

Katherine Warrington School - Trips & Visits

Policy



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Reviewed by

Resources Committee

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Introduction

Katherine Warrington School's staff and trustees firmly believe in the significant educational benefits of well-organised off-site visits and related activities, and actively encourage their implementation.

This document offers clear and practical guidance for planning and managing these valuable experiences. It, along with supplementary materials, can be found electronically on the school's website.

Every off-site visit and Learning Outside the Classroom (LOtC) activity will be carefully planned to ensure the intended learning outcomes are clearly defined and understood by supervising adults, allowing for effective evaluation afterward.

Katherine Warrington School use the EVOLVE system to efficiently plan, manage, approve, and evaluate visits. Staff leading or accompanying visits can access their 'EVOLVE' accounts, which are set up by the Educational Visits Co-ordinator (EVC).

The arrangements and considerations for all visits and LOtC activities will be documented on 'EVOLVE', through standard operating procedures using established risk assessment formats as determined most suitable by the Headteacher (or their delegate) to minimise administrative burden.

This policy will be reviewed annually by the EVC and the School Business Manager (SBM). At every review, the policy will be shared with and approved by the Resources Committee.

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1. [Residential Trip - Code of Conduct](#)

Intended Outcomes and Learning Benefits

Clearly defining the intended outcomes of each visit is crucial for realising its full potential benefits. Up to four specific outcomes can be documented on 'EVOLVE' during the planning phase to facilitate later evaluation.

Learning Outside the Classroom (LOtC) offers a powerful way to enhance learning and raise attainment across all curriculum areas. Experiential learning also provides valuable opportunities for development in areas such as:

- Relationships and teamwork skills
- Emotional and spiritual growth
- Cross-curricular understanding
- Individual development and personal responsibility
- Environmental awareness

Where appropriate, preparatory work should be completed before the visit. This, combined with activities during the visit, should inform follow-up work to reinforce learning.

Visit Leaders can utilise resources on 'High Quality Outdoor Education' to help identify intended outcomes and evaluate the learning that takes place.

Scope and Application

All employees must adhere to their employer's guidelines. This policy aligns with Hertfordshire's "Guidance for the Management of LOtC and Off-site Visits," and all staff are expected to comply with its stipulations.

This policy applies to all staff at Katherine Warrington School and any other adults responsible for children and young people during learning and recreational activities that take place outside their usual school environment. This includes organising and supervising off-site visits, as well as on-site outdoor activities.

This document serves as the primary guide for effectively planning learning and recreational activities that involve taking groups of children and young people away from the school premises. It is applicable when using locations such as:

- Local area visits
- Day trips
- Adventurous and recreational activities
- School-organised residential trips
- School-organised trips abroad

This policy covers situations involving:

- Direct supervision of young people during experiences outside the normal school grounds.
- Direct supervision of young people engaged in Learning Outside the Classroom (LOtC) activities.
- Facilitating experiences for young people beyond the normal school grounds.
- Deploying staff to supervise or facilitate these off-site experiences.
- Facilitation of remote supervision.

Staff must ensure that young people are supervised according to this policy, regardless of whether activities occur during or outside standard working hours, including weekends and holidays.

Roles and Responsibilities

The foundation of this policy lies in the Department for Education's (DfE) guidance on health and safety for educational visits, and it adheres to the requirements of the following legislation and statutory guidance:

- Equality Act 2010 (including guidance for schools)
- Special Educational Needs and Disability (SEND) Code of Practice
- Keeping Children Safe in Education (KCSIE) 2025

Legally, under the Health and Safety at Work etc. Act 1974, the trust board, as the employer, is accountable for health and safety. While the employer can delegate the execution of tasks necessary to meet these legal obligations, the ultimate responsibility for health and safety remains with them

Trustees

The trustees will receive regular updates on how school trips are managed and the impact of Off-site Visits and LOTC activities. The Resources Committee of the trustees will typically oversee this review.

When asked to review processes, this committee will act as a "critical friend" to ensure:

- They have access to employer guidance, the school's policy, and relevant training materials.
- The school's policy clearly outlines their role in supporting visit approval, where necessary.
- A qualified Educational Visits Co-ordinator (EVC) is in place, meeting all employer requirements.
- Formal notification and approval procedures are established, aligning with employer recommendations and statutory requirements.
- The school's visit policy supports the principles of inclusion.
- Effective monitoring procedures are in place.

Headteacher Responsibilities (or Nominated Agent - School Business Manager)

The Headteacher (or their designated agent - School Business Manager) holds responsibility for the following aspects of educational visits:

Approval and Oversight:

- Approving the academic calendar of educational visits.
- Ensuring all off-site visits and LOtC activities comply with employer guidance and are correctly notified or submitted for approval.
- Establishing procedures for informing trustees about required visits.
- Ensuring all visits are evaluated for best value, learning, quality, and to inform future trips.

Staffing and Training:

- Ensuring staff, including the EVC, receive necessary training.
- Verifying the competence of all involved staff.
- Designating a qualified EVC who meets employer requirements and completes necessary training.
- Fostering a culture of apprenticeship and succession planning for visit leaders and EVCs.
- Supporting the EVC in ensuring adequate staffing and effective supervision.

Safety and Well-being:

- Implementing suitable child protection procedures, including vetting and DBS checks.
- Addressing inclusion issues for all visits.
- Ensuring appropriate insurance arrangements are in place.
- Including appropriate emergency procedures and parent communication protocols for serious incidents in the visit policy.
- Ensuring serious incidents are reported to the employer as required.
- Ensuring staff adhere to the school's Data Protection policy and GDPR, managing personal data securely and respecting image consent.
- Ensuring the school follows the latest DofE Covid guidance and informs parents of any changes.

Planning and Risk Management:

- Ensuring staff are aware of the need to obtain best value for money.
- Defining in the visit policy the types of visits requiring preliminary visits.
- Formally adopting a standardised format for proportionate risk-benefit assessments based on sensible risk management principles and using employer materials.
- Securing appropriate assurances from third-party providers, recognising national quality schemes.
- Supporting the EVC in ensuring visit information and consent are managed effectively with parents.
- Continually reference back against the KWS risk management policy

Establishment (Educational) Visits Coordinator (EVC) Responsibilities

The Establishment (Educational) Visits Coordinator (EVC) at Katherine Warington School plays a crucial role in ensuring the effectiveness and safety of all off-site visits.

The EVC is responsible for:

Guidance and Support

- Guiding staff in arranging and organising educational visits.
- Assessing staff competence and designating trip leaders.
- Advising the Headteacher on trip approvals.
- Supporting the Headteacher and School Business Manager with visit-related decisions.
- Providing guidance to visit leaders on parental information and consent.

Policy and Compliance

- Maintaining and updating the off-site visits and LOfC policy, ensuring accessibility and minimising bureaucracy by utilising national quality assurance schemes.
- Ensuring off-site and LOfC activities meet employer guidance requirements and align with the Manifesto for LOfC.

Training and Competency

- Assessing external activity providers.
- Accessing and disseminating necessary training, advice, and guidance.
- Attending and updating EVC training as recommended.
- Supporting the Headteacher in assigning competent staff to visits.
- Organising training for visit leaders, assistants, and volunteers.
- Ensuring staff understand the need for appropriate training.

Planning and Safety

- Leading visit planning and preparation, with primary responsibility for risk management, involving all participating staff and young people (where appropriate).
- Ensuring a 24/7 emergency contact and emergency arrangements are in place for each visit, including access to all relevant records.
- Ensuring medical and first aid issues are addressed.
- Ensuring Disclosure and Barring Service (DBS) checks are in place when required.
- Establishing contingency plans for adverse weather.
- Providing parents and carers with accurate information about the visit, including costs and necessary equipment not provided by the school or a third party.
- Communicating key details about the visit and all locations to staff, parents, and carers.

Monitoring and Evaluation

- Monitoring visit planning and arranging field monitoring as needed.
- Evaluating all visits post-completion to inform future improvements.
- Ensuring visits and LOfC activities are reviewed and evaluated, including incident reporting.
- Ensuring visit policies and procedures are regularly reviewed and updated, especially after serious incidents.
- Staying up-to-date through EVC training and employer updates.

Visit Leader Responsibilities

For every visit, one designated staff member will serve as the Visit Leader, holding overall responsibility for the supervision and conduct of the visit. This individual must be a school employee, not a volunteer, and must be formally approved as competent to undertake the required responsibilities and tasks.

The Visit Leader will:

- Maintain overall responsibility for the supervision and conduct of the visit.
- Support the EVC to ensure that all relevant risks involved in the visit have been recognised, discussed, and planned for.
- Define the roles and responsibilities of other staff (and young people) to ensure effective supervision, and appoint a deputy whenever feasible.
- Communicate key details about the visit and all locations to staff, students, and parents/carers, including roles, responsibilities, and expected behaviour.
- Ensure that if any accompanying staff member has a close relationship with a student, adequate safeguards are in place to prevent compromise of group management.
- Address child protection issues, such as ensuring appropriate Disclosure and Barring Service (DBS) checks are in place.
- Collate, make available, and disseminate relevant information to supporting staff, parents, and young people as needed.
- Arrange pre-visit information meetings when appropriate.
- Evaluate all aspects of the visit, both during and after the event.
- Ensure that staff and other supervisors are thoroughly briefed on:
 - The young people in the group, including their age, health, capabilities, special educational needs and disabilities (SEND), behaviour, and any other relevant information.
 - The nature, location, and duration of the activity.
- Ensure the visit is effectively supervised, understanding that the primary duty of care remains with school staff, even when responsibility is shared with an external provider. If a provider's practices raise concerns, the Visit Leader should consider stopping the activity at the earliest safe opportunity, exercising sensitivity and discretion to avoid increasing risk to students.
- Ensure that all staff and third-party providers have access to emergency contact and emergency procedure details.
- Have highlighted their need for training, and subsequently attended training related to leading visits and trips.
- Provide a post trip report to the EVC including incidents, logistic feedback etc.

Staff Responsibilities

Staff are responsible for ensuring the safety of all participants (students and staff) on visits and for promoting proper preparation and conduct.

Specifically, staff will:

- Prioritise their own health and safety and that of others.
- Manage student behaviour and discipline as needed during the visit.
- Communicate any concerns or worries to the Visit Leader and other relevant parties.
- Provide the trips department with up-to-date contact information.
- Follow instructions of the "Visit Leader"

Volunteer Responsibilities

Volunteers who participate in school trips, including parent volunteers, are expected to adhere to the following:

- Follow all instructions given by staff and act accordingly.
- Disclose any close relationships with present students to the “Visit Leader” at the earliest opportunity
- Maintain appropriate behaviour and serve as positive role models for students.
- Report any concerns or issues to the Visit Leader or other staff members immediately.
- Ensure the safety and appropriate conduct of students under their supervision, and promptly raise any concerns with staff.

Parents and Carers Responsibilities

By agreeing to their child's participation in educational visits, parents/carers commit to the following:

- Provide all necessary information, including emergency contact details.
- Provide consent through a recordable channel of communication. Verbal consent over the phone is not acceptable.
- Share any concerns or information about their child that may affect their safe participation in the trip. Work with the “Visit Leader” to agree to reasonable adjustments to ensure the student can safely participate.
- Ensure their child's medical + dietary information on Arbor is current and accurate.
- Make full payment for the visit as agreed during sign-up.
- Sign and abide by the “Residential Trip - Code of Conduct”
- Please see the “KWS Trips & Visits - Parent Handbook” for more information.

Student Responsibilities

Our school's behaviour policy applies fully to all educational visits. Therefore, students are expected to:

- Sign and abide by the “Residential Trip - Code of Conduct”
- Follow all instructions given by staff members during the trip.
- Abide by the school dress code when permitted to be in non school uniform
- Be **RESPECTFUL** throughout the duration of the trip.
- Be **RESPONSIBLE** for their own safety and be mindful of the safety of others, reporting any concerns to a staff member or trip supervisor.
- Be **READY** to take advantage of the learning opportunity

Students will be reminded of our behaviour expectations before every off-site visit and are expected to uphold the school's behaviour policy at all times. This can be found on the “[Policies](#)” page on our school website.

Staffing and Supervision

Staffing Ratio

KWS has a responsibility to ensure adequate and effective supervision for all visits, approved by the EVC and Headteacher.

The Visit Leader, EVC, and Headteacher's delegate will collaboratively determine the appropriate number and suitability of staff for each visit based on a professional assessment of:

- The type, level, and duration of the activity.
- The individual needs and requirements of the group, including those with additional needs.
- The experience and competence of staff and other accompanying adults.
- The venue, time of year, and expected conditions.
- Available contingency plans.

No visit will proceed if the Visit Leader, EVC, or Headteacher is not satisfied with the level of supervision.

Staff assigned to provide individual special needs support cannot be included in the overall staffing ratio and should focus solely on the needs of the individual student.

Careful consideration must be given to the implications of staff being accompanied by family members or partners. Staff and volunteers with frequent (weekly or more) or intensive (3 times in 30 days or overnight) access to young people or vulnerable adults must have an enhanced DBS check.

Allergies

Katherine Warington School is committed to providing inclusive and safe educational visits in alignment with the Department for Education's statutory Allergy Safety in Schools guidance (Benedict's Law). A dedicated risk assessment will be completed for every trip to identify potential allergen exposure (including food, environmental triggers, and venue-specific risks) and to ensure pupils with severe allergies are enabled to participate fully without unnecessary barriers. All pupils with active allergy management needs must have an up-to-date Individual Healthcare Plan (IHP) and Allergy Action Plan prior to departure. Staff supervising off-site visits will undergo accredited allergy and anaphylaxis training, ensuring they can recognise early symptoms and act immediately in an emergency. Where possible, designated trip leads will carry spare, non-prescribed adrenaline auto-injectors (AAIs) in the emergency medical kit alongside pupils' individually prescribed AAIs, which must remain easily accessible to trained staff at all times.

Remote Supervision

While students must be supervised throughout all visits, there may be times when they are not directly accompanied by a staff member (e.g., D of E expeditions, designated free time in public areas). This is termed 'remote supervision'.

Remotely supervised activities can offer valuable educational benefits, fostering independence and responsibility. However, staff must prioritise reasonably practicable safety precautions alongside these benefits.

The decision to allow remote supervision requires professional judgment, considering factors such as:

- Prior knowledge of the students (maturity, responsibility levels).
- The venue and environmental conditions.
- The specific activity.
- Preparatory training provided.
- The competence of supervising staff.
- Established emergency procedures.

See below section - **Communication During Remote Supervision**

Emergency Procedures

All staff involved in off-site visits must be familiar with and strictly adhere to the school's emergency procedures policy.

Preparation and Critical Data Access

Before any off-site or Learning Outside the Classroom (LOtC) activity departs, the following must be established:

- The 24/7 Emergency Home Contact: Every visit must have a designated, school-approved Emergency Home Contact (usually a member of the Senior Leadership Team) who is contactable at all times for the duration of the trip, including weekends and holidays.
- Data Accessibility: The Visit Leader must carry digital or physical copies of the emergency contact details, medical needs, and dietary requirements for all participants.
- EVOLVE Safeguard: A final, approved copy of the visit plan and risk assessments must be active on the 'EVOLVE' system, allowing the Emergency Home Contact and the EVC instant, remote access to the group's itinerary and details from the school base.

The Crisis Management Panel

A dedicated Crisis Management Panel will be immediately assembled at the school base/remotely. Because emergencies can happen outside of standard hours, the panel will be collated dynamically based on staff availability, but must consist of at least three members of staff and include a combination of the following roles:

- A Senior Leader: The Headteacher or Deputy Headteacher (to hold ultimate operational command).
- A Safeguarding Expert: The Designated Safeguarding Lead (DSL) or a Deputy DSL (to oversee student welfare and emotional support frameworks).
- An Operational / Communications Lead: The School Business Manager (SBM) and/or the Educational Visits Co-ordinator (EVC) (to manage logistics, employer notifications, and documentation).

The Crisis Management Panel will immediately establish direct lines of communication with external bodies to manage logistics, access specialist support, and satisfy legal obligations. The panel will actively engage with:

- The Tour Operator / Activity Provider (if applicable): To coordinate alternative transport, accommodation, or on-site emergency services deployment, and to ensure corporate safety protocols are aligned.
- EVOLVE Advice: Contacting the *EVOLVE Advice* support team to seek expert guidance on risk management, procedural compliance, and technical assistance during the lifecycle of the incident.

In a modern crisis, information spreads rapidly online. The Crisis Management Panel will actively use social media and digital platforms to the school's advantage to maintain control of the narrative, prevent panic, and protect the privacy of those involved.

- The Single Source of Truth: The Headteacher (or a specifically delegated panel member) holds sole responsibility for authorising public communications. The school will utilise its

official channels (the school website, official Instagram account, and direct parental communication systems like Arbor) to publish one single, authoritative stream of updates.

- Pre-empting Speculation: The panel will aim to publish a brief, factual statement early ("*We are aware of an incident involving...*") even before full details are known. This stops the vacuum from being filled by rumours or panic on local community groups.
- Media and Public Shielding: The panel will explicitly instruct the Visit Leader on-site to reinforce that no students or accompanying staff are permitted to post about the incident on personal social media accounts, share photos, or live-stream. This protects the operational integrity of the emergency services and ensures parents do not find out about a casualty via an online post.
- Parental Liaison: While broad, generic updates ensuring the safety of the wider group may be posted publicly, direct details regarding individual students will *only* be communicated directly to their specific parents/carers by a member of the Crisis Management Panel.

Post-Incident Evaluation and Reporting

Following any emergency, serious injury, or significant "near-miss" incident, the school shifts from crisis management to a structured review phase. This process focuses on legal compliance, statutory reporting, and deep institutional reflection to prevent future occurrences.

As soon as practicable after the trip party returns, a mandatory review meeting will be called. The panel will include the Visit Leader, the Educational Visits Co-ordinator (EVC), and the School Business Manager (SBM).

Rather than a routine administrative check, this session is a rigorous, honest dissection of the timeline. The panel must address critical, candid questions:

- Could this have been avoided? Was the risk assessment fully operational, or did gaps emerge between the written plan and the reality on the ground? Did external providers meet their expected safety standards?
- Could we have reacted better? Was the communication layout efficient? Was the support from the Home Base Crisis Management Panel effective?
- What must change? What specific adjustments to our Standard Operating Procedures, staff training, or choice of venues are required moving forward?

The findings of this meeting will be documented as a formal case study and used directly to update future risk assessment templates and staff briefing materials.

Statutory Reporting and Documentation

- EVOLVE Logging: A comprehensive, formal incident log and evaluation must be submitted on the 'EVOLVE' system by the Visit Leader, verified by the EVC, and signed off by the Headteacher.
- RIDDOR Obligations: Where an incident meets the statutory thresholds under the *Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)*, the School Business Manager holds operational responsibility for submitting the official report to the Health and Safety Executive (HSE) within the legally required timeframes (typically within 10 to 15 days, depending on the injury type).
- Governing Body Review: The EVC and SBM will present an anonymised summary of the incident, the lessons learned, and any subsequent policy modifications to the Resources Committee at the next scheduled governor review to ensure transparent institutional oversight.

Communication

Primary Student-to-Staff Emergency Contact

To ensure all students can directly contact the staff team at any moment, the following mobile telephone links must be established before departure:

- **Primary Emergency Number:** Every student in the trip party will be issued with a primary emergency telephone number. This number routes directly to the Trip Leader mobile phone, via the 3CX application.
- **Backup Emergency Number:** To safeguard against a busy line, poor signal on a specific network, or a flat battery, students will also be issued with a backup emergency number. This routes directly to the mobile phone carried by the Deputy Visit Leader.

Depending on the age of the students and the nature of the trip, these contact numbers will be shared via physical contact cards, wristbands, or programmed directly into students' mobile devices during the pre-departure safety briefing.

Digital Messaging and Data-Based Calling (Google Chat)

To provide flexibility in areas with poor standard cellular reception but available Wi-Fi, or to facilitate rapid group-wide updates, the school utilises its enterprise digital infrastructure:

- **Google Chat Activation:** For the duration of the off-site visit, Google Chat will be formally enabled and designated as an approved communication tool for the group.
- **Staff-Student Networks:** Staff and students can use the platform to exchange instant messages, share locations, and make voice or video calls using available Wi-Fi networks or mobile data.
- **Operational Groups:**
 - Staff only - this can be via Whatsapp if all staff consent, otherwise Google Chat is to be used. This should be created by the Trip Leader
 - Students + Staff - depending on the operational need of the groups (numbers of students etc) either the Trip Leader or EVC will create a Google Chat with all participants added. This will be used to push out itinerary updates, meeting points, and non-urgent announcements cleanly without clogging the emergency telephone lines.

Communication Protocols and Safeguarding

- **Emergency Line Integrity:** Students and staff are explicitly briefed that the primary and backup mobile numbers are reserved strictly for urgent issues and emergencies. All routine logistics should be handled via Google Chat or at pre-arranged physical check-ins.
- **Digital Safeguarding:** All communications via Google Chat must remain strictly professional and focused entirely on the logistics and safety of the trip. The platform automatically logs interactions via the school's workspace domain, ensuring full compliance with our digital safeguarding policies.

Staff-Student Digital Boundaries and Data Protection

To maintain strict professional boundaries and comply with the Data Protection Act 2018, staff are strictly prohibited from collecting, storing, or utilising students' personal mobile telephone numbers on personal devices.

- **Primary Communication Platform:** All routine digital communication and digital calling during a visit must take place via Google Chat using official school enterprise accounts.
- **Use of Personal Numbers:** On trips where the EVC deems it operationally necessary for staff to hold student mobile numbers (e.g., specific international or high-risk residential trips), the data must be compiled centrally by the EVC, held securely, and accessed only via school-issued mobile devices. If a call is made, it will be made using the 3CX app. This will be approved by either the Head or DSL.
- **Post-Trip Data Destruction:** Any list of student contact details printed or temporarily downloaded for the duration of a trip must be securely shredded or deleted immediately upon the group's return to school. Staff must never save student numbers into the contacts list of any personal device.

The "Curfew to Wake-Up" Protocol

- **Mobile Phone Collection:** To ensure adequate rest, prevent online safeguarding issues, and eliminate nocturnal distractions, it is a strict school policy that all student mobile phones must be collected by staff overnight. Staff will gather the switched off devices during evening room checks and store them securely. Phones will be returned to students the following morning at the designated wake-up time. Students are encouraged to charge their phones during breakfast time.
- **Lockdown and Seals:** Once room checks and phone collections are complete, students are strictly forbidden from leaving their rooms until the morning wake-up call. Staff will remain stationed on the corridors until the accommodation block is entirely quiet and secure..

Communication During Remote Supervision

When students are operating under remote supervision (e.g., allocated free time during a museum visit, town exploration), the following strict protocols apply:

- **The Check-In Trigger:** Before dispersing, a fixed meet point and strict check-in times must be established and noted by all participants.
- **Active Devices:** Students must ensure their mobile devices are fully charged, switched on, and have Google Chat active. If a student does not have a mobile device, they will be asked to remain with other students who do.
- **The 15-Minute Rule:** If a student or sub-group fails to check in via Google Chat or at the meet point within 15 minutes of the designated time, and cannot be reached by other students within the group, the Visit Leader will automatically escalate the situation to a "Missing Person" protocol and notify the Home Base Emergency Contact.

Behaviour Expectations and Early Return

Participation in secondary school residential trips is a privilege contingent upon exemplary conduct and a commitment to group safety. Prior to departure, all participating students and their parents/carers must sign a Residential Trip Behaviour Contract outlining expected standards of conduct. The school reserves the right to terminate a student's participation and arrange for them to be sent home early if their behaviour compromises the physical safety, emotional well-being, or smooth running of the trip for the rest of the group. In such circumstances, parents/carers will be held

fully responsible for arranging prompt collection or covering any financial costs incurred in transporting the student home, with no entitlement to a refund of trip fees.

Passport, Visa, and Travel Documentation

To ensure necessary travel bookings can be finalised, valid passport details must be submitted to the school within one month of the deposit being paid. Failure to provide these details within this timeframe may result in the student's place being voided, and a refund of any monies paid may not be available. Once travel commences, school trip leaders and staff assume full responsibility for the safe custody of all physical passport documents from the moment students hand them over at KWS until the group's return to school grounds. There will be occasions during residential trips where students are required to hold their own passports. Staff will ensure to collect these at the earliest convenience but during these periods the students are responsible for their documents safekeeping.

Specific Visa requirements will be communicated to parents/carers well in advance of departure. Depending on the destination country, parents/carers are fully responsible for completing and securing any required Visas for their child. If a required Visa is not obtained prior to travel, or if a student is refused entry by border control at the destination, the main trip group will be required to continue with the itinerary. In this event, parents/carers will be held entirely responsible for arranging and funding the immediate collection of their child from the airport/port of entry.

Missing Person Protocol

1. Immediate Actions (Minutes 0–15)

- a. Freeze and Count: Stop the group immediately. Gather all remaining students and conduct a head count. Assign one staff member to keep the remaining students calm, contained, and supervised.
- b. Establish Last Seen: Quickly note the time, exact location, and what the missing student was wearing. Ask their close friends if they know where they went or if they expressed any intentions (e.g., "They said they were going to the bathroom").
- c. Message + call student using Google Chat
- d. Local Search: Deploy available staff (while maintaining legal supervision ratios for the main group) to search the immediate vicinity, including bathrooms, gift shops, or the last visited area.
- e. Ask another student to call the missing student

2. Escalation (Minutes 15–30)

- a. If at a contained venue (e.g., a museum, theme park, or theatre), notify management and security immediately. They can initiate lockdowns, check CCTV, and use PA systems.
- b. If in a public or open area, call the local emergency services (999, 911, 112, etc.) immediately.
- c. Inform the school's designated emergency coordinator back home
- d. The school leadership team will usually take over the responsibility of notifying the student's parents to ensure the trip leader can focus entirely on the ground situation.
- e. Important: Do not permit other students on the trip to post about the missing student on social media. This prevents panic, protects privacy, and keeps phone lines clear for emergencies.

3. Continued Management

- a. Log Everything: Keep a running, timed log of events. Note exactly when the student was missed, who was notified, what actions were taken, and the times of all phone calls.
- b. The Rest of the Group: Depending on the severity and location, the school home contact may decide to have the remaining students returned to the accommodation or school early.
- c. Stay at the Scene: At least one member of staff (usually the Trip Leader) must remain at the incident location to act as the point of contact for emergency services, while

4. Phase 4: Post-Incident & Review

- a. Once the student is located:
- b. Medical Check: Ensure the student is unharmed. If necessary, have them assessed by medical professionals.
- c. Debrief: Hold a debriefing session with the staff, the student, and eventually the school leadership to understand how the separation occurred.
- d. Report: Complete an official school incident report form detailing the timeline and outcomes to update future risk assessments. another takes the rest of the group.

System Failure and Network Blackout Contingency

In areas with known poor cellular coverage, or in the event of a total network/Google Workspace outage:

- Pre-Mapped Safe Zones: The Visit Leader must identify and brief the group on a static, physical emergency point (e.g., the venue main reception, a specific emergency vehicle, or a prominent local landmark) where a member of staff will remain stationed for the duration of the remote activity.
- Emergency Service Override: Staff and students are reminded that emergency calls (999/112) will automatically roam to *any* available network provider, regardless of whether their own network SIM has a signal.

Staff Social Media

To ensure the integrity of the school's communication strategy and protect the privacy of families during an active incident:

- Personal Accounts: Accompanying staff, instructors, and adult volunteers are strictly prohibited from posting any commentary, images, or updates regarding an active incident or emergency on their personal social media accounts (including WhatsApp Status or private community groups).
- Press Isolation: Under no circumstances should any member of the field staff team comment to journalists or external media. All enquiries must be directed immediately to the Crisis Management Panel at the school base.

Insurance Coverage

The school's insurance is provided through the Department for Education Risk Protection Arrangement.

The Educational Visits Coordinator (EVC) is responsible for reviewing all upcoming trips and determining if any additional insurance coverage is necessary beyond the scope of the RPA.

Visit Approval Process

While the Headteacher holds ultimate responsibility for visit approval, this authority is delegated to the School Business Manager for all visits. However, the following types of visits must also be notified to Evolve Advice:

- Overseas visits (including travel across significant open seas, such as to Northern Ireland, the Isle of Man, the Hebrides, and the Channel Islands).
- Visits involving one or more adventurous activities led by school staff (including Duke of Edinburgh expeditions).

Regardless of whether Evolve notification is required, a clear and unambiguous audit trail of arrangements with explicit evidence of approval must be maintained. This evidence is recorded on EVOLVE

The approval process involves three key stages:

1. The Visit Leader proposes the visit/activity.
2. The EVC collates the summary information and presents to the SBM
3. The Headteacher (or delegate) reviews the proposal and confirms their decision

No off-site visit or LOtC activity should proceed without clear documented evidence of approval.

Where applicable, EVOLVE will automatically notify the county of visits requiring their attention.

Parental Consent

Parental consent isn't legally required for low-risk visits that happen during normal school hours as part of the regular curriculum. However, we will always inform parents/carers about these activities, and you retain the right to opt your student out.

For low risk paid trips, making a payment counts as your consent.

A completed consent form would be required in the following instances:

- unpaid trips that fall outside normal school hours or standard curriculum activities
- paid trips that include higher risk travel/activities
- all residential trips

Where a completed consent form is required parents/carers will be provided with comprehensive details of the activities and any other pertinent information before being asked to give their consent through a recordable channel of communication. Students without parental consent will not be able to participate in the trip, even if payment has been made. In this instance, refunds will be determined on a case by case basis.

KWS does not accept verbal consent provided in person or through telephone communication.

Inclusion

Katherine Warington School's SEND inclusion policy underpins our approach to all educational visits, guided by the principles of:

- Presumed entitlement to participate for all students.
- Ensuring accessibility through direct or practical adaptations and modifications.
- Promoting integration through participation alongside peers.

We believe all students, regardless of their background or abilities, should have the opportunity to participate fully in all aspects of school life, including educational visits.

Supporting Students with SEND and Specific Needs

Students with disabilities, "Education, Health and Care" (EHC) plans, or other specific needs (e.g., medical conditions, allergies) will receive the same level of support during visits as they do during the regular school day.

We will make necessary adjustments to the trip program in collaboration with parents/carers. This may include providing additional support staff, making reasonable adjustments to itineraries, and implementing other appropriate modifications.

Additional risk assessments may be conducted in collaboration with parents, to ensure the safety of all participants.

Legal Framework and Reasonable Adjustments

Under the Equality Act 2010, discrimination against disabled participants due to their disability without significant justification is unlawful. Visit Leaders are responsible for making reasonable adjustments to prevent participants from being at a substantial disadvantage.

While the Disability Discrimination Act requires reasonable adjustments, it does not obligate responsible bodies to place employees or participants at undue risk if health and safety is a concern. Similarly, adjustments made for a disabled student should not fundamentally alter the intended purpose of the activity.

Staff expectations will be reasonable, ensuring that the support required for an individual student is within their competence and normal work practices.

Our Commitment to Inclusive Participation

We are fully committed to including every student and will only consider withholding or withdrawing participation after careful consideration and as a last resort.

Student Conduct and Visit Participation

A student's opportunity to participate in school trips is contingent upon their good conduct in school leading up to the trip. If a student's behaviour or attitude is deemed unacceptable and they are removed from the trip as a result, any funds paid to date will not be refunded.

In some instances, to ensure the safety of a student with challenging behaviour and the safety of other students, it may be necessary to prevent that student from attending a trip. However, we are committed to exploring all reasonable options to facilitate their safe participation.

These options may include

- adapting the trip itinerary for that student
- increasing staff numbers to provide 1:1 supervision

In cases where students conduct in school is falling below the expected standards, and could jeopardise the safety or educational value of a trip, the EVC will communicate with the parents regarding the risks involved.

Trip Funding and Financial Management

Katherine Warrington School trips are operated on a non-profit basis. We will follow our school's charging and remissions policy at all times.

When launching trips, we inform parents about the possibility of additional funding and financial support. Students eligible for Pupil Premium funding are entitled to financial assistance. The EVC and Pupil Premium Lead collaborate annually to establish a budget specifically for providing opportunities for Pupil Premium students.

The EVC can also suggest local charitable organisations (The Harpenden Trust & The James Marshall Foundation) that may provide financial assistance, as well as signposting eligible parents towards the "KWS Enrichment Fund".

We maintain careful oversight of each trip's income and expenditure. Should a trip generate a significant surplus, we will proportionally refund all participants. KWS determines significant profit as:

- **Day trips:** Anything exceeding 10% of the total cost per person, provided the surplus is over £10 per person.
- **Residential trips:** Anything exceeding 20% of the total cost per person, provided the surplus is over £20 per person.

In the unlikely event of a sudden and substantial cost increase beyond our control, we may need to adjust the trip price. We understand this is disappointing and want to assure you that this will only occur in the rarest of circumstances, and we will make every effort to avoid it.

Links with other policies

This policy links with the following policies and procedures:

- Health and safety policy
- Charging and remissions policy
- Behaviour policy
- Child protection policy
- First aid policy
- Supporting pupils with medical conditions policy
- KWS Allergy & Anaphylaxis Policy
- Special educational needs (SEN) policy
- Equality information and objectives
- Accessibility plan

Appendix 1 - Residential Behaviour Contract

This agreement outlines the behaviour standards required for all students participating in the upcoming school residential trip. Residential trips are a privilege, and the safety, well-being, and enjoyment of every student depend on maintaining high standards of personal conduct.

Students are expected to represent the school with pride and respect at all times. Throughout the duration of the trip, students must:

- **Follow Staff Instructions:** Comply immediately and respectfully with instructions given by school staff, activity instructors, and host facility personnel.
- **Prioritise Safety:** Adhere strictly to all safety guidelines, wear required safety equipment during activities, and remain within designated supervised boundaries.
- **Demonstrate Respect:** Show consideration for staff, members of the public, fellow students, and venue personnel. Bullying, harassment, or exclusion will not be tolerated.
- **Observe Curfews & Room Rules:** Remain in assigned rooms after lights-out/curfew times. Respect fellow residents by keeping noise levels low, particularly during evening hours.
- **Look After Property:** Treat accommodation facilities, transport vehicles, activity equipment, and personal belongings with care. Keep assigned accommodation spaces clean and tidy.
- **Punctuality:** Arrive at all meeting points, meal times, and scheduled activities promptly at the designated times

Breaching any of the following rules compromises group safety or legality and will result in immediate disciplinary action, up to and including being sent home:

- **Possession or Consumption of Prohibited Substances:**
 - Possession or use of alcohol, tobacco products, vapes/e-cigarettes, or illegal substances.
 - Misuse of prescription or over-the-counter medications (all medication must be handed to staff prior to departure).
- **Leaving Designated Areas Without Permission:**
 - Leaving the hotel, centre grounds, or group boundaries without explicit staff authorisation.
 - Leaving assigned accommodation rooms after night curfew.
- **Unauthorised Room Entry:**
 - Entering accommodation rooms assigned to members of the opposite sex, or entering rooms assigned to other students without staff permission.
- **Dangerous, Illegal, or Aggressive Behaviour:**
 - Physical violence, verbal abuse, threats, or severe bullying directed at any individual.
 - Possession of weapons, laser pens, fireworks, or any item capable of causing harm.
 - Theft, intentional vandalism, or destruction of property.
- **Tampering with Safety Equipment:**
 - Interfering with fire alarms, smoke detectors, fire extinguishers, or emergency exits.

Repatriation

In the event of severe misconduct, repeated refusal to follow staff instructions, or a safeguarding breach:

1. The Lead Teacher reserves the right to terminate a student's participation in the residential trip immediately. This decision will not be taken lightly, and will have always been ratified by the Headteacher, or their delegate.
2. Parents/carers will be contacted and required to either:
 - Collect their child from the residential location immediately, OR
 - Fund the full financial cost of public or private transport (and chaperoning fees, if required) to send the student home.
3. No refund of trip costs will be issued if a student is sent home for behavioural reasons.
4. Parents/carers will be held financially responsible for any deliberate damage to accommodation, vehicles, or equipment caused by their child.

Student Declaration

I have read and understood the expectations and rules set out in this agreement. I understand that my safety and the safety of others depend on my behaviour. I agree to abide by these rules throughout the residential trip, and I accept that failure to do so may result in being sent home early.

- Student Name (Printed): _____
- Student Signature: _____
- Date: _____

Parent / Carer Declaration

I have read and discussed this contract with my child. I support the school's rules and standards of behaviour. I acknowledge and accept that if my child engages in severe misconduct or breaches the non-negotiables outlined above, they may be sent home early, and I will be fully responsible for arranging collection or reimbursing the school for the total cost incurred in sending them home.

Parent/Carer Name (Printed): _____

Parent/Carer Signature: _____

Emergency Contact Phone Number(s): _____

Date: _____