# City of London School Educational Visits Policy

## 0. Review of Policy

0.1 The policy is reviewed annually, or more regularly as required, prior to approval by governors.

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| Policy last reviewed by: | Andrew McBroom (Deputy Head Co-curricular) |
| Date policy last reviewed: | February 2026 |
| Approved for the Governors: | Board of Governors |
| Date Approved: | 10 March 2026 |

## 1. Introduction

1.1 Learning is enriched by the provision of well-organised and well-led co-curricular and educational visits, both residential and non-residential. The School has a long history of operating a successful and broad programme of such activities. Visits and trips can directly support and stimulate curriculum learning or be provided to help support co-curricular objectives and the general social, cultural and spiritual development of pupils. The Governors of the School recognise the value of educational visits and are grateful for the energy, commitment and professional skills of the staff involved.

1.2 It is essential that the utmost care and attention is given to the planning and running of educational visits to ensure the safety of pupils and staff involved is fully protected. Safety is the top priority for the School, and each Visit Leader understands that they have a duty to act as a responsible parent would in looking after the pupils in his / her care under the particular circumstances of the visit; there is also a responsibility within the conditions of employment to maintain order and discipline and for safeguarding the health and safety of the pupils, whether on School premises or on authorised activities elsewhere.

1.3 The Educational Visits Policy and the Educational Visits Handbook have been written with reference to Department for Education guidance: *Health and Safety: Responsibilities and Duties for School (Updated 5 April 2022)*[1], *Guidance on Health and Safety on Educational Visits (November 2018)*[2]. The School also makes extensive use of National Guidance (for the management of outdoor learning, off-site visits and learning outside the classroom) produced by the Outdoor Education Advisers Panel. All staff organising and running trips, particularly those which carry a higher-level of risk are encouraged to use the National Guidance Website www.oeapng.info.

[1] See: https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools#staff-training

[2] See: https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits

1.4 This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- First Aid Policy
- Medicines and Medical Conditions Policy
- Risk Assessment Policy and Procedures

1.5 This policy has regard to Part 3 (Welfare, health and safety of pupils), Paragraph 16 (Risk Assessment) and Part 4 (Suitability of staff, supply staff, and proprietors) of the Independent School Standards Regulations.

# 2. Roles and Responsibilities

2.1 **Governors**

Governors have oversight of the Educational Visits Policy, procedures and implementation as part of their overview of Health and Safety.

Further information on the role of the Governors can be found at:
http://oeapng.info/downloads/all-documents/ (National Guidance 3.4f).

2.2 **The Head**

The Head delegates some of the responsibilities for educational visits to the Educational Visits Co-ordinator (EVC)[3].

The Head is required to provide outline and final approval for all residential and/or overseas visits and visits which involve high risk or adventure activity. Final approval for standard day trips is provided only by the EVC.

The Head has the following principal functions. To:

- Ensure that they are familiar with the School's policies for educational visits
- Ensure that the School has a policy for educational visits
- Ensure that all activities and visits comply with employer and establishment policies and OEAP National Guidance, and are notified or submitted for formal approval as required
- Put arrangements in place for the governing body to be informed of such visits
- Ensure there is a clearly designated and suitable member of staff as the Educational Visits Coordinator (EVC), and the designated person meets the School's requirements, including undertaking training as required
- Ensure the roles and responsibilities of those involved in visits are clear
- Ensure both the Head and EVC have access to expert advice
- Ascertain that all leaders are appropriately competent, confident and accountable to carry out the responsibilities they are allocated
- Support the EVC in ensuring information has been shared with parents, and consent has been given if required

[3] This role is currently performed by the Deputy Head (Co-curricular).

- Ensure that when taking part in a visit or activity, all members of the Visit Leadership Team are clear about roles
- Put suitable safeguarding procedures in place, including the appropriate vetting of all adults including volunteers, helpers and visitors
- Ensure sufficient time has been assigned for leaders to organise activities and visits properly
- Support an apprenticeship/succession-planning culture to ensure sustainable activities and visits for the development of competent leaders and EVCs
- Ensure arrangements are made for the medical and special educational needs of all participants and staff
- Ensure inclusion issues are addressed
- Ensure suitable transport arrangements are in place
- Put systems in place to ensure that equipment used during activities is suitable and safe – e.g. systems for recording inspections, recording use and reporting defects
- Ensure appropriate insurance arrangements are in place
- Ensure that visits have contingency plans to deal with changing circumstances
- Obtain best value – consideration must be given to financial management, choice of external providers and facilities, and contractual relationships
- Ensure any charges made to parents are within legal and employer requirements
- Ensure appropriate procedures are in place to account for the visit finances
- Ensure risk management is proportionate, suitable, and sufficient
- Establish that where the visit or activity involves a third party provider, appropriate checks have been made and assurances obtained, a clear contract is in place setting out what the contractor is to provide, and the provider holds sufficient indemnity insurance
- Ensure there are suitable emergency procedures in place for each visit and the School has an Emergency Plan for all off-site visits
- Ensure all details related to off-site visits are accessible at all times to designated 24/7 Emergency Contacts in case of a serious incident
- Make sure that anyone designated as an Emergency Contact is contactable and available for the full duration of the visit, 24 hours a day, has the authority to make significant decisions, is able to respond immediately to the demands of an emergency and has a back-up person or number
- Ensure there are systems in place to monitor the progress of visits while away from the establishment, and to raise an alert if a group does not report or return when expected
- Ensure provision is monitored to ensure good practice and compliance with the School's requirements and to identify any training needs
- Make sure serious incidents are reported as required by the School's guidance, meeting the requirements of RIDDOR
- Establish that all visits are reviewed, addressing issues raised by any incident and informing future visits
- Ensure all visits are evaluated against their aims and objectives
- Ensure outdoor learning and visits are included within the process of establishment self-evaluation

Further information on the role of the Head can be found at: http://oeapng.info/downloads/all-documents/ (National Guidance 3.4g)

2.3 **The Educational Visits Co-ordinator**

The Educational Visits Co-ordinator has the following principal functions. To:

- Be a champion of all aspects of visits and outdoor learning
- Challenge colleagues across all curriculum areas to use visits and outdoor learning effectively in order to provide a wide range of outcomes for children and young people, and contribute towards establishment effectiveness
- Support/oversee planning so that well considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable and memorable visits and outdoor learning
- Support the Head in ensuring that the School fulfils its duty of care and complies with legal requirements regarding outdoor learning and off-site visits
- Ensure good practice in the provision of visits and outdoor learning
- Mentor leaders and aspirant leaders, supporting their ongoing development and training
- Ensure that leaders are competent to lead the activities and visits to which they are assigned
- Ensure that Disclosure and Barring Service (DBS) disclosures are in place as necessary
- Support leaders to ensure that parents are fully informed about visits and to obtain parental consent as necessary
- Ensure that emergency arrangements are sufficient, and that there is an emergency contact for each visit
- Ensure that an incident management contingency plan is in place for each visit and that all responsible adults are fully conversant with its content.
- Monitor provision in the establishment to ensure good practice and compliance with the School's requirements, and to identify any training needs
- Ensure that planning complies with the School's requirements and that, where required, the arrangements are submitted for approval within agreed timescales
- Support the Head and Governors in approval decisions so that all those with responsibility have the competence to fulfil their roles
- Ensure that all activity is reviewed and evaluated, that good practice is shared and that any issues are followed up
- Keep records of individual visits including reports of accidents and near-misses;
- Keep the Head and Governors informed about the visits and outdoor learning taking place and their contribution to the School
- Ensure all key staff have access to the final arrangements for all educational visits on Evolve
- Ensure GDPR compliance

Further information on the role of the EVC can be found at:
http://oeapng.info/downloads/all-documents/ (National Guidance 3.4j)

2.4 **The Visit Leader**

The Visit Leader has the overall responsibility for supervision and conduct of each visit. This includes the learning, development, supervision and welfare of the participants and the health and safety of all, including any other leaders and helpers. To ensure accountability and to avoid potential confusion, there is a single Visit Leader for each visit. If this role changes, there should be clear handover. At any time, every leader should know

which participants they are responsible for, and every participant should know which leader is responsible for them. Planning for visit should include consideration of the possibility of the Visit Leader becoming incapacitated. All leaders have a legal duty of care and must comply with the School's policies and guidance.

The principal responsibilities of Visit Leaders are as follows. To:

- Liaise with the Educational Visits Co-ordinator (EVC)
- Be formally approved to carry out the visit
- Be specifically competent
- Ensure that the visit has clear aims and that the chosen environment or venue facilitates the intended learning or development outcomes
- Assess the risks involved in the visit, and ensure that the visit is planned to appropriately balance benefits and risks
- Take a lead on risk management, involving all the visit leadership team to ensure they understand what they need to do, and involving participants wherever appropriate
- Follow the advice in the OEAP National Guidance documents about specific types of visits, activity and hazard that are relevant to the visit
- Implement all elements of the Risk Assessment
- Liaise with the School's EVC to ensure that all leaders and helpers accompanying the visit are competent for those roles and meet the School's requirements
- Define the roles and responsibilities of other leaders and helpers, appointing a deputy if possible
- Ensure that, if the visit leadership team includes someone with a close relationship to a member of the group, this is managed to avoid any possible compromise of effective supervision
- Have alternative plans (a 'Plan B') in case the itinerary needs to be changed
- Have an effective emergency plan
- Provide information to other leaders and any external provider, as relevant
- Ensure that parents have been fully informed and that parental consent has been obtained as necessary.
- Ensure that participants and parents are aware of standards of behaviour and any consequences if these are not met
- Check with the School's EVC whether the visit is covered by adequate insurance
- Review all aspects of the visit, both during and after the event
- Liaise with the School's EVC about evaluation of the visit
- Report any accidents, incidents or near-misses, following the School's procedures
- Ensure GDPR compliance

Further information on the role of the Visit Leader can be found at:
http://oeapng.info/downloads/all-documents/ (National Guidance 3.4k)

# 3. Procedural Requirements

3.1 An Educational Visits Handbook is maintained which details all the key procedures relating to the running of educational visits. This is available to staff on Evolve.

3.2 The Educational Visits Handbook covers the following areas:

- Outline and Final Approval
- Parental Consent
- Ratios
- Information for Parents
- Information for the EVC, Staff and Reception
- Risk Assessments
- Medical Issues
- Hazardous Activities
- Safeguarding
- Transport
- Researching Providers, Facilities and Venues
- Further Guidance for Residential Trips
- Further Guidance for Overseas Trips
- Critical Incidents
- Insurance and Finance
- Data Protection
- SEND and Disabilities
- Inclusion

# 4. Monitoring and Evaluation

4.1 The School understands the need to monitor all aspects of the educational visits process in order to:

- Enable the School to celebrate success and share good practice
- Help identify areas to improve and CPD requirements
- Help to ensure high quality learning experiences
- Help to keep young people safe

The EVC has the primary responsibility for the monitoring of educational visits and reviews the arrangements for **all** visits. This supports the role of the Head in facilitating Educational Visits within the school.

A record is kept of the relevant paperwork for **all** educational visits and can be found on Evolve.

4.2 Evaluation after an educational visit is an important aid to planning future visits and, for more complex visits, the EVC will ask the Visit Leader to complete a post-visit report. One must always be completed if an incident occurred that could have had severe consequences to the welfare of any participant or staff member, and any failure of the services offered by a provider.

The standard School accident report from must be submitted via the intranet to the Health and Safety Officer for an accident that resulted, or could have resulted, in serious injury. Further information on an Accident Reporting may be found in the Health and Safety Policy.

# 5. Training and Competence

5.1 The EVC must have an appropriate level of experience and training to discharge the principal functions of the role. The recommended deliverer of this training is the Outdoor Education Advisers Panel.

Further information on leader competence can be found at:
http://oeapng.info/downloads/all-documents/ (National Guidance 3.2d)

5.2 The key requirements for Visit Leaders are that they must be accountable, confident and competent to lead the visit/activity, not that they hold a particular post, title or job description.

Being accountable means that the leader has been engaged through an appropriate recruitment and selection process, which includes vetting and induction into the school's policies and procedures. The details of this process may depend upon whether the leader is employed, contracted, or acts as a volunteer, but in all cases should be thorough. Regardless of a leader's employment status, they should understand the chain of accountability, what is expected of them, and the establishment's policies and procedures.

Being confident includes leaders having the ability to take charge of a situation while being aware of, and understanding, their abilities, as well as their limitations.

Being competent means that the leader has demonstrated the ability to operate effectively, and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which the visit will take place. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the School. It is situational – a leader who is competent in one activity or environment may not be so in another, and it involves breadth as well as depth. Relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments.

5.3 Approval of a leader to lead a particular visit or activity should involve professional judgement as well as evidence of technical competence. The EVC should make a judgement about the suitability of that person to lead that group on that visit/activity in that environment.

5.4 Training on educational visits is delivered at the start of the academic year by the EVC and forms part of the staff induction process. Regular updates are provided for staff on educational visits procedures (including training and an Educational Visits Handbook is available on Evolve. All staff complete the iHASCO module – School Trips for Organisers & Support. The Educational Visits Coordinator provides one-to-one training for staff new to leading visits at CLS. An appropriate level of training is required for those leading or

participating in visits involving potentially hazardous activities. As part of their CPD, staff are encouraged to take advantage of specialist training courses that are available.

# 6. Risk Management

6.1 The School recognises that risk management in the context of educational visits is a two-stage process:

1. The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved.
2. The implementation of a plan 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.

6.2 Most human activity involves benefits and risks. It is impossible to have all the benefits without the risks. Risk can only be eliminated by stopping the activity, but then all the benefits are lost. This is recognised by both the Health and Safety Executive (HSE) and the Department for Education (DfE).

6.3 It is a requirement that the Visit Leader carries out a Risk Assessment for every educational visit.

Further information on risk assessments can be found at:
http://oeapng.info/downloads/all-documents/ (National Guidance 4.3 c/f/g)

6.4 The following principles underpin all risk assessments:

- Risk assessment documentation considers the nature of the specific group and the particular venue(s) to which they will be taken. It also addresses the 'STAGER' variables (Staffing, Timing, Activities, Group, Environment, Remoteness)
- All those involved in the visit understand the risk assessment as much as they need to, particularly their role and responsibilities within it and what they need to do
- What is recorded happens in practice

6.5 There must also be on-going risk assessment by Visit Leaders and staff as the visit progresses and as circumstances require. On expeditions and visits which involve any hazardous activity, Visit Leaders and staff should always have and be prepared to revert to a 'Plan B'.

6.6 Where appropriate, Visit Leaders should seek to involve participants in risk assessment, linked to specific learning objectives.

6.7 Generic risk assessments are available and may be helpful (though they must be adapted to the specific visit).

6.8 Although Artificial Intelligence (AI) has some potential value for Risk Assessments, there are serious drawbacks which should be considered:

- Generative AI can produce false or misleading content
- A risk assessment for a visit requires knowledge of the all the factors involved in the visit (i.e. the STAGER variables) – many of these are particular to the details of the planned visit, and unless the AI system has access to these, it cannot conduct a meaningful risk assessment
- Risk assessment is a process, during which an in depth understanding of the risks inherent in the visit become clear – it is unlikely that you can reach the same level of understanding by reading an assessment carried out by AI
- Realisation of the existence of some hazards sometimes only occurs during the process of risk assessment – they may not have been known when the AI system was 'informed' about the visit
- Risk assessment involves judgement and decision-making, weighing the risks of an activity against its benefits and deciding whether the risks are acceptable
- Risks associated with sensitive data

The use of AI therefore requires great care. It should be regarded as a tool rather than as a substitute for a human-led process. Any document produced by AI should be reviewed and revised using the same level of consideration and judgement as when conducting a risk assessment

# 7. Assessing Venues and Providers

7.1 Visit Leaders have a responsibility to thoroughly research the suitability of venues and check that facilities and third-party provision meet the group's needs and expectations.

7.2 When working with third-party activity providers Visit Leaders must ensure that the relative roles and responsibilities of School staff and provider staff are clear, and that there is a clear handover when there is a change of leader.

Should a provider run an activity in a way that causes concern, the accompanying leader(s) should consider whether to intervene at the first appropriate moment. This should be done with sensitivity and discretion to ensure that it does not result in young people being put at greater risk.

7.3 **Researching Providers**

Visit Leaders are encouraged to take advantage of nationally accredited provider assurance schemes. Examples of such schemes include:

- Learning Outside the Classroom (LOtC) Quality Badge (covers both quality and safety of all activities offered)
- Adventure Activities Licensing Authority (AALA) licence (this statutory scheme covers only safety management)
- Adventuremark (covers only safety)
- National Governing Body centre approval schemes (applicable where the only provision is a single, specialist activity)

7.4 If an organisation does not hold a LOtC Quality badge, the following will be considered in making a judgement if they are an appropriate organisation to use. These are detailed in

the *Guidance on Health and Safety on Educational Visits (November 2018)* and include checking:

- their insurance
- that they meet legal requirements
- their health and safety and emergency policies
- their risk assessments
- control measures
- their use of vehicles
- staff competence
- safeguarding
- accommodation
- any sub-contracting arrangements they have
- that they have a licence where needed

Further guidance on assessing the suitability of a Provider is in the Educational Visits Handbook.

The EVC will require a copy of the 'Activity Provider – Provider Statement' before authorising the trip. This can be found at https://oeapng.info/downloads/all-documents/ (National Guidance 8.1q)

7.5. For Duke of Edinburgh expeditions the School makes use of an Approved Activity Provider (AAP) following the guidance detailed in National Guidance. This can be found at https://oeapng.info/downloads/specialist-activities-and-visits/ (National Guidance 7.1b)

7.6 **Researching Facilities or Venues**

Where reasonably practical Visit Leaders should carry out a preliminary visit to any unfamiliar facility or venue, including those used by a provider. The cost of this can be built into the pricing of the visit.

Where a preliminary visit is not reasonably practicable, the Visit Leader should consider how they can gather sufficient information to make an adequate assessment of the venue, facilities or provider. In the absence of first-hand observations and credible assurances as set out above, they should seek information from reliable sources such as:

- The EVC
- Colleagues
- Similar groups that have recently visited the venue or used the facility/provider
- Reputable organisations such as tourist boards
- Expedition Providers Association (EPA)

# 8. Inclusion

8.1 The Equality Act 2010 states that the responsible body of a school or, for other provision, the service provider, must not discriminate against, harass or victimise a pupil or young person because of one of the protected characteristics (disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation). It is illegal to

discriminate against someone because of these characteristics, and the School makes reasonable adjustments to its facilities or services to include them.

When a visit is planned the School takes reasonably practicable measures to include every member of the group. Reasonable efforts are made to find a venue and activities that are suitable and accessible, and to make arrangements that enable the whole group to participate fully and to gain the benefits.

Care is taken not to cause indirect discrimination (for example, arranging a residential visit during a religious festival or holiday might prevent people of certain religions being able to participate).

In making decisions, the School seeks to balance the aim of providing the best possible outcomes for the whole group with the aim of meeting the particular needs of an individual.

8.2 All pupils have an equal right to be included in educational visits and the School plans to enable pupils with special needs and disabilities to participate. Understanding the needs and abilities of the group is considered a foundation for visit planning.

8.3 Behaviour is not one of the protected characteristics defined by the Equality Act. It may therefore be acceptable for the School to exclude someone from an activity or visit if their potential behaviour presents a significant, unmanageable and unacceptable risk to the health, safety or welfare of either themselves or others, or to the successful completion of the activity or visit. However, if the behaviour is associated with a protected characteristic, great care will be taken to ensure that unfair or illegal discrimination does not take place.

8.4 The School takes reasonable measures to include pupils with mental health conditions. The consideration of participants' mental health and their emotional state, and how this might be affected by the planned activities during a visit, is part of the risk management process – in the same way as for their physical health and safety. In some cases, an additional (pupil-specific) risk assessment may be required.

8.5 The Educational Visits Handbook includes extensive advice on inclusion. They are required to consult with the Head of Learning Support in the planning process and individual risk assessments are, where appropriate, used to facilitate the inclusion of pupils with complex needs.

# 9. Safeguarding

9.1 All staff have a responsibility to safeguard and promote the welfare of pupils during educational visits. Further guidance regarding safeguarding is in the Educational Visits Handbook.

9.2 This policy should be read in conjunction with the School's Safeguarding and Child Protection Policy. Every educational visit must operate within the statutory protocols detailed in Keeping Children Safe in Education.

9.3 **Vetting Suitability**

The suitability of all volunteers (including parents) must be vetted following all the relevant procedures required by the School's HR Department and stipulated in Keeping Children Safe in Education.

Anyone on an educational visit who engages in regulated activity with pupils must have undergone an enhanced DBS check, with barred list check.

Visit Leaders must always consult with the HR Department about the need for an enhanced DBS check for volunteers. The Visit Leader must provide specific information to the HR Department regarding the roles and detailed responsibilities of volunteers.

9.4 **Exchange Visits**

***In the UK***

In arranging for children from other schools (including those abroad) to stay with a host 'City of London School' family, the School understands that it is considered to be the regulated activity provider and should consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay.

The School undertakes to draw on available evidence to make an assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay. This always includes obtaining an enhanced DBS check with barred list information for (where appropriate) both parents. Further information on the arrangements for homestays can be found in Appendix 1: Guidance for Homestays.

***Overseas***

We are aware that when arranging for pupils to stay with families overseas the DBS cannot access criminal records held. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when children stay abroad. We undertake to work with partner schools and organisations abroad to ensure that similar assurances are undertaken prior to a visit. This includes contacting the relevant foreign embassy or High Commission of the country in question and finding out if similar checks can be done in that country.

On overseas trips which involve a homestay, pupils are not directly supervised by the Visit Leaders whilst they are with host families. Therefore, home stays require careful planning to ensure everyone involved is clear about both their responsibilities and the supervision arrangements. This planning should form part of the Risk Assessment

It is essential that all parties (particularly parents) involved fully understand the management and supervision arrangements and are clear about who is responsible for what and when. Pupils must be appropriately supervised throughout, and parents must be able to give, or withhold, consent based on a clear understanding of how the visit will be managed.

Further guidance is provided in the Educational Visits Handbook, including a comprehensive checklist for Visit Leaders.

# 10. Medical Issues

10.1 Planning arrangements for educational visits support the inclusion of participants with medical conditions, unless evidence from a clinician states that this is not possible. Reasonable adjustments are made to enable pupils with pre-existing medication needs to participate. In some cases, an additional (pupil-specific) risk assessment may be required.

10.2 On all trips the Visit Leader and staff carry a copy of relevant medical details. For ALL trips the Visit Leader is expected to liaise with the School Nurse to discuss the specific medical needs of the group.

10.3 If required, the Visit Leader must ensure appropriate emergency medication is taken on the trip.

**Pupils cannot attend a visit of any kind without the appropriate emergency medication.**

Further information on medical issues can be found in the Medicine and Medical Conditions Policy.

For overseas visits the Visit Leader, liaising with School Nurse, checks the rules of any country to be visited and appropriate paperwork is in place to reduce potential issues at border control.

10.4 For visits involving adventurous training and similar activities, at least one of the group's members should be a fully qualified first aider.

10.5 In giving consent for their child to take part in trips which require overseas travel or an overnight stay, take place over the weekend or during School holidays, or involve high risk or adventure activity parents are required to declare that the medical information they have supplied to the School Nurse is accurate and up-to-date and the teachers leading the trip may take a copy of this information with them. They also consent to their child receiving emergency medical treatment in the event that they cannot be contacted.

10.6 Careful consideration is given to how, in relation to medical conditions, pupils' confidentiality is protected, including the secure disposal of personal information when it is no longer needed.

# 11. Emergency Procedures

11.1 Critical incidents on educational visits are rare but they do happen. Minor incidents, whether accidents or other emergencies, are more common. Effective planning means that the likelihood of any of these is reduced, and that, when they do happen, their impact and consequences are minimised.

11.2 Deciding what to do in the event of an accident or emergency should form part of the planning and preparation of every educational visit. Detailed instructions of what to do if

an incident, serious accident, or a fatality should occur during a visit forms part of the School's Critical Incident Plan and is in the Educational Visits Handbook

11.3 All staff are briefed to carry a copy of the Educational Visits Handbook and 'Action to Be Taken by Staff on a Trip in the Event of a Critical Incident'.

11.4 As a matter of routine, the Nominated Contact, SMT, Head's EA and Reception all have key information, including contact phone numbers. In line with guidance, this information is not kept in only one place or only electronically.

# 12. Code of Conduct

12.1 On all visits, pupils should be reminded of the basic requirements of safeguarding the safety of each other, courtesy and consideration towards member of the public and conduct that enhances the reputation of the School. As far as possible, normal School rules apply.

12.2 All pupils participating in visits should be aware of the Code of Conduct for Educational Visits. This can be found on the Trips and Visits section of the intranet.

12.3 Generic and specific consent forms require parents to acknowledge that they have read and understood the Code of Conduct for Educational Visits. For foreign visits parents are aware that in the unlikely event of a gross breach of the Code of Conduct, a pupil might be repatriated. This would be the decision of the Nominated Contact and the Senior Management Team and would be at the parent's expense.

# 13. Insurance

13.1 The School's insurance policy provides group cover for all members of parties involved in trips. Details can be obtained from the Chamberlain's Department.

13.2 Trips involving hazardous activities may require separate insurance and this should be discussed with the EVC and Chamberlain's Department.

13.3 The Insurance Team at the City of London Corporation is informed in advance of all residential and overseas visits.

13.4 Where an external provider or facility is being used checks are required to ensure they have sufficient public liability insurance.

# 14. Consent and Finance

14.1 The School's Parent Contract (Terms and Conditions) provides 'blanket' consent for the participation in a variety of educational visits. For all educational visits blanket consent is turned into informed consent prior to any visit by the provision of information to parents

about visit and their child's proposed participation. This provides parents the opportunity to withdraw their consent should they not wish them to participate.

14.2 Educational visits which take place outside of the School Day, require overseas travel or an overnight stay, take place over the weekend or during School holidays, or involve high risk or adventure activity will be subject to written consent to participate.

14.3 Where consent is required, parents are provided with sufficient information to make an informed decision about the participation of their child.

14.4 Parents may be charged up to £75 for the cost of an educational visit without being required to provide written consent.

14.5 For overseas visits the school will require the completion of additional consent information. This is to enable smooth transit through border control and satisfy the requirements of specific countries.

14.6 Visit Leaders should liaise carefully with the EVC and Finance Department regarding the financing of all educational visits. For residential and overseas trips, the budget should be approved by the Finance Department.

14.7 Where parents are required to make a payment for a visit, every effort should be made to keep the cost reasonable. However, it is expected that the cost of the trip should reflect the requirement for it to run safely and for there to be a contingency fund.

14.8 For residential and overseas trips contingency and other funds not spent should be returned to parents.

# 15. Data Protection

15.1 The Corporation of London and City of London School's data protection policies apply to all aspects relating to educational visits.

15.2 Staff are required, as part of the standard risk assessment process for educational visits, to evaluate the risks associated with the handling and sharing of data. The generic risk assessment should be used. Visit Leaders and staff are required to be familiar with the guidelines provided in the generic risk assessment and Educational Visits Handbook. Staff are responsible for ensuring that all data is safely disposed of following a trip (for example, shredding paperwork and removing files carrying pupil/parent/staff information relating to the trip from devices).

15.3 Visit Leaders are not required to complete an additional GDPR risk assessment for each individual trip. However, if the data / information requirement for a trip exceeds simple contact/medical information, then a separate Date Protection Risk Assessment may prove necessary; e.g. if there is a contract with a third-party who processes data on the School's behalf, sharing passport information with a travel agent et cetera. This can be found on the intranet.

Visit Leaders should consult the Educational Visits Coordinator and the Data Protection Coordinator for advice.

## 16. Visiting CLSG and CJS

16.1 When activities take place which involve a visit to CLSG or CJS, they will either appear in the electronic school diary or parents will be directly informed. Parents will always receive notification if their child is expected to make their own way to and from CLSG or CJS or the activity/event is taking place outside school hours.

16.2 With some exceptions (e.g. City+, music and drama rehearsals, a lunchtime Sixth Form lecture) pupils visiting CLSG or CJS will be accompanied by a suitable number of CLS staff, who will follow the standard procedures for other educational visits. Specific arrangements are in place for the exceptions and parents are made aware of such arrangements.

16.3 Parents have been informed of the above and will receive an annual reminder.

# Appendix 1: Guidance for Homestays (in the UK)

1.1 **Keeping Children Safe in Education (KCSIE)**

KCSIE (Annex D: Host Families) states:

*When a school or college arrange a homestay, it should consider what intelligence / information will best inform its assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay. It will be for the school or college to use their professional judgement to decide what it considers what will be relevant. However, to help inform that assessment, schools and colleges should obtain a DBS enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed it will also allow the school or college to consider, alongside all other intelligence that it has obtained, whether the adults would be a suitable host for a child.*

*DBS enhanced certificates with children's barred list information for volunteer roles164 can be obtained free of charge165. In respect of an adult who provides UK homestay and receives no remuneration in respect of the stay or where schools reimburse families only for expenses incurred, to enable a DBS application to be considered as a volunteer role the "Position Applied For" field will need to make clear that the position is unpaid.*

*In addition to those engaging in regulated activity, schools and colleges are free to decide whether they consider it necessary to obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household where the child will be staying.*

1.2 **Arranging Homestays**

1.2.1 Where the School is arranging a homestay, the School will obtain a DBS enhanced certificate with barred list information in order to establish whether the adults are barred from engaging in regulated activity relating to children and to consider, in cases where criminal record information is disclosed, alongside other intelligence obtained, whether the adult will be a suitable host for a child. The School will also consider whether it is necessary to obtain a DBS enhanced certificate in respect of others aged 16 and over in the household where the child will be staying.

1.2.2 When an exchange is advertised, parents will be alerted that we are required to make DBS checks on families in the UK who are hosting foreign exchange students. This will apply to any adults in the home with parental responsibility. Parents will be alerted that they will receive a communication from the HR department (which will include all relevant information) once participation in an exchange is confirmed. Parents will also be informed that having a disclosure on their DBS would not necessarily disbar them from acting as a host family, but we should be informed of this in advance. Where this is the case, the School would proceed on the basis of a risk assessment completed by the Senior Deputy Head and DSL and signed by the Head.

1.2.3 Once participation in an exchange is confirmed, parents will receive from the HR department a 'Language Exchange: Enhanced DBS Check Details Form' to

complete. On receipt of this form the School will decide for whom it is necessary to obtain a DBS enhanced certificate. This will always include the adults in those families who will be responsible for the visiting child during the stay.

1.2.4 HR will inform the EVC and Visit Leader when clearance has been received for all those for whom it has been deemed necessary to obtain a DBS enhanced certificate with barred list information. If clearance has not been received in advance of the homestay it will be dealt with on the basis of a risk assessment.

1.3 **Communication with parents**

The following standard wording is to be included in the initial letter to parents:

"In line with statutory guidance we are required to make Disclosure and Barring Service (DBS) checks on families in the UK who are hosting foreign exchange students. This would apply to any adults in the home with parental responsibility. Having a disclosure on your DBS would not necessarily disbar you from acting as a host family, but we should be informed of this in advance. If you have any queries, or need to disclose anything, please contact by phone or email the HR Department (HR@cityoflondonschool.org.uk) or the Deputy Head Co-curricular & (mcbrooma@cityoflondonschool.org.uk) for a **confidential** discussion. Nothing needs to be done at this stage – we will send all the relevant information once participation in the exchange is confirmed. We appreciate this is an additional administrative task, but we have no control over the requirements which are made on us by government guidelines. Without completing this process, the exchange would not be able to take place, and we hope that by making it relatively straightforward no-one will be deterred from taking part."

1.4 **Homestay – suitability of adults in host families abroad**

The School follows the guidance in KCSIE (Annex D: Host Families) which states:

*It is not possible for schools and colleges to obtain criminality information from the DBS about adults who provide homestays abroad. Schools and colleges should liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. They should use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to effectively safeguard every child who will take part in the exchange. Parents should be aware of the agreed arrangement. Schools and colleges are also free to decide whether they consider it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.*

1.5 **Further Guidance for Homestays**

Extensive guidance for homestays is provided in the Educational Visits Handbook. This includes who to contact during a homestay should an emergency occur, or a situation arise which makes them feel uncomfortable.