



ASHVILLE

School Excursions & Educational Visits Policy

Member of staff responsible:

EVC

ISI code 14

Last reviewed: October 2025

Next review due October 2026

The policy requires ELT approval

Location: Office 365

Definition of Terms

AALS	Adventure Activities Licensing Service
College	Ashville College, including the Boarding Houses, the Prep School (including Acorns at Ashville) and Senior School.
DBS	Disclosure Barring Service
DfE	Department for Education
DofE	Duke of Edinburgh Award
Employee	Any member of the staff employed by the College in either a teaching or non-teaching role, members of the Governing Body and Volunteers working within the College
EVC	Educational Visits Co-ordinator
Governors	Directors of Ashville College Trustee Limited
Head	Head of the College
LOtC	Learning Outside the Classroom
MIDAS	Minibus Driver Awareness Scheme
NG	National Guidance
OFSTED	Office for standards in Education, Children's Services and Skills
OEAP	Outdoor Education Advisors Panel
Parents	The father or mother or others with parental responsibility of a pupil in the College
Pupils	Pupils who attend the College including pupils in the Early Years Foundation Stage (EYFS)
SAN	Medical Centre
Volunteers	A person who works for the College without being paid.

Policies to be read in conjunction with this policy

- Child protection Policy
- Critical Incident
- Health and Safety Policy
- Recruitment and Selection

Note on Policy's use

This policy as set down here is reliant upon a significant number of guidance documents and other College policies. Where a particular area of the policy is based on specific guidance and/or source, a direct online link to that document is available on the online version of this policy and is indicated after the word 'refer' – this should allow any user of the policy to see clearly where the College's advice is taken from without the need to include every and all sections within the document itself, which would result in a policy document in excess of 100 pages. The EVC is responsible for the updating of this policy document to reflect changes in National Guidance (NG) documents and ensuring that the links provided are appropriate and current.

1. Introduction

- 1.1 Safely managed educational visits with a clear purpose are an important part of a broad and balanced curriculum. They are an opportunity to extend pupils' learning and enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved academic performance, a lifetime of interest or, in some cases, professional fulfilment.
- 1.2 College excursions are the making of some pupils and promote a bond between staff and pupils that goes well beyond the classroom connection.
- 1.3 College excursions and educational visits can involve an element of risk. While organisers of activities cannot give guarantees of safety to participants (or their parents) it is essential that all precautions should be taken to ensure the safety of all involved. The expectation of the College would be that leaders responsible for young persons would undertake the same care which would be expected of a prudent parent.
- 1.4 Excursions and educational visits are an important and valuable part of our educational system. The objective of this policy is to clarify the approaches to be adopted and to enhance the quality of these visits, while being consistent with the principles of good Health and Safety practice.
 - 1.4.1 These procedures must be applied in all cases where staff have a **supervisory role**.
 - 1.4.2 Risk Assessment exercises should be undertaken in all cases.
 - 1.4.3 All visits are at the Head's discretion. (For visits involving the Prep School, reference to the Head should be interpreted as the Head of Prep School).
- 1.5 All educational visits, excursions or off-campus activities taking place under the auspices of the College at any time during the calendar year must be officially approved by the Deputy Head (Operations) in conjunction with ELT. A copy of the form plus costings giving initial approval for any visit be it a day, residential or overseas, must be submitted via Office 365 to the Deputy Head (Operations).

2. Provision of Employer Guidance

- 2.1 Ashville College has formally adopted '**National Guidance**' as '**Ashville College's Employer Guidance**'. This educational visit guidance can be found on the following web site: www.oeapng.info. The DfE Guidance for Health and Safety in Schools is here [DfE advice on Health and Safety](#).
- 2.2 It is a legal expectation that Ashville College employees must work within the requirements of their employers' guidance.

- 2.3 Ashville College employees should also follow NG recommendations.

Where there is any variance of policy between the NG and Ashville College policy the College policy requirements take precedence over any guidance.

- 2.4 Where an Ashville College employee commissions a **Learning Outside of the Classroom** (LOtC) activity, they must ensure that such commissioned agent has either:

- 2.4.1 adopted Ashville College or Outdoor Education Advisors Panel (OEAP) National Guidance or;
- 2.4.2 has systems and procedures in place where the standards are not less than those required by OEAP National Guidance.

3. Scope and Remit

- 3.1 The National Guidance document '[Basic Essentials MUST Read - Status and Remit](#)' clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

- 3.1.1 direct supervision of young people undertaking experiences beyond the boundary of their normal operational base.
- 3.1.2 direct supervision of young people undertaking experiences that fall within the remit of Educational visits and the LOtC.
- 3.1.3 facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base.
- 3.1.4 deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base.

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

- 3.2 For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the National Guidelines document '[Underpinning Legal Framework](#)'.

4. Ensuring Understanding of Basic Requirements

- 4.1 As an employer, Ashville College is required to ensure that its employees are provided with:

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

- 4.2 The appropriate guidance for the management of outdoor learning and LOtC at Ashville College is the Employer Guidance web site [OEAPNG](#).

- 4.3 The relevant training courses for Ashville College are:

- 4.3.1 Educational Visit Coordinator (EVC) Training – Ashville College typically has some Admin support – predominantly prep admin - to support day and residential trips. The EVC responsible for oversight of residential trips has seniority. The Director of Sport and Senior Housemaster/mistress also act as Visit Coordinators for their areas of responsibility.
- 4.3.2 EVC Revalidation - all EVCs are required to undertake formal revalidation every 3 years.
- 4.3.3 Visit Leader Training – all visit leaders have training and support from the EVC, and an 'apprenticeship' system is operated with experienced staff mentoring staff with less trip experience. All new staff have 'visit leader training' as part of their induction programme.

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

5 Competence of staff and training

5.1 Competence

Competence to lead a trip comes from experience and personal qualities and for some trips externally held qualifications (e.g. mountain leadership). The first questions a trip leader must ask themselves is 'do I have the specific competence and experience to lead the proposed trip.

Ashville College operates an informal 'apprenticeship' system where staff accompany similar trips before leading one and lead day trips before residential. Although every trip will have 1 nominated 'leader' all trips will have a staff team which will contain staff with a range of experience.

Approval considers the experience of the staff team in addition to the leader.

5.2 Training

The EVC and the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead provides support for individual trip leaders and issues are addressed when they arise - such as advice on rooming for a specific trip.

Individual training is offered on 'leading your first trip'.

INSET training offered to all staff.

6. Approval and Notification of Activities and Visits

- 6.1 Employer guidance must provide clarity on issues where responsibilities and functions are delegated. This is particularly critical in establishing requirements regarding formal notification and formal approval of activities.
- 6.2 Governors are deemed to be the employers, but they have delegated decisions about educational visits to the Head. All visits are approved at Head and EVC level.
- 6.3 Ashville College uses a web-based system called [EVOLVE](#) for notification and approval.
- 6.4 Sport fixtures and trips as part of the weekday activities programme are approved by the EVC in consultation with the Director of Sport.



- 6.5 The competence of the visit leader is the key component in ensuring the safety of the participants. Assessment, training and support of visit leaders is a priority of the EVC.
- 6.6 All College trips have a named leader who must be a serving teacher at Ashville College. If a member of the support staff is leading a trip it must be approved by the Head or in their absence the Deputy Head (Operations). The approval administration is owned by the Trip Leader though some administrative staff can assist with the preparation.

7. Risk Management

- 7.1 Refer to the National Guidance document '[Risk Management](#)'
- 7.2 As an employer, Ashville College has a legal duty to ensure that risks are managed, requiring them to be reduced to an 'acceptable' or 'tolerable' level and not to eliminate risks, as would be a reasonable expectation when risk assessing a piece of machinery, work shop or manufacturing process. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring Ashville College to provide such support, training and resources to its employees as is necessary to implement this policy.
- 7.3 The risk management of an activity should be informed by the benefits to be gained from participating. Ashville College promotes a 'Risk-Benefit Assessment' approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is 'acceptable'. The Health & Safety Executive endorse this approach through their '[Principles of Sensible Risk Management](#)' and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves. The DfE also make clear that they support this approach through their guidance here '[DfE – Assessing and managing risk](#)'.
- 7.4 There is no legal requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e. those that may cause serious harm to an individual or harm several people. The Health and Safety Executive case study examples of sensible school trip risk management are available here: [HSE case-studies](#).
- 7.5 Generic Ashville College risk management plans exist for a wide range of trips and components of trips – accommodation, transport, theatre trips etc. These are available on Office 365/SharePoint/Ashville staff SharePoint documents.
- 7.6 **For a clear justification for the Risk/Benefit approach to risk management, see article by Professor David Ball – '[the future of risk assessment](#)'.**

8. Emergency Planning and Critical Incident Support

- 8.1 A critical incident is an incident where any member of the group undertaking an off-site activity has either:
- 8.1.1 suffered a life-threatening injury or fatality.
 - 8.1.2 is at serious risk;
 - 8.1.3 gone missing for a significant and unacceptable period.



- 8.2 As an employer Ashville College is committed to providing emergency planning procedures to support establishments in the event of a critical incident.
- 8.3 Our response is informed by two additional documents: refer to National Guidelines document:' and the Ashville College Critical Incident Policy.
- 8.4 The Senior Leadership Team is supplied with all details of a trip in the Responsible Person role.

9. Monitoring

- 9.1 As an employer, Ashville College ensures that there is monitoring of the visits and LOTC activities undertaken by its staff. Such monitoring should be in keeping with the recommendations of Employer Guidance. There is a clear expectation that the monitoring function is a delegated task put in place by the EVC and principally carried out by experienced staff acting as mentors/advisors for colleagues.
- 9.2 Refer to National Guidelines document '[Monitoring](#)'

10. Assessment of Leader Competence

- 10.1 Employer Guidance provides clear advice regarding the assessment of leader competence. It is an expectation of the Ashville College Policy that all leaders and assistants have been assessed as competent to undertake such responsibilities as they have been assigned in line with national guidance.
- 10.2 All off-site activities have a nominated Trip leader and Assistant Trip leader. These roles are agreed with the EVC based on their experience.
- 10.3 To be 'competent' also includes completing the College's First Aid course and minibus driving qualifications where appropriate.
- 10.4 Adventurous Activities – see Appendix A for list

Ashville College acknowledges the immense educational benefits that adventurous activities can potentially bring to young people, and fully supports and encourages adventurous activities that are correctly planned, managed, and conducted. Competences to lead outdoor activities should be demonstrated by holding the relevant National Governing Body award where it exists. Where there are queries regarding the competencies/experience required the EVC will contact outdoor professionals for advice. All centres and providers used by the College for the provision of adventure activities will hold a current Adventure Activities Licensing Service licence.

10.5 Other Areas

Staff competence in first aid, minibus driving, life saving etc may also be needed, depending on the activity. Volunteers will also require induction training prior to a specific visit. Training requirements in these areas should be identified as part of the risk assessment process.

- 10.6 Refer to NG document '[Approval of Leaders](#)'



11. Role-specific Requirements and Recommendations

- 11.1 Employer Guidance sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found within Ashville College management structures. These are:

- 11.1.1 [Governing Body](#) (Employers)
- 11.1.2 [Head](#)
- 11.1.3 [EVC](#)

- 11.2 Refer to National Guidance documents headed as above.

- 11.3 Employer Guidance sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found in the establishment. These are:

- 11.3.1 [Board of Governors](#)
- 11.3.2 [Head](#)
- 11.3.3 [EVC](#)
- 11.3.4 [Visit/Activity Leader](#)
- 11.3.5 [Assistant Visit Leader](#)
- 11.3.6 [Parents](#)

The following link includes detailed guidance for each role listed above:

[oeapng - guidance by role](#)

12. Charges for Off-site Activities and Visits

Ashville College has the following procedure for charging for visits:

- 12.1 Costs of trips are calculated in order to break even so parents will be billed a single fee to cover all trip elements (transport, enquiries etc).
- 12.2 If the trip is optional or out of curriculum time, then the cost of the trip is passed on to parents.
- 12.3 Each proposal is judged on its merits by the EVC and Senior Staff.

13. Vetting and DBS Checks – see also Ashville College’s Safeguarding and Child Protection and Recruitment and Selection policies

- 13.1 Ashville College employees who work frequently or intensively with, or have regular access to, young people or vulnerable adults must undergo an enhanced DBS check as part of their recruitment process.

For the purposes of this guidance:

- 13.1.1 frequently is defined as 1 day per week or more.
- 13.1.2 intensively is defined as 4 days or more in a month or overnight.

- 13.2 However, it must be clearly understood that a DBS check (or other vetting procedure) is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.



13.3 The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common-sense risk-benefit assessment process has been considered.

13.4 Refer to National Guidance document '[Vetting and DBS Checks](#)'

14. Requirement to Ensure Effective Supervision

14.1 Ashville College adopts, as a guide, a policy of prescribed staffing ratios for LOfC based activities. In general terms, legislation does not prescribe activity-specific staffing ratios; but it does require that the level of supervision and group management is 'effective'

14.2 Effective supervision should be determined by proper consideration of:

14.2.1 staff competence.

14.2.2 activity – nature and location of the activity (including the type of activity, duration and skill levels involved).

14.2.3 group – age (including the developmental age) of the group; ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc.).

14.2.4 environment – nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions.

14.2.5 distance away from the base.

14.3 However, as an exception to the above, Ofsted and DfE guidance prescribe ratios for Early Years as per this link [EYFS](#).

14.4 Refer to National Guidance document '[Ratios and Effective Supervision](#)'.

14.5 Refer to National Guidance document '[Group Management and Supervision](#)'

15. Alcohol

Alcohol may not be consumed by staff or pupils on any school trip without the explicit permission of the Head. Such permission will only be given in exceptional circumstances and then only in relation to staff and pupils over the age of eighteen.

If the Head gives permission, then alcohol may be consumed with the following conditions:

15.1 The Head will stipulate whether both pupils and staff may drink alcohol or just staff.

15.2 Parents must be informed in writing if alcohol is to be available for pupils and their written permission must be obtained.

15.3 The amounts of alcohol consumed must be in moderation and under no circumstances should a pupil ever be considered to be 'drunk'.

15.4 At all times, one male and one female member of staff should abstain from drinking alcohol.

15.5 Staff must always be able to take control of a critical incident, deal with the need for First Aid treatment etc.



16. Preliminary Visits and Provider Assurances

- 16.1 All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third-party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. It is a vital dimension of risk management.
- 16.2 Wherever reasonably practicable, it is good practice to carry out a preliminary visit. The EVC will advise on this in each specific case. A pre-visit is usually required for visits where there is a high complexity factor and the visit has not happened previously, or when the visit is adventurous and led by Ashville College staff e.g. a new DofE day walk.
- 16.3 Residentials, visits abroad, exchange visits, adventure led by College staff all have aspects of complexity. If the visit is led and managed by a provider, then a variety of approaches can reduce the need to pre-visit.
- 16.4 It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy.

Examples of such schemes include:

- 16.4.1 [The LOtC Quality Badge](#)
- 16.4.2 [AALS licensing](#)
- 16.4.3 [Adventuremark](#)
- 16.4.4 [School travel forum](#)

- 16.5 NGB centre approval schemes (applicable where the provision is a single, specialist activity).
- 16.6 Ashville College takes the view that where a provider holds such one of the above accreditations, there should be no need to seek further assurances.
- 16.7 Refer to National Guidance document '[Preliminary Visits and Provider Assurances](#)'

17. Insurance for Off-site Activities and Visits

- 17.1 Employer's Liability Insurance is a statutory requirement and Ashville College have arranged a policy that will respond and, if appropriate, indemnify against all claims for compensation for bodily injury suffered by any person with a contract of employment. This cover also extends to those persons who are acting in authorised voluntary capacity as assistant supervisors. Ashville College also holds Public Liability insurance, which will indemnify the College against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, third party property where Ashville College is deemed to have been negligent. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff if they commit a negligent act. The indemnity includes activities such as off-site activities and outside visits organised by all departments for which Ashville College may be considered responsible.
- 17.2 The College also holds comprehensive travel insurance for staff and pupils. Details of the Policy are available from the Bursar. This can also be found in the Resource section on Evolve.

17.3 Refer to National Guidance document [‘Insurance’](#)

18. Inclusion

18.1 Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every reasonable effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

18.2 Establishments should take all **reasonably practicable** measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

18.2.1 an entitlement to participate.

18.2.2 accessibility through direct or realistic adaptation or modification.

18.2.3 integration through participation with peers.

18.3 Employers, Heads/Managers, Curriculum Planners, EVCs and Visit Leaders should be aware of the extent to which inclusion is or is not a legal issue.

Under the Disability Discrimination Act 1995, it is unlawful to:

18.3.1 treat a disabled young person less favourably.

18.3.2 fail to take reasonable steps to ensure that disabled persons are not placed at substantial disadvantage without justification.

18.4 Refer to National Guidance document [‘Inclusion’](#)

19. Good Practice Requirements

19.1 To be deemed competent, an Ashville College Visit/Activity Leader, or Assistant Leader must be able to demonstrate **the ability to operate to the current standards of recognised good practice for that role**.

19.2 All staff and helpers must be competent to carry out their defined roles and responsibilities.

19.3 Employer Guidance sets a clear standard to which Ashville College leaders must work. The guidance states:

‘A competent Visit/Activity Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires:

19.3.1 *Knowledge and understanding of their employer's guidance supported by establishment led training.*

19.3.2 *Knowledge and understanding of establishment procedures supported by a structured induction process specified by the establishment.*

19.3.3 *Knowledge and understanding of the staff, the activity, the group and the venue.*

19.3.4 *Appropriate experience.*

19.3.5 *In some circumstances (e.g. first aid, adventurous activities) a formally accepted qualification’.*



- 19.4 Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues is applied to both newly qualified and newly appointed staff. The College should view the original documents and certificates when verifying leader's qualifications, and not rely on photocopies.
- 19.5 Where the Volunteer Helper is a parent (or otherwise in a close relationship to of a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the Risk-Benefit assessment.
- 19.6 Refer to National Guidance document '[Good Practice Basics](#)'

20. Medical

- 20.1 Medical details for pupils and staff taking part in trips are collected via iSAMS to Evolve. Any specific pupil medical issues are to be included in the Trip Risk Assessment.
- 20.2 Trip specific first aid training is organised for Ashville College trip leading staff by the Medical Centre. It is desirable that all staff supervising pupils on a College trip have knowledge of appropriate first aid.

21. Transport

Refer NG document: '[Transport: General Considerations](#)'

Also see NG document: '[Transport in Minibuses](#)'

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it. All national and local regulatory requirements **must** be followed.

21.1 Minibuses

- 21.1.1 It is a requirement of Ashville College that all staff driving school transport must have their driving licence checked by the Transport Coordinator against the legal requirements of the vehicle and an internal assessment.
- 21.1.2 The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus. As a guide a college employee should drive the minibus and a member of the teaching staff act in a supervisory role.

21.2 Coaches

The Visit Leader should ensure that coaches and buses are hired from an Ashville College approved company. The Visit Leader should ensure that coaches and buses are hired from an Ashville College approved company.



21.3 Private Cars

Transporting young people in private cars requires careful consideration. If staff plan to transport pupils on LOTC based activities written parental consent should be sought in advance of the activity. Under no circumstance should pupils transport other pupils in their private cars on College-based activities. At short notice, staff cars should only be used to transport pupils in 'unplanned' or 'emergency' situations. For example, journeys to hospital etc.

22. Planning

22.1 Planning should reflect the consideration of legal and good practice requirements, ensuring:

22.1.1 the plan is based on Ashville College procedures and employer guidance.

22.1.2 all staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.

22.1.3 those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.

22.1.4 proportionate assurances have been obtained from any providers (making full use of national schemes that accredit assurances have already been obtained by credible inspection regimes).

22.1.5 designated emergency contact(s) have been identified that will work on a 24/7 basis where required.

22.1.6 all details of the activity provision are accessible to the emergency contact throughout the period of the activity.

22.2 It is strongly recommended that at a very early stage of the planning process, the provisional staffing team meet to identify the benefits and learning outcomes that the activity (or range of activities) might achieve. If the outcomes are to be evaluated with any rigor, then it will be essential that these outcomes are prioritised, and appropriately targeted. A record of these outcomes will help keep the plan focussed and be a vital part of the risk management process in providing some objectivity in a 'Risk Benefit Analysis'. Once the targeted outcomes have been recorded, it will then be possible to identify appropriate on-going review and evaluation strategies, including indicators.

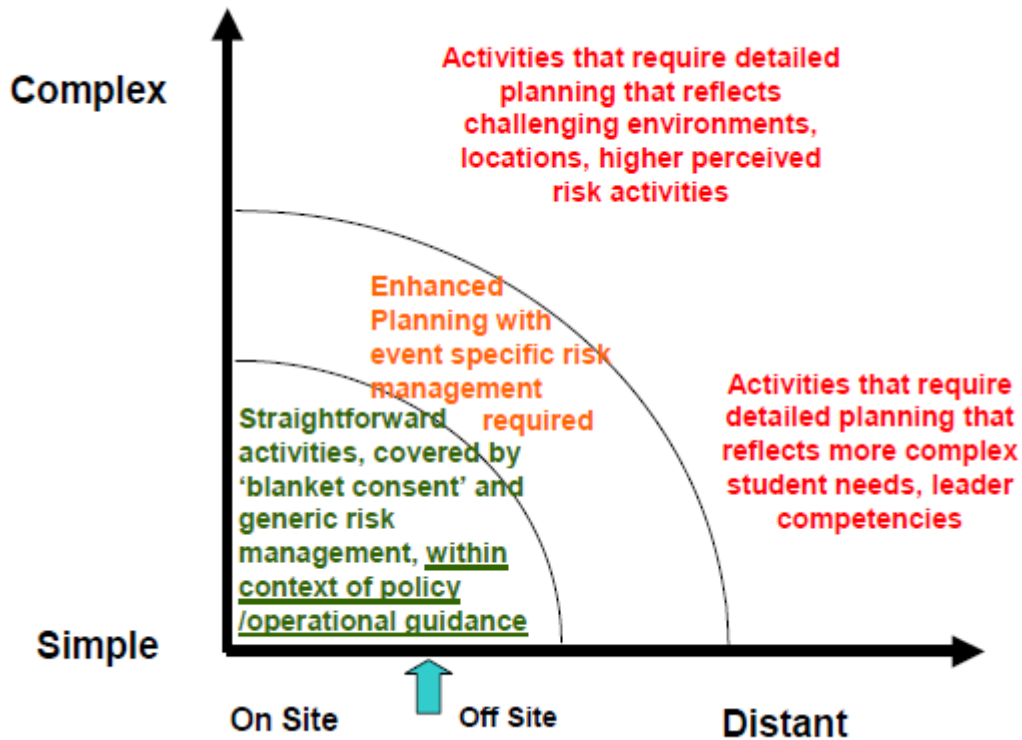
22.3 This supports the move towards developing activity-specific policies at establishment level for regular or routine activities. Such policies should be robust and equate to 'operational guidance' that makes it clear how the activity should be planned and delivered, meeting all necessary recommendations and requirements, as well as assuring educational quality.

22.4 The degree of complexity of a particular plan or policy (along with its supporting procedures) will need to reflect the nature and complexity of several variables that can impact on any given activity. These variables can be remembered as 'SAGED' as explained below:

SAGED



- 22.4.1 Staffing requirements – Trained? Experienced? Competent? Ratios?
- 22.4.2 Activity characteristics – Specialist? Insurance issues? Licensable?
- 22.4.3 Group characteristics – Prior experience? Ability? Behaviour? Special and medical needs?
- 22.4.4 Environmental conditions – Like last time? Impact of weather? Water levels?
- 22.4.5 Distance from support mechanisms in place at the home base – Transport? Residential?



22.5 Refer to National Guidance document '[Planning Basics](#)'

Example Ashville College trips:

- 22.5.1 Straightforward – Fixtures, local theatre, local museum, Boarding trip.
- 22.5.2 Enhanced planning – Environmental Science residential, Geography fieldwork.
- 22.5.3 Challenging environments DofE Gold Level.
- 22.5.4 Complex pupil needs/leader competencies – Water sports.

23. Consent

All trips require communication with parents as specific information needs to be given on timings, equipment etc and consent for payment. The procedures for trip approval, notifying parents and obtaining parental consent are managed electronically via Office 365 and recorded on Evolve.

24. The Value and Evaluation of LOtC

The Ofsted report '[Learning Outside the Classroom – How Far Should You Go?](#)' makes statements in the strongest terms to support the value of LOtC, including the fact that it raises achievement. Refer to National Guidance document: '[Ofsted and LOtC Summary](#)'

However, it also highlights the finding that even where LOtC is highly valued and provided to a high standard, it is rarely evaluated with sufficient rigour – i.e. in the way that classroom learning is



evaluated – and a methodology to address this is provided within the National Guidance document: [5.1c 'Rigorous Evaluation of LOtC: Meeting Ofsted Expectations and Assuring Quality'](#).

Appendix A

Adventure Activities

Below is a list of 'Adventure Activities' as agreed by Local Authority Outdoor Education Advisors.

Before Ashville College pupils take part in any of these activities it is **essential** that the relevant National Governing Body qualifications are held by the person/organisation running the activity or a technical advisor has provided a statement of competence.

- All activities in 'open country' such as DofE Expeditions.
- Swimming (all forms, excluding publicly life guarded pools).
- Camping where participants/leaders erect tents and/or self-cater.
- Canoeing/kayaking.
- Sailing/windsurfing/kite surfing.
- Rafting or improvised rafting.
- Use of powered safety/rescue craft.
- All other forms of boating (excluding commercial transport).
- Water skiing.
- Paintball.
- Snorkel and aqualung activities.
- Hill walking and mountaineering.
- Mountain biking.
- Rock Climbing (including indoor climbing walls).
- Abseiling.
- River/Gorge walking or scrambling.
- Coasteering/coastal scrambling/sea level traversing.
- Underground exploration (except designated 'Show' caves).
- Shooting and archery.
- Skiing, snowboarding and related activities (including dry slope).
- Air activities (excluding commercial flights).
- Horse riding.
- Motor sport – all forms.
- High level ropes courses.
- 'Extreme' sports (parcours, bungee, zorbing, mountain or ATB boarding etc).
- Other activities (e.g. initiative exercises) involving skills/risks inherent in any of the above.

This list is updated and should be checked via Evolve when identifying an 'Adventure Activity'.

Appendix B

Trip Planning Guide

1. Initial – outline and dates.

The Trip Leader (TL) discusses their trip idea with their Head of Department and writes a proposal, covering the rationale, planned itinerary and cost.

The Trip Leader (TL) submits their proposal for approval to DH Operations (Senior School) or Head of Prep (Prep School)*¹. Once the date has been agreed, TL (Senior School) or Prep Office (Prep School) adds the trip to the iSAMS calendar.

The TL creates the trip on Evolve, ensuring that the title of the trip matches the name on iSAMS. TL adds the names of accompanying staff and pupils (invitees) to Evolve, ensuring date and cost fields are complete. The TL uploads any booking forms or invoices for Finance to review. The TL then submits the trip for Outline Approval. EVC Admin provides advice/support as required.

*¹For standard local visits, such as fixtures or boarding excursions, please refer to your Standard Operating Practices.

2. Outline Approval – detailed planning

EVC (Senior School) or Head of Prep (Prep School) and Finance review the proposed trip and issue outline approval on Evolve

Once Outline Approval is granted, the TL drafts the Trip Letter which will go to parents (templates in the library). TL send the Trip Letter to DH Operations (Senior School) or to Head of Prep (Prep School) for review. Once approved, the EVC or EVC Admin will send out the letter to parents.

TL monitors responses and incoming consents to build an accurate register of pupils who will attend. When the deadline for responses has passed and the list is complete, the TL shares the list with the ELT so that they can check for any disciplinary or behavior issues that may mean the pupil is not eligible to travel.

NB In the case of any late changes (additions or withdrawals) the TL must update ELT, EVC and Finance.

TL liaises with parents to obtain Passports, Visas, medical updates and other relevant documentation from parents and take copies, ensuring all documents are valid and in order.

TL confirms booking for transport, tickets, accommodation as required and completes Risk Assessment for the trip. EVC/EVC Admin provides advice/support as required.

TL checks with EVC that the current insurance covers all planned activities.

TL books additional College resources that will be required e.g. medical kit/mobile

phone/petty cash/out of hours support.

TL contacts DH Operations to identify staff for the 'responsible person' (RP) roles, who will be available to support the TL from the UK if required.

TL submits the trip for final approval when they have uploaded the following to Evolve:

- Final register
- All medical information required for travelers
- Passports and visa information for all travelers – all checked and in date
- Nominates RPs
- Itinerary
- Risk assessments

Please note timings in section 4. For **all** international trips, Final Approval **must** be requested at least **28 days before** the date of travel. A full register must also be submitted to Deputies for a final check of pupil list.

3. Final approval – preparation for departure.

TL submits the trip for final approval, per guidelines below. TL requests the Administration Office to collect passport and other documentation prior to departure, ensuring all documents are collected no less than 5 days before travel.

TL signs out additional resources previously requested e.g. medical kits, mobile phone.

TL prepare document packs for RPs and Head. Packs to contain the following documents:

- Final register
- Copy of all risk assessments, including logistical and personal/medical
- Booking confirmation for all travel modes
- Details of accommodation
- Contact details for booking agents
- Contact details for UK embassy in destination country
- Contact details for local emergency services in destination country
- Contact details for support agencies in destination country

TL to check weather forecast, news updates and UK government travel advice for destination before travel.

4. Timings for Approvals.

Please note the guidelines below for the different stages of Trip planning. It is essential that you meet deadlines so that there is time to identify and fix issues e.g. with pupil passports or visas.

Minimum time to departure	Local / routine trips e.g. fixtures	Day Trips	Residential / Adventurous	Overseas
Final Approval	2 days	7 days	14 days	28 days



Outline Approval	3 days	14 days	1 term	1 year
Initial Approval	3 days	28 days	6 months	1.5 years