

Trip Policy

Holland Park School | 2025-26

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1. Scope

1.1 This policy covers all outdoor education, visits and off-site activities organised through the school and for which the Governing Body and Headteacher are responsible. The Governing Body endorses OEAP NG – the National Guidance for educational visits produced by OEAP as the basis for the school's policy for the management of outdoor learning, visits and off-site activities. The purpose of this policy is to explain how the overall OEAP policy will be applied in practical terms at a local level, and in particular, the specific roles, responsibilities and arrangements that will apply at Holland Park School.

1.2 This Policy forms part of the health and safety arrangements detailed in the 'United Learning Group Health and Safety Management Policy'. It outlines the arrangements in place to achieve compliance with the duties contained within the Health and Safety at Work etc Act 1974.

1.3 This policy also complements and should be read in conjunction with the school's Health and Safety and Safeguarding Policies.

2. Implementation

2.1 The overarching principles of this Policy must be implemented within 12 weeks of the date of publication.

3. Interpretation

3.1 The following definitions apply to this policy:

- **HPS** – Holland Park School
- **OEAP** – Outdoor Education Advisors Panel – the national body of educational visits advisors and who produce the National Guidance for Educational Visits, of which United Learning is a member.
- **OEAP NG** – the National Guidance for educational visits produced by OEAP.
- **LOtC** – Learning Outside the Classroom
- **LOtC Quality Badge** – a national award operated by the Council for LOtC that recognises activity/event providers or venues that meet educational provision and safety requirements.
- **EVC** – Educational Visits Coordinator

4. Educational Visits

4.1 This Policy uses the OEAP definition for educational visits as being:

- Any occasion when a young person takes part in a structured and employee-led learning activity which is carried out beyond the boundary of the normal operational base, but excepting the following:

- Where establishments operate on a split site
- Work experience placements
- Physical Education: only the journey to and from the venue is covered by national guidance. The activity supervision should be that required or recommended by specialist PE guidance, such as that provided by the employer and Association for Physical Education (AfPE).

4.2 The principles outlined in this Policy and OEAP NG must be followed for all activities that meet the above definition.

5. The Status of OEAP National Guidance

5.1 OEAP National Guidance (OEAP NG) has been formally adopted by United Learning as the management system and guidance to be used by all schools in the management, delivery, and review of all educational visits.

5.2 OEAP NG starts from three basic principles:

- Well planned and facilitated opportunities to learn in the real world, away from the classroom, and to experience adventure, help to improve the lives of young people.
- Delivering learning outside or off-site does not need to be more difficult than delivering it inside a classroom. Planning and management should, therefore, be practical, proportionate, and non-bureaucratic.
- The key to effective and successful outdoor learning and off-site visits is: The right leaders doing the right activities with the right young people in the right places at the right times.

5.3 OEAP NG is comprehensive and extensive; there is no benefit to be derived from repeating its content in this Policy. It is expected that Principals, Educational Visits Coordinators, Visit Leaders and other relevant school staff will familiarize themselves with OEAP NG content and keep themselves appraised of any developments or updates as relevant to their area of responsibility.

5.4 OEAP NG provides information on a broad range of topics relating to educational visits, however, this Policy only highlights those key elements that relate to health and safety management. For example, there is also detailed guidance on making the case for educational visits, inclusion, and visit charging systems.

6. Role of the School Principal

6.1 Holland Park School's Principal is Dame Sally Coates. In the case of absence, this role falls to Senior Vice Principal Billy Egleton.

6.2. With regards to school trips, the Principal has overall responsibility for the approval of all outdoor education sessions, visits and activities, based on compliance with the OEAP document and recognised good practice, even where this task may have been delegated to another named person. In addition, they must ensure that:

- All off-site visits, and especially residential visits, are carried out with reference to the School Safeguarding Policy and Staff Code of Conduct
- There is a suitably experienced and competent Educational Visits Co-ordinator (EVC) to oversee adherence to the OEAP guidance and that the tasks associated with this role are clearly outlined in this policy
- Outdoor education and off-site programmes are led by competent staff who are appropriately experienced to assess the risks, manage the activity and manage the specific group
- There is provision of relevant induction, training and other Continuous Professional Development opportunities for staff involved in the provision of outdoor education, visits and off-site activities
- That for all outdoor education sessions, off-site visits and activities, risks have been assessed, the significant findings of these assessments recorded, and any appropriate safety measures implemented accordingly

7. Role of the Educational Visits Coordinator

7.1 Although holding the ultimate responsibility, the Headteacher has delegated specified tasks to a suitably experienced and competent EVC. The EVC is responsible for carrying out the following agreed tasks and attending the relevant training and update training provided by Evolve

7.2 An Educational Visits Coordinator (EVC) is a member of school staff appointed to coordinate Educational Visits and with the status to effect change and be the focus of good practice. EVCs are required to be experienced in managing leading and trips, it is not purely an administrative function.

7.3 According to OEAP National Guidance, the EVC should be competent and experienced in leading and managing visits, familiar with Holland Park School's policies, systems and procedures; and be able to influence practice, support colleagues, and liaise with the school Principal and SLT.

7.4 It is possible, however, for a member of support staff to take on the EVC role provided that a development programme for their competencies has been developed, implemented and can be evidenced. The EVC checklist available from the OEAP NG website can be used for this.

7.5 The EVC is responsible for ensuring that all educational visits and off-site activities are well managed, safe, and provide high-quality learning outcomes. Key responsibilities include:

7.6.1 Strategic Leadership:

- Act as a champion for educational visits and outdoor learning, promoting their value across the curriculum.
- Keep the Senior Leadership Team (SLT) and Governors informed about visits and their contribution to educational outcomes.
- Support the Headteacher and Governors in approval decisions, ensuring all those with responsibilities are competent to fulfil their roles

7.6.2 Policy, Procedures and Compliance

- Act as the principal contact for all planned visits.
- Ensure visit planning and approvals comply with this Policy, OEAP National Guidance, and United Learning (UL) requirements.
- Establish and maintain Standard Operating Procedures for routine and regular visits. Manage and update the Evolve system, including staff records, training records, and visit submissions.

7.6.3 Risk, Safety and Safeguarding

- Ensure all visits are informed by appropriate risk assessments and that leaders and staff are competent and suitably qualified.
- Confirm that robust emergency arrangements are in place for every visit.
- Vet and approve third-party providers and contractors to ensure their competence.
- Review accident and incident reports from visits to identify and implement lessons learned.

7.6.4 Staff Support and Development

- Provide staff with clear advice, information, and support to enable effective planning and delivery of visits.
- Mentor and develop visit leaders and aspirant leaders, monitoring practice and identifying training needs.
- Support staff to ensure visits are well prepared, safe, and deliver engaging, enjoyable, and meaningful learning.

7.7 Parents, Pupils and Evaluation

- Ensure effective systems are in place to inform parents and obtain consent where necessary.
- Ensure that each visit is evaluated against its intended learning aims, with good practice shared and issues addressed.

7.8 EVCs must have completed an OEAP EVC training course and have this refreshed every three years. Training is typically provided by Evolve <https://www.evolveadvice.co.uk/evc-training>.

7.9 The school's Educational Visits Coordinator is Robert McCartney.

8. Role of the Visit Leader

8.1 The Visit Leader has overall responsibility for the learning, development and supervision of a visit's participants and the safety of all, including the rest of the leadership team.

8.2 In choosing a visit leader, the goal is to ensure that trip leaders are **accountable, confident, and competent** for the specific visits or activities they are approved to lead.

8.3 A Visit Leader's key functions are to:

- Be competent to carry out the lead role for the specific activity
- Be able to use the chosen environment or venue(s) to provide a wide range of learning or development outcomes
- Liaise with the school's Educational Visits Co-Ordinator (EVC) to ensure that visits have clear aims and are planned to appropriately balance benefits and risks
- Ensure that there is effective supervision (see section 9: Planning)
- Ensure that trips consider the individual needs of all students on the trip (see section on risk assessment)
- Take the lead on risk management (see section on risk assessment).
- Define the roles and responsibilities of other leaders (and participants) to ensure effective supervision, appointing a deputy wherever possible
- Ensure that child protection issues are addressed
- Provide relevant information to other leaders including the aims and how they can contribute to achieving these, the location, the participants (age, health information, capabilities, special needs, safeguarding and behavioral issues)
- Ensure that informed parental consent has been obtained as necessary
- Provide relevant information to parents and participants, and arrange pre-visit information meetings where appropriate
- Make sure there is access to first aid at an appropriate level
- 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
- Ensure that all leaders and any third-party providers have access to emergency contact and emergency procedure details
- Evaluate all aspects, both during and after the event
- Report any accidents, incidents or near misses

8.4 School must ensure that all Visit Leaders are competent to carry out the role. Further guidance on approving leaders is given in OEAP NG document 3.2d Approval of Leaders. In line with OEAP

guidance, visit leaders should have their competence reviewed for every trip ensuring that they are competent to lead that group on that visit in that environment.

Approval should not rest solely on formal qualifications; it should include professional judgement about whether the person is suitable to lead *that particular group, in that environment, for that activity*

8.5 Visit leaders should be considered for OEAP training. This is particularly important for those leading on more complex visits, e.g. residentials, adventure activities, overseas visits. Whether or not OEAP training is provided, competence must be verified in line with Section 7.3.

9. Responsibilities of additional members of staff taking part in outdoor education, visits and off-site activities

9.1 Members of staff, volunteers and parent helpers should:

- Assist the Visit/Session Leader to ensure the health, safety and welfare of others including pupils on the visit
- Take time to understand their roles and responsibilities whilst taking part in a visit or activity
- Read the relevant Standard Operating Procedures and any other Risk Assessments associated with the activity
- Be clear about emergency contacts and details

9.2 Parent volunteers can provide valuable support during educational visits by helping supervise pupils and assisting staff to ensure activities run smoothly. All volunteers act under the direction of the Visit Leader and staff.

9.3 Parent volunteers must be DBS checked and the usual onboarding/safeguarding procedures followed. This includes informing SLT, Safeguarding, and HR of parent volunteer participation.

9.4 Volunteers are not expected to manage difficult behaviour or take disciplinary decisions. Where pupils become challenging or refuse to cooperate, volunteers should remain calm, continue supervising the wider group, and alert a member of staff immediately. The responsibility for behaviour management and discipline rests solely with school staff.

9.5 Volunteers must never be left in sole charge of pupils. They should remain with their allocated group and follow the visit timetable and instructions from staff. Professional boundaries must always be maintained: volunteers should avoid physical intervention, private conversations with pupils, or any actions that could place them or pupils at risk.

9.6 Confidentiality is essential. Information about pupils, incidents, or staff decisions during visits must not be shared outside the school community. Volunteers are expected to model positive conduct, punctuality, and respect, supporting a safe and enjoyable learning environment for all.

10. Responsibilities of pupils

10.1 Whilst taking part in outdoor education or off-site activities, pupils also have responsibilities about which they should be made aware by the Visit Leader or other members of staff, for their own health and safety and that of the group. Pupils should:

- Avoid unnecessary risks
- Follow instructions of the visit leader and other members of staff
- Behave sensibly, keeping to any agreed code of conduct
- Inform a member of staff of safety concerns

11. Responsibilities of parents

11.1 Parents have an important role in deciding whether any outdoor education, visit or off-site activity is suitable for their child. Subject to their agreement to the activity parents should:

- Support the application of any agreed code of conduct
- Inform the visit leader about any medical, psychological or physical condition relevant to the visit
- Provide an emergency contact number
- Provide consent in accordance with the requirements of UL

12. Responsibilities of External Providers

12.1 External providers are third parties contracted to provide instruction or coaching for 'adventurous' activities, residential accommodation, travel packages, or overseas expeditions.

12.2 Employees of external providers are usually responsible for technical instruction; but overall supervision is the school's responsibility and as such HPS retains the Duty of Care of the children at all times.

12.3 HPS must have a clear contract with external providers and at a minimum, every provider must complete the Provider Questionnaire (SOE5), unless they already hold the Learning Outside the Classroom Quality Badge.

12.4 Trip Leads must check that all licences, including any ALAA licence and insurance policies are up to date at the time of the visit. Validity of AALA licences can be checked here: www.aals.org.uk/aals/providersearch.php.

12.5 Holding the LOTC Quality Badge, an AALA licence and/or the completion of the SOE5 helps to confirm that management standards are appropriate.

12.6 Venues such as: theme parks, water parks, fun fairs, museums, theatres, zoos, shops, skate parks etc are NOT classed as providers and are not required to complete a SOE5. They may have chosen to gain

the Learning Outside the Classroom (LOT) Quality Badge, but this is not requirement of the Local Authority for such venues.

12.7 All venues open to the public or providing services to customers are bound by the Health and Safety at Work Act (1974) to provide a safe working environment for the public, visitors and customers. Establishments are not required to ask such venues for risk assessments.

13. Visit Planning and Management

13.1 Risk management, in the context of outdoor learning and off-site visits, involves a risk-benefit assessment, as opposed to the standard risk assessment process used across health and safety. It is a two-stage process:

- The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved.
- The implementation of a plan to best realize these benefits, using professional judgement to ensure that the level of risk does not exceed that which can be justified by the benefits.

13.2 In carrying this out the following 'SAGE variables' should be considered in the planning, management, and delivery of visits:

- Staffing: who is needed/available? The plan must work within the limits of available staff numbers, abilities and experience.
- Activities to be undertaken: what do you want the group to do and what is possible?
- Group characteristics: prior experience, abilities, behavior and maturity, any specific or medical/dietary needs, and any special educational needs.
- Environment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base.

13.3 Educational Visits can be broadly divided into three categories:

- **Category A/Category 1 (local routine visits)** - those visits that involve no more than an everyday level of risk and are covered by existing policies and procedures. Such visits should require minimal planning or preparation beyond what is needed to make best use of the learning opportunity. In a school context, they are simply lessons in a 'different' classroom.
 - Examples might include routine use of nearby sports facilities or walks in the local area e.g. Holland Park.
 - **Control measures for category A/ 1 trips can be found in Appendix B.** For further information, see section 13.

- **Category B/Category 2 (non-routine but non-adventurous)** – those visits requiring additional planning, and some level of specific risk assessment. A visit moves into this category because one or more aspects cannot be managed adequately by existing policies and procedures. This may be due to the distance from the school, the nature of the planned activities, the environment or venue(s), the nature of the particular group, the need for specialist leader competencies, or any combination of these. For some visits this will involve detailed planning over an extended period of time.

Examples might include day trips to zoos, universities, or theme parks.

Control measures for category B/2 trips can be found in Appendix A. **In addition, a stand-alone risk assessment must be completed on Evolve** . For further information, see section 13.

- **Category C/Category 3 (residentials, adventurous or overseas)** - these visits demand higher competence, planning, and approval than other types of visits. Examples of c

A visit moves into this category because one or more of the following applies:

- **Higher Risk to participants:**
 - These visits involve environments or activities where the likelihood or potential severity of harm is greater (e.g. mountains, water, caving, skiing).
 - Risks can't always be controlled by simple, familiar measures — specialist training, equipment, or providers may be needed.
- **Greater complexity of management:**
 - Overnight stays introduce safeguarding, welfare, medical, and supervision complexities (e.g. sleeping arrangements, 24-hour duty of care).
 - Overseas visits add layers of complexity such as language barriers, different legal/medical systems, and international travel logistics.
 - Expeditions or adventurous activities often require contingency planning for emergencies in remote or hard-to-access areas.
- **Specialist Competence Required**
 - Leaders may need recognized **technical qualifications** (e.g. Mountain Leader Award, British Canoeing Coach) or to work under a **licensed provider**.
 - Approval can't just rely on general teaching competence — it must include checks on technical/adventurous expertise.

Control measures for category C/3 trips require a stand-alone risk assessment on Evolve and the sign-off of the school governing body.

14. Risk Assessment

14.1 For activities repeated each year with similar risks, control measures are set out in the school's **Standard Operating Procedures (SOPs)** or **Local Area Policy**. These can be found in the All Staff Teams folder. These can also be found in this document's appendix.

14.2 Visit Leader responsibility: The Visit/Session Leader must always confirm whether the SOPs are adequate for the planned activity and group, recording confirmation or any extra measures on **Evolve**.

14.3 Individual needs: The trip lead must print and bring the pupil passports of any students on the trip on the SEND register. All students on the SEND register have a section on their pupil passport 'school trip risk assessment' and these strategies must be employed during trips.. EVC must review **Individual Pupil Risk Assessments** for all participants to ensure appropriate adjustments are in place.

14.4 For Non-routine and higher-risk visits: Any ad hoc (Category B) activities and all adventurous, residential, or overseas (Category C) visits require a **stand-alone risk assessment** recorded on Evolve.

14.5 Competence and support: Risk assessments are prepared by the Visit/Session Leader, who is competent and supported by the **EVC**.

14.6 Proportionality: All risk management must be **proportionate** to the nature of the visit and the risks involved.

15. Supervision & Staffing Ratios (Secondary School)

15.1 The school follows the **OEAP National Guidance** on supervision for off-site visits. There are **no absolute legal ratios**; instead, the *appropriate level of supervision* must be established by the **risk assessment** and justified in the trip submission. The aim is always to ensure that supervision is **effective, safe, and proportionate** to the risks of the visit.

15.2. When setting ratios, the EVC and trip leaders must consider STAGE:

- Staffing: Who is needed and available? What risks might they pose, e.g. inexperience, health conditions, knowledge of students?
- Transport: How will you get there? What risks are inherent in that form(s) of transport?
- Activity: What are students going to be doing? How risky is it? Will it require more or less supervision? How can you prepare students?
- Group: Their characteristics: age, prior experience, ability, maturity, behaviour, specific dietary/medical/special educational needs.
- Environment: Indoor or outside? Weather conditions? Quiet or crowded? Near school or far? Ease of contacting school?

15.3 While each trip must be assessed on its own merits, the following are common **baseline ratios** for category 1/a and 2/b trips:

- **Local, low-risk day visits (e.g. museums, theatre, fieldwork in controlled environments):**
round **1 adult : 15–20 students**.
- **Visits involving higher supervision demands (e.g. crowded cities, travel on public transport, outdoor fieldwork in open space):** Around **1 adult : 10–15 students**.

15.4 For category C/3 (Adventurous, residential, or overseas) trips: Ratios should be **significantly lower** (e.g. **1 adult : 8** or smaller), and always follow the **specific National Governing Body (NGB)** or provider guidelines where applicable. These trips should involve the participation of a member of SLT.

15.5 Both the DfE and OEAP make it clear that overseas visits and high-risk activities (such as adventurous or remote outdoor pursuits) demand **enhanced planning and risk management**, including **robust emergency procedures**.

15.6 When planning a category 3/c trip:

- Supervision must allow for **emergencies** (e.g. if a staff member is taken ill, there must still be enough adults to manage the group).
- Staff must be available for **overnight supervision** and duty rotations.
- The group should never be dependent on a single adult.

15.7 When planning an overseas trip: emergency procedures must take account of factors that do not usually arise in domestic visits, such as:

- **Different emergency services:** Response times, organisation, and communication protocols can vary widely by country. Trip leaders should know the local emergency numbers and how to communicate effectively (including any language barriers).
- **Medical systems:** Healthcare standards, costs, and accessibility differ; schools must ensure:
 - Adequate **travel and medical insurance** is in place.
 - Leaders know where the nearest hospital or medical facility is.
 - Procedures for accessing medical care are clear.
- **Consular support:** The UK consulate or embassy may need to be involved in cases of serious incidents, hospitalization, missing passports, or legal issues. Leaders should have contact details for the nearest UK diplomatic mission.
- **Repatriation:** Plans should cover how pupils or staff may be returned to the UK in the event of serious illness, injury, or death, including who will manage logistics and costs (usually insurers).
- **Communication challenges:** Time zones, roaming charges, network reliability, and foreign SIM cards can affect communication with school contacts and families. A communication plan with contingencies is essential.

- **Legal and cultural differences:** Host country laws, customs, and expectations may affect both the handling of emergencies and interactions with local authorities.

15.8 When planning adventurous or high-risk activities (whether in the UK or abroad), additional factors must be covered in the risk assessment and emergency plan:

- **Accredited providers:** Check that activity centres and instructors meet recognised national or international standards.
- **Specialist rescue services:** Leaders must know how to contact mountain rescue, coastguard, or equivalent services if relevant.
- **Environmental hazards:** Weather, terrain, water conditions, and remoteness may increase the difficulty of evacuation or medical response.
- **Staff competence:** Leaders must have the qualifications and experience to manage incidents in that environment, or must be able to rely on verified external providers.

15.9 The emergency plan for overseas or high-risk visits should explicitly include:

- Contact details for **UK embassy/consulate**, local hospitals, police, and emergency services.
- Insurance details, including **24-hour helplines** and policy numbers.
- Procedures for **informing parents** in a sensitive and timely way, coordinated by the school base contact (not directly by staff abroad).
- A **media strategy** — designating who can speak to the press.
- Plans for **continuity of supervision** — ensuring the group is always adequately supervised even if a leader is unavailable.
- Clear arrangements for **return travel** in the event of disruptions or incidents.
- **Post-incident welfare:** arrangements for psychological support for pupils and staff, recognising that trauma may surface later.

15.6 Where external providers deliver specialist activities (e.g. climbing, water sports), their instructor ratios must comply with NGB or licensing requirements. These staff **do not replace school staff** for general supervision — school staff remain responsible for overall pastoral care, safeguarding, and emergency response.

15.7 Any staff assigned to one-to-one support for pupils with SEND should not normally be counted in the general supervision ratio.

15.8 Approval process: the proposed staffing ratio, with justification, must be included in the trip's risk assessment and visit submission via EVOLVE. The EVC will offer guidance on supervision, but the principal is ultimately responsible for assessing whether supervision is adequate before authorizing the visit.

15.9 During the visit, leaders must continue to monitor the adequacy of supervision. Adjustments should be made if risks increase (e.g. splitting into smaller groups, allocating more staff to high-risk activities, or curtailing activities if staffing proves insufficient).

16. Visit Approval/Sign Off

16.1 The final decision on whether or not an educational visit has been adequately planned and arranged, and that sufficient contingency arrangements are in place, rests with the school Principal, Dame Sally Coates. In her absence, this responsibility falls to Senior Principal Faye Mulholland. For category 3 trips, it is suggested that the school governing body are consulted.

16.2 Where Holland Park School does not feel they possess the necessary competencies to do this locally and that they would benefit from expert oversight of their visit planning and management, the EVC should engage the services of an Outdoor Education Advisor (OEA), who will be a member of OEAP. There is no OEA centrally employed by UL.

17. Safeguarding

17.1 The safety and welfare of children is paramount. In the event of a safeguarding issue or concern being identified during the trip or visit, the visit leader should follow the school's child protection/safeguarding policy and procedures.

17.2 All staff and volunteers on the trip should be made aware of these before the trip or activity takes place. Arrangements should be in place to enable contact with the school's Designated Safeguarding Lead outside normal school hours if necessary.

17.3 Contact details should be communicated to all staff/volunteers on the trip (as well as the visit leader) in case the safeguarding concern is about the visit leader.

18. Emergency Planning

18.1 All schools must include emergency planning at the planning stage of each visit. OEAP NG contains extensive guidance around emergency planning, including sample checklists for Visit Leaders to be used in the event of an emergency, available here.

18.2 In the event of a major incident occurring, the Visit Leader must immediately notify their Principal who will have access to the United Learning emergency contact/escalation procedure. In the first instance this requires that Principals notify their Education Director who will cascade information to all relevant parties as necessary.

18.3 In the event that a student goes missing during a trip the following will take place:

- An immediate headcount would be carried out to ensure that all the other pupils are present
- An adult would search the immediate vicinity
- Immediately inform the Headteacher and DSL by mobile phone
- The remaining pupils will be taken back to school as soon as reasonably practicable
- Ask the Headteacher to ring the pupil's parents as soon as reasonably practicable to explain what has happened, and what steps have been set in motion. Ask them to come to Holland Park School at once.
- Contact the venue manager to arrange a search.
- Immediately contact the police.
- The DSL will contact RBKC MASH (02073613013)
- Follow any specific local safeguarding procedures
- The school will cooperate fully with any police investigation and any safeguarding investigation by the local authority
- The Headteacher will inform the Chair of ULT without delay and the school's insurers will be informed as soon as reasonably practicable

19. Post-Visit Review

19.1 All educational visits should be subject to a post-visit review, the level of detail for which will vary depending on the complexity of the visit. Key questions that need to be answered for all visits are:

- What worked well?
- What didn't work so well?
- What lessons can be learned/what could we do differently going forward?

19.2 Further details on the review process and ways this can be carried out can be found in the OEAP NG document 4.2c Reviewing.

20. Monitoring

20.1 As with any other element of health and safety management, Educational Visits should be included in the periodic local monitoring activities carried out as part of each school's proactive monitoring plan. Schools should evaluate their adherence to this Policy and OEAP NG, as well as the local management arrangements in place.

21. Insurance Requirements

21.1 Schools are covered for all educational visits not exceeding 31 days in duration, however, additional notification to Zurich is required for visits which will include winter sports. Schools should refer

to the Insurance pages of United Hub for further details and contact Zurich for confirmation that they are covered if their visit will include any 'higher risk' activities.

22. Vetting and Disclosure and Barring Service (DBS) Checks

22.1 For extensive guidance on the application of vetting and DBS checks, please refer to OEAP NG document: 3.2g 'Vetting and Disclosure and Barring Service (DBS) Checks'.

23. Visits Between United Learning Sites

22.1 Sometimes, schools will arrange visits to other United Learning schools. For the avoidance of doubt, the travelling school(s) need to consider the setup, transport and supervision elements of the visit. It is the Host school's responsibility to manage the remaining health and safety considerations on the day. In practice, this should be relatively straightforward where the travelling school(s) activities mirror those carried out routinely by the Host school.

24. Duke of Edinburgh (DofE) Award

24.1 The national DofE organization has no direct involvement in the delivery of DofE programmes, including expeditions. The DofE licenses other organizations to deliver its programmes, but it plays no role in ensuring the health and safety of participants on expeditions.

24.2 Any school that runs a DofE programme, either through a licensed operator or as a directly licensed centre must ensure that their Educational Visits Management Plan details the arrangements that are in place to ensure the safe management and delivery of this programme and in particular, the competence of those persons managing and leading expeditions.

24.3 Further details on DofE considerations can be found in OEAP NG document 7b, 'Duke of Edinburgh Award Expeditions'.

25. Further Information

25.1 Due to OEAP NG being a 'living' document that is regularly updated, it is not hosted on the A-Z section of United Hub. Instead, it can be found at OEAPng.info

26. Summary of Requirements

- A local Educational Visits Management Plan outlining the process in place for local educational visits management, in line with the requirements of this Policy and OEAP NG.
- EVCs to be OEAP trained, with refresher training provided every three years.

- Visit Leaders to have their competence formally assessed and advised to be provided with OEAP training.
- Schools running a DofE programme to ensure suitable considerations of safety and competence and detail this in the local Educational Visits Management Plan

27. Local Management Arrangements

All supporting trip guidance and policies can be found on the All-Staff Teams.

Appendix A - Standard Operating Procedures for Holland Park School Educational Trips (SOP)

1 Planning a trip

1.1 Speak to your Hod or HoY about the trip to discuss learning aims and possible benefits. Trip leaders should consult the school calendar to avoid clashes with exams, internal assessments, or other major events. Staff members must have appropriate experience to lead a trip. i.e. Must have been on at least 2 overseas trips before being considered to lead one.

1.2 The Visit Leader will notify the EVC robert.mccarthy@hollandparkschool.co.uk in advance of their intention to run a trip. The following notice periods are required:

- Local Area Visits: At least 2 weeks in advance if payment is not required, at least 6 weeks in advance if payment is required.
- Visits beyond local area: 8 weeks in advance if payment and transport is required. Otherwise, at least 6 weeks
- Residential Visits: 3 months' notice to incorporate planning with external providers and get Head's approval.
- Overseas Visits: 6 months' notice to incorporate planning with external providers and give parents time to pay as well as getting Governor approval.

1.3 Cover: cover needs to be verbally discussed with VWE (Victoria Webb) before being formally requested via the help desk HPS strongly values trips, visits, and enrichment opportunities for students. However, to ensure that the impact on teaching and learning is reduced, the following principles should be followed:

Cover:

- Trips should be organized to minimize the need for lesson cover.
- Staff not actively teaching should be considered first when arranging supervision.

- Consideration should be given to using support staff, volunteers, or non-teaching colleagues where this is appropriate and safe. This should be discussed with ALA

Trip timing:

- Trips should not normally be scheduled during key assessment windows or examination periods, for example during the January mid-years, the external examination window, and during the End of year exams
- Wherever possible, trips should take place in the afternoon or after lunch to reduce disruption to core curriculum time.

1.4 Finance: If the trip requires payment, a quote must be requested from the trip supplier (and travel company if required). If there is a financial element to the visit then the finance department needs to be consulted to determine if there are funds available within the department:
zahra.gabremasgal@hollandparkschool.co.uk

A quote should be requested from one of the following coach companies if required:

Seaward Travel	seaminigroup@aol.com	Phillip Seaward - 0844 800 1239
Direct Coach Hire	Stefan@directcoachhire.com	Stefan -0333 011 6277
The Coach Company	wesleys@thecoachcompany.com	Wesley - +44 330 174 0598
The Coach Hire People	sales@thecoachhirepeople.co.uk	Lee Hunt - +44 0203 417 2797
Gallagher Travels Ltd	info@gallaghertravelltd.com	Noel Gallagher - 02073849711

- Collate all quotes for the named trip and send to zahra.gabremasgal@hollandparkschool.co.uk to raise a purchase order. PO will be raised for the supplier with the lowest quote, unless requested otherwise. Such request must be supported by a business case.
- Use the purchase order to confirm the booking with the supplier. Trip leaders are responsible for arranging all logistics with the coach supplier.
- Invoices must be sent to Zahra at least 15 working days before payment date.

Finance/ If there is a financial element to the trip which involves parents paying, then Aleena needs to be contacted to set up Parent Pay (aleena.iqbal@hollandparkschool.co.uk). If parents are not paying for trips, then the funding should come out of department budgets.

1.5 Once these conversations have been held, the EVC and Visit Leader must secure final authorization from Dame Sally. Approval will take into account the educational value of the trip and the level of disruption caused. Trips that require significant cover during core teaching hours may be deferred or declined.

1.6 Once a trip is authorised, parents should be notified via email. Parental consent from parents is granted either via Parent Pay (if parents need to contribute towards the trip) or EVOLVE. In either case,

trip leaders must ensure that they have medical information, dietary requirements, and emergency contact information for all students who are participating on the trip

1.8 Trip details should all be added to Evolve for quality assurance from the EVC.

1.9 The Standard Operating Procedure (SOP) must be read, signed and dated and handed to the EVC.

2. How to assess a trip for risk

2.1 Every educational visit or trip must be supported by a **written risk assessment**. Risk assessments must be **specific**: they must relate to the **actual pupils and staff attending**, not just a generic template. The trip leader is responsible for ensuring the risk assessment is **robust, specific, and up to date**. The risk assessment is added to Evolve for quality assurance from the EVC.

2.2 When considering pupils, the risk assessment must take into account:

- **Medical needs** – e.g. allergies, asthma, epilepsy, medication storage and administration.
- **SEND requirements** – all students on the SEND register have a section on their pupil passport: 'school trips risk assessment'. These strategies must be in place during school trips. To prepare for the trip, the trip leader will print out and bring with them the pupil passports of students on the SEND register. These can all be found on All Staff Teams.
- **Behavioral considerations** – pupils with a history of risk-taking or challenging behaviour may require extra supervision or adapted plans.
- **Age and maturity** – older students may need less direct supervision in low-risk contexts, while younger or less mature groups may need higher ratios.
- **Swimming / water confidence** – particularly relevant for visits near rivers, lakes, the sea, or swimming pools.
- **Group dynamics** – friendship issues, bullying concerns, or pupils who may be isolated.

2.3 Where trip leaders are not fully familiar with specific students attending the trip, they should seek guidance from the following as required: EVC, SLT, Form tutors, HoDS, HoYs, and SENCO. Where students have a medical need, parents and guardians should be contacted prior to the trip taking place.

2.4 When determining staff supervision, risk assessments must also evaluate:

- **Staff competence** – do staff have the appropriate qualifications or experience for the activities (e.g. first aid, outdoor leadership, driving a minibus)?
- **Gender balance** – where possible, ensure appropriate staff for mixed-gender groups, especially for residential visits.
- **Staff familiarity with pupils** – at least one member of staff should know the group well.
- **Capacity and workload** – consider staff fatigue, especially on long or overseas visits (rotas for supervision, downtime, and sleep).

- **Contingency planning** – what happens if a staff member becomes unwell or unavailable?

2.5 The following process should be used to create a risk assessment

- **Start with a template** (if available), but adapt it fully.
- **Identify hazards** relevant to *this* trip.
- **Assess the risks** in light of *this* group of pupils and staff.
- **Put in place control measures** (staffing ratios, medical plans, groupings, communication systems).
- **Record specific adjustments** for named pupils or situations (e.g. "Pupil X requires EpiPen – trained staff member Y will carry and administer if required").
- **Review and approve** – the EVC will challenge generic wording and ask:
 - "Does this assessment clearly reflect *these* pupils and *these* staff?"

2.6 Once the risk assessment has been completed and authorised, copies should be available to all staff on the visit, and accessible in case of emergency. All staff on trips must be aware of the medical (and dietary, when appropriate) needs of students and fellow staff.

2.7 A record of the risk assessment must be added on EVOLVE. Trips within London which fall under the remit of the HPS Local Area Trips Policy are added to Evolve via the 'Local Area Visit' tab. All other trips are added via the 'Visit Form' tab. The EVC will quality assure the risk assessment.

2.8 Once appropriate approval is given, the trip can go ahead.

3. Emergency Procedure for a missing child

In the event that a student goes missing during a trip the following will take place:

- An immediate headcount would be carried out to ensure that all the other pupils are present
- An adult would search the immediate vicinity
- Immediately inform the Headteacher and DSL by mobile phone
- The remaining pupils will be taken back to school as soon as reasonably practicable
- Ask the Headteacher to ring the pupil's parents as soon as reasonably practicable to explain what has happened, and what steps have been set in motion. Ask them to come to Holland Park School at once.
- Contact the venue manager to arrange a search.
- Immediately contact the police.
- The DSL will contact RBKC MASH (02073613013)
- Follow any specific local safeguarding procedures
- The school will cooperate fully with any police investigation and any safeguarding investigation by the local authority

- The Headteacher will inform the Chair of ULT without delay and the school's insurers will be informed as soon as reasonably practicable

4 Emergency procedures for other emergencies

4.1 Emergency Procedures. A school phone must be taken on the school trip. This must be arranged with Aleena (aleena.igbal@hollandparkschool.co.uk) no later than one week in advance.

4.2 In the case of an emergency. The Group Leader with the school party would usually take charge in an emergency. The Group Leader would need to ensure that emergency procedures are in place and that back-up cover is arranged. The Group Leader should liaise with the representative of the tour operator if one is being used.

4.3 The Group Leader would communicate with the EVC. The school contact's main responsibility is to link the group with the Principal, Senior Staff and the parents. The named person, *Robert McCarthy*, should have all the necessary information about the visit.

Emergency Procedures — Group Leader

4.4 In the event of an emergency during a visit, the Group Leader should:

- 1. Assess the situation immediately**
 - a. Determine the nature, scope, location, and severity of the incident.
 - b. Prioritise safety: ensure no further harm can occur to the group.
- 2. Call emergency services**
 - a. Provide them with precise details (what happened, where, number and nature of casualties, etc.).
 - b. Follow their instructions.
- 3. Attend to casualties**
 - a. Establish names of injured parties and provide first aid where trained staff are available.
 - b. Ensure that any casualties are accompanied to hospital by a suitably qualified adult, if evacuation is necessary.
- 4. Account for & care for the rest of the group**
 - a. Confirm all members are safe, accounted for, and supervised.
 - b. Keep the remaining group together and calm, relocating them if necessary.
- 5. Ensure communications & notifications**
 - a. Inform the school contact (base) of the incident as soon as possible.
 - b. The school contact should have the emergency contact numbers and be accessible at all times.
 - c. Provide the school contact with full details: date, time, nature of incident, individuals involved, actions taken, further actions required.
 - d. Notify insurers and, if relevant, the tour operator or provider.
- 6. Record the incident in writing**

- a. As soon as practicable, write a factual record of all events, times, decisions, communications, and witness statements.
- b. Preserve evidence (photos, physical items) if relevant.

7. Media & liability

- a. No member of the group should speak to the media; direct all media enquiries to the agreed media liaison (e.g. Headteacher or designated officer).
- b. Do not discuss or concede legal liability with any party at the scene.

4.4 The Group Leader needs to carry the information checklist in 4.4 for quick reference.

Emergency Procedures — School Contact (Base)

4.5 The designated base/school contact is the school's EVC. They must:

1. Maintain contact details

- a. Have primary and backup contact numbers (home, mobile, school).
- b. Be accessible throughout the duration of the visit.

2. Monitor & support

- a. Confirm that the Group Leader has the situation under control.
- b. Liaise with the principal to manage overall response.
- c. Be prepared to mobilize resources (staff, communication, parental liaison, external support).

3. Communicate with parents / guardians

- a. Ensure that parents of injured or affected pupils are informed by a senior staff member (not via media or third parties).
- b. Keep parents reasonably updated (within the bounds of safety, confidentiality, and official guidance).

4. Record keeping & escalation

- a. Maintain a log of all calls, actions, times, decisions, and communications from the base.
- b. If the incident is serious, convene the leadership team, inform governors (if needed), and escalate internally.
- c. Liaise with the designated media contact; ensure confidentiality and sensitivity in all public messaging.

5. Post-incident support

- a. After the acute phase, consider the welfare of group members, staff, and school community.
- b. Seek professional advice for trauma support or counselling if needed

Appendix A. Holland Park School Local Learning Area Policy

General	These involve no more than an everyday level of risk, such as slips and trips and are covered by a school's current policies and procedures. They only need a little extra planning beyond the educational aspect of the trip. They can be considered as lessons in a different classroom. Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below. These visits/activities: • must be recorded on EVOLVE via the 'Local Area Visit' module. <i>(Or if not activated: must be recorded on a 'Signing-out' sheet to be left with the office)</i> • do not require parental consent. <i>(State if there are any situations where you would like parents to be informed in advance, eg. via EVOLVE or a slip sent home).</i> • do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
Boundaries	The boundaries of the Local Learning Area are shown on the attached map <i>(optional)</i>. This area includes, but is not limited to, the following frequently used venues: <i>e.g.</i> • Inner London within ZONE 3 • Courts, Companies, Libraries and Museums • Other educational institutions
'No-go' areas within the Boundaries	• Commercial buildings including shops.
Operating Procedure for Local Learning Area	The following are potentially significant issues/hazards within our Local Learning Area:
• Road traffic. • Underground.	

- Bus travel.
- Other people
 - social distancing
 - members of the public
 - animals.
 - Etc.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The EVC must give written approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.
- Students are briefed on keeping their distance from members of the public.
- The selected route takes the least busy option.
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no-go' areas, and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. i.e., Return to school, wait where they are, go to x and ask for help, etc.
- All remotely supervised work in the Local Learning Area is suspended.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will record the activity on EVOLVE (Local Area Visit module).
- A mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, facemasks bag for waste, tissues etc.)

IMPORTANT

PLUS,

- When going to Notting Hill tube station use crossing on Campden Hill Road and walk all the way down to the main road before turning right to use the path to the station.
- Parents need to be aware beforehand and give permission if students are going to be dismissed before returning to the school.

- No student should be allowed into shops to get food or drinks.

Notes

In the first instance trip leaders should refer to BEG for cover implications and approval.

No trip can take place without proper approval.

Any issues, concerns or queries should be referred to the EVC

robert.mccarthy@hollandparkschool.co.uk