.
- To be 'competent' may also include completing specific School Trip First Aid and Minibus driving qualifications where appropriate for the trip. First Aid, minibus and other relevant qualifications are logged in EVOLVE by the EVC Administrator.
- As part of the trip approval process, the EVC uses the information held on the Leader Competence form to decide whether Visit Leaders are suitably qualified and experienced. The EVC makes this decision for new members of staff based on a discussion of their skills and experience during their induction training.

- **Adventurous Activities:** The School acknowledges the immense educational benefits that adventurous activities can potentially bring to young people, and fully supports and encourages adventurous activities that are correctly planned, managed, and conducted. Competences to lead outdoor activities should be demonstrated by holding the relevant National Governing Body (NGB) award where it exists. Where there are queries regarding the competencies/experience required the EVC will contact outdoor professionals for advice. All centres and providers used by the School for the provision of adventure activities will hold a current AALA licence.
- **Other Areas:** Staff competence in first aid, minibuss driving, lifesaving etc. may also be needed, depending on the activity. Volunteers will also require induction training prior to a specific visit. Training requirements in these areas should be identified as part of the trip approval process.
- Refer to NG document: “Assessment of Competence”

6.8 MONITORING AND EVALUATION

- The School ensures that there is monitoring of the visits and LOTC activities undertaken by its staff. Such monitoring should be in keeping with the recommendations of NG. There is a clear expectation that the monitoring function is a delegated task put in place by the EVC and principally carried out by experienced staff acting as mentors/advisors for colleagues.
- Refer to NG document: “Monitoring”
- The School evaluates the benefits of a trip and its planning, transport arrangements, pupil and staff matters, first aid requirements, third party providers and any accidents, incidents and near misses by requiring all staff who take part on a trip to complete an evaluation form.
- These forms are reviewed by the EVC for future reference and any accidents or matters of note highlighted in a summary to the school’s Health and Safety committee.

7.0 RISK MANAGEMENT

- Refer to NG document: “Risk Management”
- The School has a legal duty to ensure that risks are managed - requiring them to be reduced to an “acceptable” or “tolerable” level - and not to eliminate risks, as would be a reasonable expectation when risk assessing a piece of machinery, work shop or manufacturing process. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring the School to provide such support, training and resources to its employees as is necessary to implement this policy.
- The risk management of an activity should be informed by the benefits to be gained from participating. The School promotes a “Risk-Benefit Assessment” approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is “acceptable”. HSE endorse this approach through their “Principles of Sensible Risk Management” and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves. DfE also make clear that they support this approach through their guidance here DfE assessing and managing risk.
- There is no legal or School requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e. those that may cause serious harm to an individual, or harm several people. HSE case study examples of sensible School trip risk management are available here: HSE case-studies

- Generic School risk assessments exist for a wide range of trips and components of trips – accommodation, transport, theatre trips etc. These are available in the EVC folder. There is a requirement with every generic risk assessment for the Visit Leader to add any specific hazard/control measure for the particular trip or visit that is being undertaken.
- Specific risk assessments must be produced for individual trips if they are not covered by a generic risk assessment e.g. Litter picking in Bantock Park. Blank forms are available in the EVC folder.
- Dynamic risk assessments are those carried out whilst the trip is taking place and do not have to be written format e.g. you are out walking with a group of pupils and want to stop for lunch, you would find a safe area rather than sit under an overhanging rock.
- Where possible, you should involve all staff taking part in a trip in the discussion of the risk assessment process and encourage pupils to be involved in this process too - see Appendix 6.

8.0 PRELIMINARY VISITS AND EXTERNAL PROVIDER ASSURANCES

- All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is a vital dimension of risk management.
- Wherever reasonably practicable, it is good practice to carry out a preliminary visit. The EVC will advise on this in each specific case. A pre-visit is usually required for visits where there is a high complexity factor and the visit has not happened previously, or when the visit is adventurous and led by School staff e.g. new Duke of Edinburgh day walk.
- Residentials, visits abroad, exchange visits, adventure led by School staff all have aspects of complexity. If the visit is led and managed by a provider, then a variety of approaches can reduce the need to pre visit.
- It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy e.g. [The LOtC Quality Badge](#) ; [AALA licensing](#) ; [Adventuremark](#); [School travel forum](#).
- The School takes the view that where a provider holds such one of the above accreditations, there should be no need to seek further assurances or ask for risk assessments. It is more helpful to request their Safety Management System instead.
- Refer to: NG document [Refer to: NG document preliminary visits and provider assurances and Assessing an adventure provider checklist](#)

8.1 USING EXTERNAL PROVIDERS AND DATA PROTECTION

- Sometimes it is necessary for Visit Leaders to share personal data with external organisations. For example, an activity provider may require medical or other information about participants so that they can take care of their health and safety.
- The WGS Privacy Notice allows Visit Leaders to share this data if the external provider has adequate privacy and data protection arrangements.
- The Visit Leader should obtain assurances that the provider is compliant with the General Data Protection Regulation (GDPR) - this can be done by checking its privacy and data protection policies and ensuring that the contract with the provider includes an outline of how the data is shared, used, stored, secured and eventually deleted or returned to the establishment.

9.0 VOLUNTEERS

- School volunteers who work frequently or intensively with, or have regular access to young people or vulnerable adults, must undergo an enhanced DBS check as part of the School's safer recruitment process. For the purposes of this guidance:
- Frequently is defined as "once a week or more";
- Intensively is defined as 4 days or more in a month or overnight.
- Volunteers would not normally be expected to act as Visit Leaders, unless specifically approved by the Head on the grounds of their competency in a required field.
- Where a Volunteer Helper is a parent (or otherwise in a close relationship to of a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the Risk-Benefit assessment.

10.0 EMERGENCY PLANNING AND CRITICAL INCIDENT SUPPORT

- A critical incident is an incident where any member of a group undertaking an off-site activity has:
 - either suffered a life threatening injury or fatality;
 - is at serious risk;
 - or has gone missing for a significant and unacceptable period.
- The School is committed to providing emergency planning procedures to support establishments in the event of a critical incident.
- Refer to NG document: "Critical Incident Management for Visits", the School Critical Incident Plan and the School Missing Pupil Procedure and Arrangements when a Pupil is Not Collected on Time. A summary of the action to take in the event of a Critical Incident is provided in Appendix 6.
- All Visit Leaders are provided with the School's Critical Incident Plan detailing the School's emergency procedures.
- All trips have a nominated Emergency Contact who has trip details and is 'on call' at all times. For residential trips, details of two Emergency Contacts are provided.
- Each trip must have at least 2 School mobile phones allocated to it. One number is to be used for School contact only and the other may be given to parents and pupils to act as an emergency contact point.
- For residential trips, pupil mobile numbers (if mobile phones are to be taken) will be collected by the Visit Leader for use on the trip only e.g. to contact a pupil if they have gone missing. If appropriate, pupil mobile numbers may also be collected for use on a day trip when remote supervision is anticipated.
- Accidents on a School Trip must be reported immediately, or as soon as possible thereafter. The School is legally obliged to some accidents to the appropriate authority. See <http://www.hse.gov.uk/riddor/>

11.0 SUPERVISION, CONTROL, SAFETY AND LIABILITY

- In general terms, the Law does not prescribe activity-specific staffing ratios; but it does require that the level of supervision and group management is "effective".
- The EVCs will provide guidance on staff to pupil ratios if required. The majority of trips involve both boys and girls. For most trips, therefore, you will normally (but not essentially) have to provide accompanying staff of both genders.
- Effective supervision should be determined by proper consideration of:
 - Staff Competence

- Activity - nature and location of the activity (including the type of activity, duration, skill levels involved)
- Group - age (including the developmental age) of the group; ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc.);
- Environment - nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions,
- Distance away from the base.
- There must always be an agreed and known chain of command. All supervising adults must be fully informed of all relevant details of the trip.
- Supervision of students can be categorised in the following ways (and should be noted on itineraries for clarity with remote supervision being communicated to parents):
 - Direct – in sight of staff
 - Indirect – not always in sight of staff but at a specific location with clear boundaries
 - Remote – out of sight of staff and where students and staff may not be able to find each other quickly e.g. D of E Gold expeditions (in such cases it is best practice for student mobile phone numbers to be available) but where there will be agreed meeting points
- ‘Remote’ supervision does not mean ‘no’ supervision (see above)
- There must be an element of supervision at all times during any trip (including overnight stays). There is no such thing as ‘free time’, but supervision may be relaxed a little depending upon the situation (for example, once pupils are on a ferry or in tents or in a hotel).
- You must ensure that a colleague or an employed professional/agent is properly qualified to supervise any hazardous activities: check regulations and advice regarding outdoor activities and if necessary check the qualifications of non-WGS professionals.
- Where staff bring their own children and/or partners on School trips, then a degree of thought needs to be invested in supervision arrangements to absorb any ‘conflict of interest’ that may arise – this may affect the number of staff needed for any given trip. Groups and roles must be carefully thought out, given that all adults on a trip will be assistants or Visit Leaders; it may be appropriate to take an extra member of staff and this must be discussed/authorised by the Finance Director if it involves an additional cost. Please note that staff children should only be included on a School trip where pupils of their age are invited to take part.
- Visit Leaders and supervisors should not give out their own personal mobile phone number to pupils during trips (or at any other times for that matter). A School mobile should be booked out (via the EVC Administrator) to be used on trips. It is good practice to give this number out to pupils when indirect and remote supervision is intended. The number may also be released to parents provided it is stressed that use of it is a last resort and only when necessary.
- Visit Leaders should only hold pupils’ mobile phone numbers during a trip for the purposes of contacting pupils in an emergency.
- Pupils are required to behave in accordance with School Rules at all times. It may be appropriate to develop an additional Code of Conduct with the pupils, dependant on the trip itself e.g. during an overseas personal development trip or for DoE residentials.
- The School operates a zero-tolerance policy towards the consumption of alcohol on a School trip for all pupils. Failure to adhere to this School rule will result in disciplinary action.
- WGS staff must be in a position to respond effectively and professionally to any emergency situation at any time. As part of the risk assessment process, it has been determined that there should be no alcohol consumption by any member of staff at any time whilst on a school trip.

12.0 INCLUSION

- Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin,

gender or religion. If a visit needs to cater for young people with special needs, every reasonable effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

- The School endorses these principles:
 - an entitlement to participate
 - accessibility through direct or realistic adaptation or modification
 - integration through participation with peers
- Employers, Heads/Managers, Curriculum Planners, EVCs and Visit Leaders should be aware of the extent to which Inclusion is or is not a Legal issue. Under the Disability Discrimination
- Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence and is reasonable.

12.1 MENTAL HEALTH

- The school will do its best to include any students with mental health conditions in outdoor learning and off-site visits, particularly because of the many mental health benefits that such activities can bring. This may mean making reasonable adjustments to the planned activities so that they can be included.
- Any mental health incident during a visit should be recorded and reported to the DSL via CPOMS, so that lessons can be learned for future visits, and the participant involved can receive necessary support.

TRH
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Next Review
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