



Educational Visits Policy

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1. POLICY STATEMENT

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 CLIFTON COLLEGE 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 practising 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. ie. 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.

2. Inclusion

All educational visits should be available and accessible to all, irrespective of any special educational or medical needs or protected characteristics. The principles of inclusion and equality should be promoted and addressed in policy and practice ensuring:

- A commitment to equality
- A presumption of entitlement to participate;
- Accessibility through adaptation or modification
- Integration through peer participation

3. 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. The journey between school grounds e.g. Beggars Bush does not need visit approval.

In addition to this Educational Visits Policy, CLIFTON COLLEGE

1. Adopts National Guidance www.oeapng.info
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 Guidance. In the event of any apparent conflict between CLIFTON COLLEGE policies or OEAP National Guidance, CLIFTON COLLEGE policies must be followed and clarification sought from the Educational Visits Coordinator or Senior Leadership Team. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

4. Categories of Visit & Approval

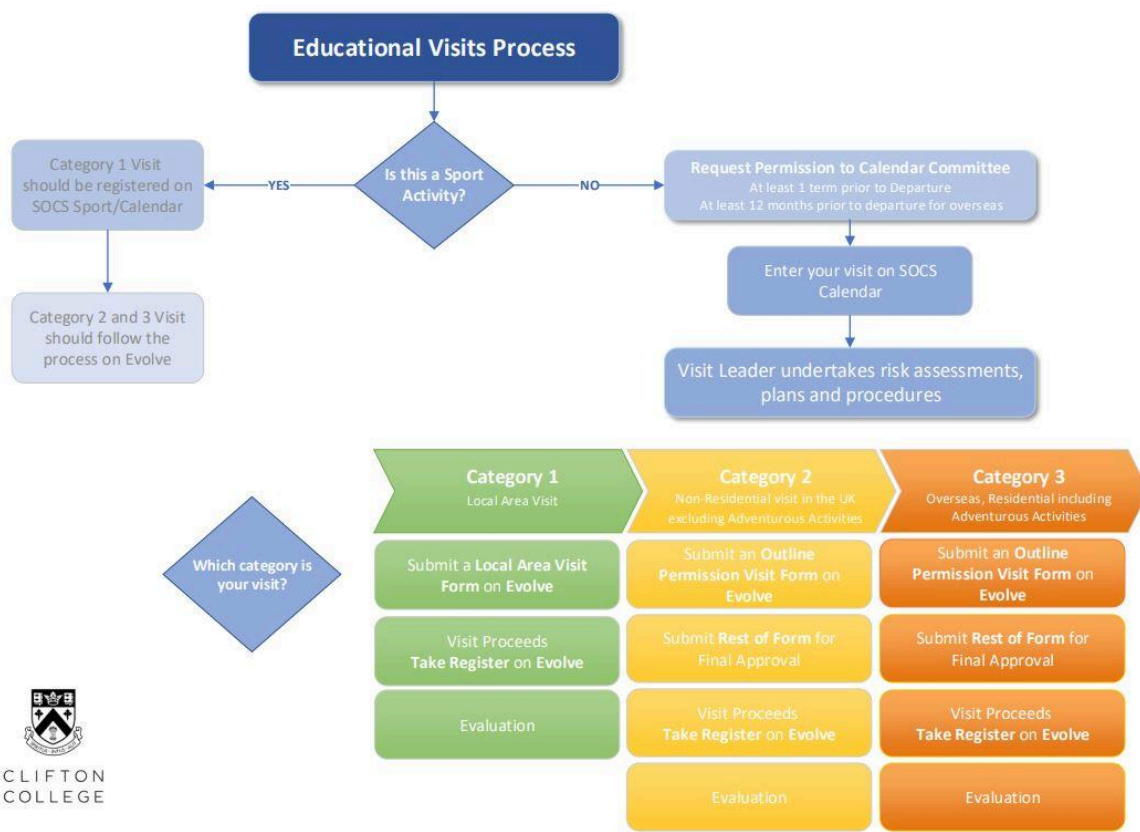
There are three 'categories' of visit:

- 1. Visits/activities within the 'School Learning Area'. CATEGORY 1 VISITS** are part of the curriculum and take place during the normal school day. These visits do not involve adventurous activities (see appendix 4) or planned use of outdoor water. E.g. river studies. The Local Area Category 1 Visits Policy is found on EVOLVE, Resources; Policy Documents. These visits must be recorded on a school based system (e.g. Evolve Local Area Visit, SOCS).
- 2. Other non-residential visits within the UK that do not involve an adventurous activity. Eg. visits to museums, farms, theme parks, theatres, etc.**
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Deputy Head of Co-curriculum in the Upper School for approval or the Headmaster in the Preparatory School.
- 3. Visits that are overseas, residential, or involve an adventurous activity.**
These should be entered at least 8 weeks prior to departure on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Deputy Head of Co-curriculum for approval in the Upper School or the Headmaster in the Preparatory School. The Deputy Head of Co-curriculum or Headmaster then submits the visit to the Outdoor Education Adviser for endorsement 4 weeks prior to departure.

All visits should be submitted to the calendar committee a term prior to departure for approval. The only exception to this is sports fixtures that occur within the current term. Overseas visits should have approval from the Senior Leadership Team 12 months prior to departure.



5. Educational Visits Flowchart



6. Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the EVC, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary. The Visit Leader is responsible for being able to access the visit EVOLVE form and all key information relating to the trip 24 hours a day. Digital formats may be used, as long as accessibility to key information is not compromised, due to exclusive reliance on internet access, e.g. in remote locations.

The Educational Visits Coordinator (EVC) is Jody Sumner for the Upper School and Jean Hambley in the Preparatory school, who will support and challenge colleagues over visits and learning outside the classroom [LOtC Quality Badge](#) (LOtC). activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them.

Heads of Sport and Activities also act as Visit Coordinators for their areas of responsibility.

The Deputy Head of Co-curriculum in the Upper School and The **Headmaster** in the Preparatory School have responsibility for authorising all visits that are overseas, residential or adventurous to the Outdoor Education Adviser for approval.

The Outdoor Education Adviser is responsible for the final endorsement (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.



7. 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/succession planning culture is in place to ensure the development of competent visit leaders so that any future visit leader has the opportunity to learn as much as possible as an Assistant Leader thus sustainable outdoor learning and off site visits.
- Support for staff to attend training courses relevant to their role, where necessary.
- Visit Leader Training 'Clifton College Visit Leader Training' (Found on The National College)

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.

8. Monitoring

As part of our culture of safeguarding and continuous improvement we implement staff monitoring techniques:

- Conduct field ('out-of-classroom') observations of visit leaders
- Reporting of accidents, near misses, incidents and concerns.
- Visit leaders to conduct desktop evaluation on Evolve.
- The categories of visits subject to scrutiny by the EVC/Deputy Head of Co-Curriculum/ Headmaster/ Outdoor Education Adviser
- Peer monitoring on a sample basis

9. Risk Management and Risk-benefit assessment

Most human activity involves balancing benefits and risks. We cannot have all the benefits but none of the risks. We can eliminate all the risk only by stopping the activity - but we then lose all of the benefits. Indeed, there are benefits that arise out of taking risks, as many explorers, entrepreneurs and other pioneers have shown. Growing up involves children and young people learning to manage risk. Risk management is therefore not about eliminating risk – it is about reducing it as low as reasonably practicable and deciding if this is acceptable in order to gain the potential benefits. This is recognised by both HSE and the Department for Education (DfE): "HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives. Striking the right balance between protecting pupils from risk and allowing them to learn from school trips has been a challenge for many schools, but getting this balance right is essential for realising all these benefits in practice. "School employers should always take a common sense and proportionate approach, remembering that in schools risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place. Sensible risk management cannot remove risk altogether but it should avoid needless or unhelpful paperwork." (Health and Safety: Advice on legal duties and powers DfE 2014).



Risk management, in the context of outdoor learning and off-site visits, is a two stage process:

1. Identify the potential benefits to be gained from an activity, and any significant risks to the health and safety of those involved.
2. Plan and implement measures to reduce these risks as low as reasonably practicable without losing the benefits, and use professional judgement to decide whether, in order to gain the benefits, the remaining risks are acceptable.

Levels of Risk Management Risk management happens at three levels:

1. Generic – Policies and procedures that apply across a range of visits (normally recorded). This is guidance or practice that remains constant regardless of the nature of the visit. It covers the management of risks identified as relevant to all visits involving similar activities.
2. Visit-specific – Carried out before the visit takes place should be recorded apart from Category 1 visits. This is the identification and management of any significant foreseeable risks not already covered through generic risk management. It is unique to each occasion.
3. Dynamic/on-going – Carried out continuously throughout the visit (not normally necessary or possible to record). This is the on-going monitoring of benefits and risks throughout the visit. If circumstances dictate, such as when unforeseen risks occur or unforeseen learning opportunities arise, plans should be changed and if necessary, activities should be amended or curtailed. Visit Leaders should ensure there is a prepared 'Plan B', should things go wrong (for most local area visits, this may simply be to return to base).

10. Categories of Visit Risk Assessment

Category 1 (Local Area). These are routine visits that are covered by the CLIFTON COLLEGE Local Area Category 1 visit policy. Such visits should require minimal planning or preparation beyond what is needed to make best use of the learning opportunity. In a school context, they are simply lessons in a different 'classroom'. They are based on generic risk management, with visit-specific risk management of anything that is out of the normal.

Category 2 & 3 visits. These are visits requiring additional planning, and some level of visit-specific risk assessment. For some visits this will involve detailed planning over an extended period of time. The additional steps needed to manage these aspects should be identified and recorded.

11. Emergency procedures

The schools emergency response plan (see appendix 2)

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 & Incident Response Plan'](#) in place to deal with a critical incident during a visit. All staff on visits are familiar with this plan.

ACCIDENT AND NEAR MISS REPORTING The College requires all accidents, near misses and other events (as defined on the Accident and Near Miss Report Form) to be reported to the Health and Safety Team within 48 hours of the event using the accident form available on the Resource Centre.

The visit Leader must have access to the ['Educational Visits Emergency Pocket Guide'](#) (Found on EVOLVE Resources; Forms & Templates)



12. First Aid

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

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

For children in the Early Years Foundation Stage, there is a statutory requirement that at least one person who has a current paediatric first aid certificate and sufficient understanding and use of English to summon help in an emergency must accompany children on outings.

Where remote supervision is used (i.e during a Duke of Edinburgh Award expedition), the supervisor should ensure that the group has the ability to contact qualified first aid support and have the appropriate level of competence and first aid materials to look after themselves until help arrives.

Most National Governing Bodies of sport and recreation activities require their qualified leaders to hold a current relevant first aid certificate . The minimum standards vary from activity to activity.

Medical Needs:

Prior to the educational visit, trip leaders must send a list of pupils' medical needs to the Health Centre via Evolve to support and facilitate any pupils identified with medical needs whilst they are away from school.

Under the statutory guidance of the [Department of Education \(2015\) 'Supporting Pupils at School with Medical Conditions'](#), we have a responsibility as staff to provide support to pupils with medical conditions, including the administration of medicines. Although administering medicines is not part of teachers' professional duties, they should take into account the needs of pupils with medical conditions that they teach. School staff should receive sufficient and suitable training and achieve the necessary level of competency before they take on responsibility to support children with medical conditions. Any member of school staff should know what to do and respond accordingly when they become aware that a pupil with a medical condition needs help.

All staff who administer medicines to pupils, must read and adhere to our: **Medicines Management Policy**.

All staff must take with them the following documents:

- **First Aid & Medication Administration Form for School Trips**



• **Administration of Controlled Drugs Away from School**

*Both these documents are included in the first aid kits given to trip leaders. If a pupil is identified to require controlled drugs, it is the Trip Leader's responsibility to sign out controlled drugs with the HoM or Matron, as per policy.

If you are responsible for administering medication to a pupil away from school, you must complete [The National College: Certificate in Administering Medication](#). All staff must read and adhere to the [Pre-trip medical checks risk assessment](#)

Asthma:

Pupils with Asthma must be carrying x 2 inhalers on them at all times. This includes trips/visits away from school. Pupils should not leave the school premises without their prescribed inhalers x 2. They must be in date and have medication in them (ask the pupil to check it is not empty). Our Asthma Protocol can be accessed [here](#). Please familiarise yourself with this before the trip.

Pupils with Asthma will also have a care plan - you should have a copy of the pupils care plan to take with you on the trip. The Health Centre will provide you a hard copy of the care plan. You can also access them on the DMS section of Engage.

Anaphylaxis:

Pupils with Anaphylaxis must carry x 2 AAI's (Adrenaline Auto-Injectors) at all times. These are more often than not EpiPens. However, there are two other manufacturers called Jext and Emerade. Our Kitt Medical boxes across the school are Jext.

Our Adrenaline/EpiPen Usage & Storage Protocol can be accessed [here](#). Please familiarise yourself with this before the trip. All AAI's must be in date and the liquid should be clear when inspected. Page 2 of the protocol details a quick guide on how to use each of the pens.

Pupils with Anaphylaxis will also have Allergy Action Plans - you should have a copy of the pupils care plan and allergy action plan to take with you on the trip. The Health Centre will provide you a hard copy of the care plan. You can also access them on the DMS section of Engage.

Individual Healthcare Plans (IHPs):

Pupils with Asthma and Anaphylaxis will have care plans. There will also be other pupils with care plans who have specific medical needs, such as the requirement to take regular medication or they may carry a medical device. Pupils with care plans will show on your Evolve report. As above, a hard copy will be provided to you by the Health Centre. You can also access them on the DMS section of Engage.

IHPs are used to create a clear, actionable guide for school staff. They provide everyone involved, from teachers and nurses to administrative staff, with the information they need to provide proper care. An IHP typically includes:

Details about the student condition: A description of the medical condition, its triggers, and symptoms.



- Daily Requirements: Information about any medication needed, including dosage, when it should be taken, and who will administer it - staff or student.
- Emergency Procedures: A step-by-step plan for what to do in a medical emergency, including who to contact and when to call for an ambulance.
- Adjustments: Specific adjustments or support the student needs to participate in school activities, such as PE, school trips, or exams.
- Contact Information: The names and numbers of parents, guardians, and relevant healthcare professionals (like a doctor or specialist).

13. Parental Consent

Additional consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time. Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting online via EVOLVE or through a traditional paper consent form. For preschool-age children, you must always get written consent.

14. Staffing and Ratios

Ratios and Effective Supervision Establishments must ensure that the staffing of visits enables leaders to supervise participants effectively. Decisions about the staffing and supervision should take account of:

- The nature and duration of the visit and the planned activities;
- The location and environment in which the activity is to take place;
- The nature of the group, including the number of participants and their age, level of development, sex, ability and needs (behavioural, medical, emotional and educational);
- Staff competence;
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time. When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) to ensure that it meets current group needs and any other changes (e.g., time of year).

A useful framework for assessing requirements for ratios and effective supervision is STAGER.

Staffing: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.

Timing: How will the time of year or time of day affect the visit and its staffing? If the visit takes place out of the establishment's normal working hours, or at a weekend or during holidays, how will this affect staffing and the availability of support back at base?

Activities to be undertaken: what do you want the group to do and what is possible?

Group characteristics: prior experience, abilities, behaviour and maturity, sex, any specific individual needs.



Environment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded? Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions. Consider the implications of current guidance about avoiding infection during an epidemic.

Remoteness: do the activities take place within the establishment grounds, close to it or at a distance? Will communications between the group and base be straightforward? How easy will it be to summon help in an emergency, and for emergency services to reach the group?

Staffing ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity.

Early Years In England The Early Years Foundation Stage (EYFS) Statutory Framework sets out legal minimum ratios for all providers working with children up to age five, and for childminders working with children up to age eight – see

www.gov.uk/government/publications/early-years-foundation-stage-framework--2

The appropriate ratio during an outing with Early Years children is often likely to be higher than the minimum: as with other age groups, this should be determined by risk assessment, which should be reviewed before each outing.

Staffing In some cases, there may be only one leader on a visit, or on a particular activity during a visit. If this is the case, participants (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support.

15. Transport

1. [Minibus Policy](#) and [Drivers Handbook](#)

2. Coaches

All coaches must only be booked through our Transport Management System: [Vectare - Make a booking](#). You can find a tutorial on how the system works on the Resource Center under [Transport](#). It must be ensured that pupils wear seat belts at all times and staff are deployed as appropriate throughout the coach. Make sure that the vehicles are left tidy and that nothing has been left inside. The school is not responsible for any loss of property.

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.

The choices you make for a visit set an example for the participants for the choices they will make in their future lives. Using public transport is usually more environmentally friendly. It also helps participants to develop independence and to interact with local people.

For general guidance on transport, see OEAP National Guidance [document 4.5a](#) “Transport – General Considerations”. If you are planning to drive a vehicle while overseas, you should check the licence requirements. For some countries, you may need an International Driving Permit. If



you are taking a vehicle overseas, you must ensure that you comply with the relevant regulations and insurance requirements. For detailed information about the requirements, see www.gov.uk/drive-abroad If you are planning to drive a minibus, see also OEAP National Guidance document 4.5b “Transport in Minibuses”. This document contains information which may also be useful for other types of vehicle. For further guidance please contact the Transport Manager.

16. Assessing venues and providers

External providers and facilities may be chosen to support, enhance or supplement CLIFTON COLLEGE’S own resources to maximise the outcomes from a visit. As part of visit planning, any external providers and facilities should be thoroughly researched and judged suitable to meet the schools and group’s needs and requirements, and relevant safety standards. Using a Learning Outside the Classroom (LOtC) Quality Badge provider gives assurance that the provider’s safety and quality of provision have been assessed and verified to meet national standards by independent inspection. Where the provider holds a LOtC Quality Badge, no further assurances are normally necessary. (For details of the badge and to check a providers accreditation status <http://lotcqualitybadge.org.uk/search>)

Where the visit involves certain adventure activities within the scope of the Adventure Activities Licensing Regulations, the provider is required by law to hold a licence for Adventure Activities Licencing Authority (AALA). There is an exemption that applies under the Merchant Shipping Act (MSA) if a current Royal Yachting Association (RYA) Recognised Training Centre (RTC) is providing only sailing and/or windsurfing instruction in accordance with the RYA's Conditions of Recognition for its RTCs.

If the RYA RTC offers other activities e.g. Stand up Paddleboarding that are specified in AALR they are still required to hold a Licence.

If a provider does not hold the LOtC badge, the provider should complete the OEAP National Guidance Document ‘**Provider Statement**’ form (found on Evolve Resources; Forms & Templates)

While accreditations and other sources of information provide essential assurances, they are not a substitute for a preliminary visit and being able to clarify issues face-to-face. So, wherever reasonably practicable, it is good practice to carry out a preliminary visit to unfamiliar facilities and providers.

17. Behaviour

Expectations for behaviour should be set out by the visit leader for rules that are in place and the sanctions if these are not met, including sending pupils home from a trip at the expense of the parent. School rules apply at all times on visits therefore a code of conduct is not required for each visit however an exemplar form can be found on Evolve Resources; Forms and Templates.

18. Insurance

A copy of the CLIFTON COLLEGE insurance schedule and policy wording is found on Evolve Resources; Forms & Templates. Our policy covers both ‘travel’ and ‘personal accident’. The policy wording has all emergency numbers should you need them whilst on a trip. Should you need



emergency assistance, please use the emergency numbers in the first instance and then email corporateservices@cliftoncollege.com with an update of the incident providing as much detail and evidence (receipts, medical notes/referrals) as possible.

For external providers, for activities whilst on a trip, visit leaders should check that the provider or facility they use has sufficient public liability insurance, £5 million is regarded as a minimum.

Visit leaders with any questions around certain trip activities can email corporateservices@cliftoncollege.com who can refer this to our brokers for clarification.

19. Overseas visits

The Foreign, Commonwealth & Development Office (FCDO) provides travel advice and guidance on individual countries on its [Foreign Travel Advice pages](#). Careful and regular checking of these pages is advised, throughout the planning stage, prior to departure and during the trip. A trip may not proceed if the FCDO advises against travel to a country, or to a relevant region within that country.

20. Passports and Visas

A passport will be required for all international travel. Many countries, including those in the EU, have a requirement for passports to be valid for a minimum period (often six months) beyond either the date of entry to the country or the planned date of departure. All passports should be in good condition and valid for an appropriate period depending on the country being visited.

Some countries require a visa to enter. Check visa requirements with the travel company or contact the Embassy or Consulate of the country to be visited.

Full details of visa and entry requirements for all countries can be found at <https://www.gov.uk/foreign-travel-advice>. The Visit Leader should check visa requirements with the tour operator, or contact the Embassy, Consulate or High Commission of the country to be visited. The visa requirement of non-British students may vary, and this should be checked. **It is the responsibility of parents to check all passport and visa requirements with the Embassy of the country (or countries) to or through which they are travelling.**

In addition to the visa requirements, please ensure to carry 2 copies of a school 'Trip Certifying Letter' signed by the Head of College for the Upper School or the Head of Preparatory School for the Preparatory School

Please fill in and share this [Letter template](#) with the PA to the relevant Head. The signature and date will be added to the document as soon as approved.

At Least 2 photocopies of all passports, UK residence permit, eVisas, visas, GHIC and other important travel documentation need to be made and kept with the group but separate from the original documents. The SLT Team and EVC should have access to a copy of these documents prior to departure in a Google Drive Folder.

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.



21. Health

The UK Global Health Insurance Card (GHIC or EHIC)

UK residents can get necessary state healthcare in the European Economic Area (EEA), and some other countries, on the same basis as a resident of that country. This may be free or it may require a payment equivalent to that which a local resident would pay as long as they carry a current GHIC or EHIC card with them. Application forms are available from the post office or via the [NHS pages](#).

22. Accommodation

For general guidance about residential visits including considerations about accommodation, see OEAP National Guidance document [4.2b “Residentials”](#). In some countries, accommodation may not meet normal UK/European standards and so might require additional controls:

- 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 toilet paper, hand sanitiser, mosquito nets, smoke and carbon monoxide alarms, padlocks, door wedges.

23. Finance

Before any trip arrangements are made, the Trip leader must contact the Finance Operation Supervisor, Kim Peacock to discuss and agree a trip budget and to set up a new cost centre for the proposed trip.

The agreed budget must cover all anticipated costs and ensure value for money for pupils and families.

The trip leader must read and adhere to the [Finance Trip Policy](#) prior to planning or confirming any bookings.

No deposits, bookings or financial commitments should be made until the budget has been reviewed and authorised.

The Finance Team will be responsible for raising all invoices in respect of the trip and ensuring that these are all settled in advance of the trip leaving. Trip leaders will be notified of any balances that are outstanding at the time the invoice becomes overdue.

If the College cancels a trip, all those who have paid will be refunded and the College will claim on its insurance policy.

If pupils cancel their place, the trip provider should be notified by the trip leader at the earliest opportunity as we may be able to claim a credit from the trip provider. Please refer to the trip providers' own terms and conditions for notice periods required. The trip leader should also notify the finance team at the same time.

Before the trip you will be provided with a prepaid card and/or currency to use whilst away and trip leaders are responsible for returning these together with all receipts after the trip have

completed. The [Finance trip policy](#) sets out the procedures for requesting funds and payment of invoices.

24. Data Protection

[Guidance for Staff on the use of Photographs and Videos of Pupils by the College](#)

It is vital for the health and safety of those involved in visits that relevant information is available to leaders and external providers for planning activities, and in the event of an emergency CLIFTON COLLEGE allows appropriate sharing of personal data for visits and has clear procedures for handling it. [Data Protection Policy](#)



25. Appendix 1 – Category 1 Visits Policy

See ‘Local Area Category 1 Visit Policy’

Visits/activities within the ‘School Learning Area’ that are part of the normal curriculum and take place during the normal school day follow the ‘Category 1 Visits Policy’ Operating Procedure below.

Category 1 Visits at **CLIFTON COLLEGE** include all visits and activities with pupils that take place off the school site and also meet all the following criteria:

- Take place within the Local Learning Area (see Appendix 5 - Local Area Visits Map)
- Do not involve adventure activities or planned use of outdoor water, unless specifically included in these procedures;
- Are part of the normal curriculum and take place during the normal school day following the Operating Procedure below:

26. 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 base contact for any visit Emergency Duty Phone: (24 hours) Upper School: +44 (0)117 315 7101 Preparatory School: +44 (0)117 315 7102.
2. This nominated base contact will be a member of the Senior Leadership Team.
3. For activities that take place during normal school hours, the visit leadership 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.
5. The visit Leader must have access to the ‘[Educational Visits Emergency Pocket Guide](#)’ (Found on EVOLVE Resources; Forms & Templates)
6. Any incidents where events go beyond the normal coping mechanisms and experience of the visit leadership team, the school has an ‘[Emergency & Incident Response Plan](#)’ in place to deal with a critical incident during a visit.

27. Appendix 3 - Sports Fixtures - Away Sports Fixture Policy

28. Appendix 4 - List of Adventurous Activities

Climbing, trekking etc. (including on artificial structures)

Abseiling

Activities in rivers, gorges, ghylls, canyons etc.

Bouldering*/traversing*

Coasteering/sea level traversing

Fell running

Ice climbing

Hill Walking and Mountaineering

Rock climbing (including indoor climbing walls)



Ropes/obstacle/courses*

Scrambling

Tree climbing*

Via ferrata

Walking on hills, mountains, fells, moors or near cliff tops

Walking in lowland country

Zip wires/Tyrolean traverses.

Snowsport activities (including on artificial and indoor slopes)

Skiing/ski touring/ski mountaineering/cross-country skiing

Snowboarding/split boarding

Tobogganing/sledging

Ringos/tubing.

Underground activities

Cave diving

Caving/potholing (except show caves with an official guide)

Mine exploration (except tourist mines with an official guide).

Water activities

Activities in rivers, gorges, ghylls, canyons etc.

Aqua/water park

Pool jumping/tombstoning/plunge pooling

Snorkelling/free diving/scuba diving

Swimming/diving/bathing (except in a public lifeguarded pool)

Use of all watercraft including boats, boards, rafts, floats, inflatables, skis etc. (except commercial water transport).

Except activities not involving powered craft where the whole body of water:

- is less than one metre deep;
- and is less than ten metres from land;
- and has no tides or currents.

Cycling

BMX biking

Cycle racing

Cycle touring/bikepacking

Gravel biking

Mountain biking

Off road cycling (except on designated cycle paths intended for road bikes).

Other activities

Any visit outside the UK

Airborne activities (except commercial flights

All powered vehicles including motorbikes, quad bikes, karts, hoverboards etc.)

Archery

Bridge jumping/bungee jumping

Camping in remote terrain

Grass skiing

Ice skating (except on supervised managed rinks)
Mountain boarding
Orienteering (except in Clifton College grounds and Local Area)
Paint-balling/war games
Pony trekking/horse riding
Sand/land yachting
Shooting/airsoft shooting
Skateboarding
Trampoline Park
Trapeze/high wire/tightrope walking*/slacklining*
Weaselling
Zorbing.

Exceptions

Activities marked * where participants' feet remain less than two metres above floor/ground level.

28. Appendix 5 - Local Area Visits Map

