Educational Visits, Trips and Off-Site Activities Policy (Learning Outside the Classroom (LOtC))

This policy applies to the whole school including Boarding and the Early Years. The current version of any policy, procedure, protocol or guideline is the version held on the TASIS England website. It is the responsibility of all staff to ensure that they are following the current version.

Information Sharing Category	PUBLIC
TASIS England Document reference (Org, Doc, version, date)	TASIS_EdVisits_V8_1_01092026
Version	8.1
Date published	03 September 2026
Date ratified by Head of School	03 September 2026
Review/Update date	03 September 2027
Responsible area	Head of School

Agreed by:

Head of School	**Chair of the Board of Directors**
Bryan Nixon	David King
03 September 2026	03 September 2026

1. Legal Status

- The school complies with the Regulatory Requirements, Part 3, paragraphs 11 (health and safety), 14 (supervision) and 16 (risk assessment) of the Education (Independent School Standards) Regulations 2014 (Amended)
- Health and safety: responsibilities and duties for schools (DfE updated April 2022)
- Health and Safety Executive (HSE) - School trips: Tackling the health and safety myths (HSE first published July 2011)
- Health and Safety on educational visits (DfE 2018)
- The school has regard to guidance and advice from the Outdoor Education Advisory Panel (OEAP)
- Keeping Children Safe in Education (DfE, September 2026) - statutory guidance for schools and colleges
- National Minimum Standards for Boarding Schools (DfE, May 2026), in particular Standard 9.5, which requires procedures to ensure boarders' safety when off-site but under the care of the school, including on organised visits
- Statutory Framework for the Early Years Foundation Stage: group and school-based providers (DfE, September 2026)
- Independent school standards guidance (DfE, April 2026)
- Allergy safety in schools (DfE statutory guidance, June 2026). This guidance is not yet statutory for independent schools; the school applies it as best practice pending its extension to the independent school standards.

2. Applies To:

All faculty and staff, the Board of Directors and volunteers working in the school. In our school the terms 'faculty' and 'staff' are used interchangeably in the context of this policy and safeguarding and is inclusive of all staff employed by TASIS England: students on placement, consultants, contractors, agency staff, volunteers, support staff and proprietary Directors.

The terms 'trip' and 'visit' are used interchangeably and reference to either covers school run activities, trips, visits involving learning outside the classroom away from the school campus.

3. Related Documents

- Trip Emergency Response Plan
- Faculty Chaperone Guidelines and protocols for Travel Week and School Trips
- Protocol to follow in disciplinary situations on School Trips
- Protocol for incidents reported to the Administrator during the Trip
- TASIS England Travel Program – Incident Report
- Student Travel Rules & Student Travel Agreement
- Health and Safety Policy, Procedures and Working Practices
- Risk Assessment Policy inclusive of Risky Areas
- TASIS England Business Travel Insurance
- TASIS England Trip Risk Assessments (School Trip General, Remote Supervision, Health Risk Assessment for Trips, School Transport Risk Assessment)
- Data Protection Policy
- PREVENT Strategy
- RUN HIDE TELL Counter Terrorism Policing poster
- Government guidance: ProtectUk provides free advice, guidance and learning to help businesses and communities understand protective security and improve their response to the risk of terrorism

- Outdoor Education Advisor Panel (OEAP) National Guidance regarding Visits and the threat from terrorism
- Single Equalities Policy
- Equal opportunities, inclusive of equity, diversity and inclusion
- Race Equality Policy
- Physical Restraint Policy
- Behaviour Management and Discipline Policy
- Supporting Students with Medical Conditions / Allergy Safety Policy

4. Scope and Remit

4.1 The National Guidance (NG) Basic Essentials documents clarify the range of employees whose work requires them to use the guidance. It applies to employees whose work involves any one of the following:

- ∉ direct supervision of students undertaking experiences beyond the boundary of their usual operational base
- ∉ direct supervision of students undertaking experiences that fall within the remit of educational visits and learning outside the classroom
- ∉ facilitating experiences for students undertaking experiences beyond the boundary of their usual operational base
- ∉ deploying staff who will supervise or facilitate experiences of or for students undertaking experiences beyond the boundary of their usual operational base

4.2 This applies regardless of whether or not the activities take place within or outside of usual working hours, including weekends and holiday periods. For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the NG document: Underpinning Legal Framework.

5. Recognising the Benefit of Learning Away From TASIS England

5.1 Although not a requirement, the school has appointed Mr. Isaac Ward as the Educational Visits Coordinator - Domestic and Mrs. Janie Soppet as the Educational Visits Coordinator – Overseas. Travel is an integral part of the TASIS England education and experience. It is one of the stated aims of TASIS England to give all students every opportunity to experience trips and visits outside of the school environment. Mrs. Fleming, the founder of TASIS, believed that the world should be a classroom just as much as the beautiful campus at TASIS England. It is by extending learning beyond the classroom, and by drawing on the cultural riches of the world that a TASIS England education becomes truly distinctive and enables our students to gain life skills and a first-hand perspective, which would not be possible through classroom instruction alone.

5.2 In order to ensure that the trips are as valuable as they can be, the EVCs must oversee all trips that come under their remit. It is the role of the EVCs to ensure that all trips are well planned and executed; the process by which this is done is laid out elsewhere in this policy. It is the responsibility of the Trip Leaders to take the lead in planning individual trips. There are several other people involved in this process, not least the Heads of Section and the Deputy Head of PreK – Grade 8 as these leaders oversee the trips planned in their sections. The final arrangements are undertaken by the EVCs who have overall responsibility for scrutiny and verification of trips.

5.3 We encourage teachers to undertake educationally valuable visits to sites within the United Kingdom and overseas, providing these do not unduly hinder the usual operation of the school and that the Health and Safety and welfare of students is paramount at all times. Before the school decides to arrange an educational visit, we consider educational objectives and how they are to be achieved. 'Well-managed school trips and outdoor

activities are great for students. Students won't learn about risk if they are wrapped up in cotton wool. (HSE 2011)

5.4 In striking the right balance between protecting students from risk and allowing them to learn from educational visits we:

- ∉ provide learning opportunities for all our students
- focus on real risks when planning educational visits and manage these risks during the off-site activities
- ensure those running the activity understand their roles, are supported and are competent to lead or take part

5.4 The purpose of this policy is to ensure that trips are planned in an organised and responsible fashion, and that the health, safety, and welfare of students and staff are maintained. We ensure that TASIS England fulfils its responsibilities for trips, including students' behaviour. Integral to this process TASIS England:

- plans risk assessments and first aid for all trips
- ensures appropriate supervision including ratios and vetting checks
- ensures that any information related to the need for travel visas is accessible to parents and students
- prepares students for trips including those with special, additional and medical needs
- communicates with parents
- plans transport
- has the relevant insurance in place
- makes appropriate arrangements for the range and types of trip
- has clear procedures with reference to trips abroad
- has emergency procedures, including contact details and permission for emergency medical treatment if a parent cannot be contacted

5.5 The school ensures that we follow both DfE and Health and Safety at Work guidance and regulations (including those issued by Surrey County Council) along with school policy concerning activities that take place off school premises. Additionally, the school has developed *Chaperone Faculty Guidelines* which complies with best practice guidelines.

6. Equity and Inclusion

6.1. We are an inclusive school, and our trips and visits are open to all students. The challenge is to make activities available and ensure fair access to all who wish to participate or are required to take part. This is to be achieved whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the trip or venture. TASIS England recognises that there are significant factors to be managed that may override other considerations. Our risk assessments are completed within the context of the schools' Single Equality Policy and reasonable adjustments will be made on an individual basis where required. Refer to NG document: Inclusion.

6.2 Where students are identified as having disabilities and/or special educational needs this is reflected in a higher staffing ratio, which is never less than that which applies in the school and in most cases, is higher.

6.3 All our students have the opportunity to be included in off-campus trips. Where their inclusion appears to require reasonable adjustments, this will be reflected in the risk assessment. This is in two parts: firstly, in terms of a whole trip or activity and then in relation to the inclusion of the individual students. The risk assessment and medical care plans include details of any additional equipment that the students may need and, in particular, details of any such items to be brought from home or obtained prior to the trip. This will usually entail discussion with the students, parents, Trip Leader and other supervisors, the manager of the

venue to be visited, or the tour operator etc. Where a student has an Education, Health and Care Plan (EHC) that requires support in school for access to the curriculum, this is taken into account. The above are examples only and Trip Leaders should assess the risks for individual students and consider an appropriate safe supervision level for their particular group.

6.4 Consideration should be given to the inclusion of transgender students on residential or overseas trips. Rooming arrangements should be considered, with reasonable adjustments made accordingly. Each situation should be thought about separately and discussions with the student and other appropriate parties should happen as early as possible. The school should consider search protocols at customs, borders and other places, and be aware of any laws regarding transgender communities when visiting countries overseas. Planning ahead will ensure risk assessments are accurate for that trip.

- The trip risk assessment should be sure to include transgender students
- Identified risks should be managed so that reasonable adjustments can be considered to facilitate the participation of transgender students

7 Category A: Offsite Visits Within the Local Community

7.1. This category includes any trips for which there is an element of risk similar to that encountered in daily life. It includes trips to sports complexes, sports fixtures, theatre visits, local field study work and visits to other local sites of educational interest. For all activities in this category, the relevant forms must be completed.

8 Category B: Outdoor and Adventurous Activities Within the Local Area

8.1. These are activities that have a perceived extended risk to include such things as sailing, canoeing/kayaking including activities at commercial and not for profit activity centers such as PGL, White Lodge Centre, climbing/ abseiling, open water swimming etc. Leaders are expected to provide a site/ group specific risk assessment for the activity as well as the location and transport required.

8.2. Where the Trip Leader does not possess the approved National Governing Body (NGB) qualification but is visiting an authorised centre where the instructors are fully qualified, consent in writing must be given by the EVC and Head of Section at TASIS England, before such activities are authorised thereby ensuring all insurance and Health and Safety requirements are fully operational. For all activities in this category, the relevant forms must be completed.

9. Category C: All Overseas Trips or Trips Outside of the Immediate Geographical Area

9.1. For all activities in this category, the relevant forms must be completed, together with the trip risk assessment and these must be lodged with the EVC prior to the planned departure. Where there are any 'adventurous activities' planned, prior consultation must take place with the Head of Section before financial arrangements are entered into and the relevant paperwork must be completed and lodged with the school's EVC prior to the planned trip.

10. What Our Staff Should Expect From TASIS England

10.1. Our school ensures that the precautions proposed are proportionate to the risks involved, and that our paperwork is easy to use. We also take account of assessments and procedures of any other organisations involved and ensure that communications with others are clear. *'Teachers should expect their schools to have procedures that encourage participation and are proportionate to the level of risk.'*

Our arrangements also ensure that:

- risk assessment focuses attentions on real risks – not risks that are trivial

- proportionate systems are in place – so that trips presenting lower-risk activities are quick and easy to organise, and higher-risk activities (such as those involving climbing, caving or water-based activities) are properly planned and assessed
- those planning the trips are properly supported – so that staff can readily check if they have taken sufficient precautions or whether they should do more
- staff are given the training they need to keep themselves and students safe and manage the risks effectively

11. Approval

11.1. Domestic trip applications must be submitted electronically using the designated online form, which is then forwarded to the relevant Head of Section for approval. Overseas trips, however, require approval from the Head of School, who acts on the advice of the OEVC. Only the Head of School, on behalf of the Board of Directors, has the authority to approve overseas trips and activities. Each trip must create a digital file to store all administration related to the trip in a central folder. All school trips must have a named leader, and the competence of the Trip Leader is crucial for ensuring the safety of participants. The assessment, training, and support of Trip Leaders are priorities for the EVCs and the Head of School. Sports fixtures and trips as part of the weekday activities program are approved by the Director of Sports and Activities.

12. What Our School, Students and Parents Should Expect From the Staff

12.1. The Health and Safety Executive state that those 'running school trips need to focus on the risks and the benefits to people.' Our staff running school trips should clearly communicate information about the planned activities to colleagues, students and parents. We explain what the precautions are and why they are necessary. Those running school trips act responsibly by:

- putting sensible precautions in place, and making sure these work in practice
- knowing when and how to apply contingency plans where they are necessary
- following the advice within the Trip Emergency Response Plan
- heeding advice and warnings from others, for example those with local knowledge or specialist expertise (especially in respect of higher-risk activities)

13. Trip Leader/Chaperone Information & Guidance

13.1. The school provides Trip Leaders and chaperones with the relevant guidance, information and training they need for their role. This may mean providing staff with basic instructions or information about Health and Safety, risk assessments or information about their role on the trip. By striving to encourage Trip Leaders and chaperones to participate in the planning process of their trip, it is recognised that those attending trips in a supervisory capacity will have a better understanding of how to counter any problems that may arise.

13.2. Guidance published by the OEAP describes the responsibilities of different roles deployed by TASIS England during trips, these are:

1. Member of Board of Directors or Management Board
2. Head of School
3. Educational Visits Coordinator
4. Trip or Visit Leader
5. Assistant Leader (Chaperone)
6. Parents

14. Duties and Responsibilities of the Proprietor (Employer)

14.1. Under the Health and Safety at Work Act 1974, the employer in a school must take reasonable steps to ensure

that staff and students are not exposed to risks to their Health and Safety. This applies to activities on or off school premises. Regulations made under the Health and Safety at Work Act 1974 set out in more detail what actions employers are required to take. For example, the Management of Health and Safety at Work Regulations 1999 require TASIS England to:

- assess the risks to staff and others affected by school activities in order to identify the Health and Safety measures that are necessary and keep a record of the findings of that assessment
- introduce measures to manage those risks (risk management)
- communicate with employees about the risks and measures to be taken to manage the risks; and
- ensure that adequate training is given to employees on Health and Safety matters

14.2. Our school sets out Health and Safety arrangements in a written Health and Safety policy. The relevant Head of Section, the Head of School, and the Board of Directors must be made aware of all off-campus trips. The EVC coordinates directly with the relevant Head of Section. It is the responsibility of the Head of School to ensure that:

- the off-campus activity or trip is appropriate and relevant
- the school can be run efficiently in the absence of staff engaged in the activity or trip

15. Responsibilities of the Head of School

15.1. This is the key role for ensuring that the management of trips and ventures meets the regulations and guidance offered by the Local Authority, DfE and others, as well as conforming to the TASIS England Health and Safety Policy. This management process is in conjunction with the expectations and standards that are to be achieved by making the most of the positive learning opportunities. The delegation of responsibilities is done with a clear rationale, derived from a good knowledge of the people concerned, the trips and activities, the aims and objectives and the risk assessments they require. Some of these tasks are delegated to the EVCs.

16. Duty as an Employee

16.1. The law requires employees to:

- take reasonable care of their own Health and Safety and that of others who may be affected by what they do at work
- co-operate with their employers on Health and Safety matters
- do their work in accordance with training and instructions, and
- inform the employer of any work situation representing a serious and immediate danger, so that remedial action can be taken

16.2. In addition, all staff at TASIS England have a common-law duty to act as any prudent parent would do when in charge of students. Employees should follow any Health and Safety procedures put in place by their employer. Our teachers on school-led trips act as employees of the Board of Directors, whether the trip takes place within usual working hours or outside those hours, by agreement with the Head of School. Our teachers will do their best to ensure the Health and Safety of everyone in the group.

They will:

- ∉ follow the instructions of the Trip Leader and help with control and discipline
- ∉ consider stopping the trip or the activity, notifying the Trip Leader, if they think the risk to the health or safety of the students in their charge is unacceptable

- ∉ be aware of potential conflicts of interest, and their role, if their own children are members of the group, and
- ∉ where staff do take their own children on a trip or activity, the member of staff would only be included in the staffing ratio if appropriate, as determined by the Head of School

17. Staff/Student Ratios

17.1. The ratio of school children to adults varies according to the age of the children, the nature of the activity and the special educational needs. The school will err on the side of caution on this matter. There are no circumstances under which the staffing ratios are less generous than those to be found in school. With very young children, and those with special educational needs or disabilities, it may be necessary to have a one-to-one staffing ratio. The Head of School would expect that supervision for school trips outside of the immediate vicinity of the school is appropriate. Staff / student ratios are at the forefront of planning our trips. TASIS England recommends the following ratios for all trips. US = 1:10, MS = 1:10, LS = 1:5. At times this may not be possible, practical or required depending on the nature of the trip, if there is a change in ratios, the Heads of Section will need to be informed and accept a differing ratio, which will be risk assessed appropriately.

17.2. In accordance with section 17.1, staffing ratios and supervision arrangements for all trips must be appropriate to the age, needs, and characteristics of the students, the nature of the activity, and the context of the visit, and must be supported by a suitable and sufficient risk assessment.

Where groups contain both boys and girls, the normal expectation is that the leadership team will include adults of more than one gender. However, there is no absolute requirement for a mixed-sex group to be supervised by adults of different genders, including on residential or overseas visits.

Where a mixed-sex group is to be supervised by adults of the same gender, this may proceed only with the written approval of the Head of School (or delegated authority) and must be supported by a documented risk assessment which explicitly addresses foreseeable issues, including:

- privacy and dignity arrangements
- safeguarding and pastoral support
- age, maturity, and individual needs of participants
- the nature of the accommodation and facilities
- the length, location, and remoteness of the visit
- the availability of additional support from other responsible adults (e.g. centre staff or partner organisations)

There must always be sufficient adults in the group to respond appropriately to emergencies and to ensure effective supervision at all times.

All arrangements must align with OEAP National Guidance on Ratios and Effective Supervision.

17.3. The DfE prescribe ratios for Early Years. See link here: Early Years Foundation Stage (group and school-based providers, September 2026); Refer to NG document: Ratios and Effective Supervision; Refer to NG document: Group management and Supervision.

17.4. Trip Leaders should assess the risks and consider an appropriate safe supervision level for their particular group. Regular contact must be kept with students who are enjoying non-direct, remote, supervision e.g. at

a theme park or on a trip to a town. Students should only be allowed non-direct supervision within a strictly defined area and should be given clear guidelines as to the behaviour expected. They should be aware of where members of staff may be found and have the Trip Leader's emergency trip phone number. Students are instructed to always remain in groups of at least 3.

18. The Educational Visits Coordinators (EVCs) Domestic and Overseas

Our EVCs are experienced in leading and managing a range of educational visits and are of sufficient status to be able to influence change. The TASIS England EVCs will ensure that all necessary actions and paperwork have been completed before the trip begins. This includes, where appropriate, that a pre-trip visit has taken place, an application form has been submitted and approved by the Head of Section or the Director of Boarding, risk assessments and appropriate safety measures are in place, suitably competent instruction is available for the activity, the ratio of supervisors to students is appropriate and that arrangements have been made for the medical needs and special educational needs of the students, and that a list of participants and their emergency details is in place (F4). It is good practice for our members of staff leading a trip to visit the site beforehand to gain first-hand knowledge of the area and route. This knowledge will then inform the risk assessment and pre-planning. After each trip, a trip evaluation is carried out and submitted to the EVC.

18.1. The EVCs key functions include:

- being involved in educational visits management in order to ensure that the guidance and regulations are followed, and
- working with Trip Leaders to ensure that the aims of the educational visit are achievable and in line with those of the establishment

18.2. The EVCs are:

- to confirm that the leadership of the trip is appropriate and to check staff qualifications, this includes accompanying staff and volunteers
- to confirm that adequate risk assessments have been carried out
- to recommend and organise training of Trip Leaders and help organise the induction of staff new to the venture and volunteers
- to ensure that the school's management of behaviour and other relevant policies are able to be transferred off site successfully and are consistently used
- to ensure that liaison with parents and obtaining consent are effective

18.3. The EVCs have overall responsibility for:

- appointing or agreeing to a suitable Trip Leader for each trip
- ensuring all necessary actions have been completed before the trip begins
- ensuring the risk assessment is complete and that it is safe to make the trip
- training needs have been met
- selecting Trip Leaders with experience in supervising and controlling the age groups going on the trip and who will organize the group effectively, notably for overseas October Trips
- ensuring the Trip Leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity
- ensuring that all supervisors on the trip are appropriate people to supervise children and have appropriate clearance
- determining that all parents have signed consent forms
- liaising with the medical centre and the Learning Resource Centre (LRC) regarding any health conditions and special educational needs which staff need to be aware of
- ensuring the mode of travel is appropriate

- ensuring travel times out and back are known
- sharing information related to the need for travel visas with parents and students
- ensuring there is adequate, suitable insurance cover, in liaison with the Business Office
- ensuring staff, students, the Home Contact and administrators have the address and contact details of the trip's venue
- ensuring that Home Contact and Trip Leaders have the names and date of birth of all the adults and students in the travelling group, and the contact details of parents and the staff and volunteers' next of kin

19. Emergency Contact

19.1. Details must be given to the EVCs and to other nominated emergency contact person(s) as far in advance as possible of the departure date of the trip. Once this has been done, all the pre-trip procedures have been followed and completed and the documentation relating to the trip will be held centrally by the EVCs.

20. The Trip Leader

The Trip Leader is the person with overall responsibility for the administration of the program, supervision and conduct of the venture, and is an important part of the Health and Safety oversight by ensuring a quality support system. Our Trip Leaders should demonstrate the ability to undertake a comprehensive review of the needs of the venture and in particular be able to carry out ongoing risk assessments of the locations, groups travelling and staff competencies, in order to put good risk management procedures in place, that they can monitor and use. Relevant experience is essential along with accepting the need to:

- agree specific roles, responsibilities and communications systems
- agree incident and emergency procedures - the who, where and what of such situations
- agree what will happen if the practicalities of the day require a major adaptation of the program (ongoing risk assessment)
- have high expectations of what the students and the venture can achieve
- be accountable for individual students who are not under visual supervision
- know the identity, whereabouts and expected time and place of return of the students

20.1. The large majority of off-site educational visits that take place during school hours should be proposed to the EVC by the beginning of May for the following academic year. Educational visits are planned parts of the curriculum or co-curricular program and entered into the annual calendar and shared with students, parents and staff via the school's '*my*TASIS' Learning Management System (LMS). Trip proposals for weekend or boarding trips may be proposed and approved throughout the school year.

20.2. It is the Trip Leader's responsibility to ensure that all accompanying adults have access to a full trip pack. Trip Leaders and accompanying staff must carry these with them at all times. The trip packs should include:

- who is in their group
- who is travelling in each vehicle
- the name and telephone number of the contact person/s who can be contacted in an emergency
- Full details of students' names, date of birth, telephone numbers and any medical issues and allergies
- For overseas trips, a copy of all student and staff passports and insurance documentation should be taken prior to departure and kept with the Trip Leader during the trip

20.3. The Trip Leader must also ensure that there is a contact person (Home Contact) available throughout the period that the group is off-site. In addition, an accurate list of participants with the trip mobile telephone number must be forwarded to the EVCs prior to the trip.

21. Preliminary Visits and Provider Assurances

21.1. All trips 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 students. It is a vital dimension of risk management.

21.2. 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 trips where there is a high complexity factor and the trip has not happened previously, or when the trip is adventurous and led by staff. Residentials, trips abroad, exchange trips led by school staff all have aspects of complexity. If the trip is led and managed by a provider, then a variety of approaches can reduce the need to pre-visit.

It is good practice for Trip Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy. Examples of such schemes include:

- The LOtC Quality Badge
- AALS licensing
- Adventuremark
- School Travel Forum

21.3. NGB centre approval schemes (applicable where the provision is a single, specialist activity). TASIS England takes the view that where a provider holds such one of the above accreditations, there should be no need to seek further assurances. Refer to: NG document Using External Providers

22. Home Contact

22.1. For all off-site activities, the school will organise a 'Home Contact' who can be the relevant Section Office or receptionist if the trip is during school hours. For overnight and overseas field trips and for trips during out of school hours every group will have a named Home Contact in the UK. This person will be on call 24/7.

22.2. The Home Contact person must have:

- details of how the Trip Leader may be contacted (school mobile phone)
- the names and emergency details of all participants, including faculty, staff, volunteers etc.
- the distribution of students and staff if in separate groups or vehicles
- the itinerary
- the names and telephone numbers of any travel company (including coach company) involved;
- access to parental or next-of kin contacts for all involved (including adults)
- details of the Designated Safeguarding Lead (DSL) and the Head of School in the event of an emergency
- a copy of the risk assessment

22.3 Information Sharing between Trip Leader and Home Contact:

- there is a hand-over of the trip information either on paper or electronically and the Home Contact phone from the Trip Leader to the Home Contact prior to the trip. Electronic information is also shared between the Trip Leader, the Home Contact and the EVC
- attendance is taken by the Trip Leader on the F4 list of participants as the students board the bus. Names of students not turning up at the agreed time are being crossed out on the list. A copy of the F4 list with attendance taken is given to Security on the way out and an updated copy is kept for the Trip Leader and each of the chaperones

- as the bus rolls out of the school gates, the trip leader calls, texts, or emails the Home Contact person with names of students who are not on the bus - but on the initial trip list
- the Home Contact informs the respective parent, or House Parent if a boarding student, which student(s) is (are) absent from the trip
- usual safeguarding procedures kick in. These are carried out by parents, or House Parents if a boarding student, in collaboration with Home Contact and DSL or Head of School depending on the level of safeguarding issue

23 Departure and Collection From a Trip

23.1 **All TASIS England trips start and end at school** and all trip participants (students and adults) should return to the school site with the group. In order to exercise their duty of care, Trip Leaders must ensure the students' safe dismissal and departure from their supervision into the care and responsibility of the students' parents, or parents nominated person, at the end of a trip or activity from the school site.

23.2 Any deviation from the arrangement stipulated in point 23.1 can only be done with the express written permission of the Head of School and the EVC.

23.3 If arrangements for the safe return home of a student breaks down, (e.g. a parent fails to arrive, or late bus fails to arrive at appointed time etc.) the Trip Leader must attempt to telephone the student's home to make alternative arrangements. The student will be placed in the care of the security team who will allocate them a safe area in the school until the parent arrives. The Trip Leader and/or Home Contact will ensure the safety of the student in liaison with the appropriate senior manager and security team. The security team will liaise with the Home Contact or Senior Manager/Head of School as necessary if problems remain unresolved.

24 Responsibilities of Students

24.1 The Trip Leader will make it clear to students that they must:

- not take unnecessary risks
- follow the instructions of the Trip Leader and other supervisors including those at the venue of the trip
- dress and behave sensibly and responsibly, using safety equipment as instructed
- be sensitive to local codes and customs
- look out for anything that might hurt or threaten themselves or anyone in the group and tell the Trip Leader or supervisor about it

24.2 Any students whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the trip.

25 Communications to Parents

25.1 The Trip Leader will ensure that parents/guardians are fully informed in writing and via the online school calendar about the trip or visit well in advance. This should include proposals for alternative activities in case, for example, adverse weather conditions prevent the intended activity from taking place.

25.2 Where additional needs have been identified, (particularly in the case of any overseas or residential trips) parents/guardians and students will be invited to discuss details with the trip organizers. Care will be taken to ensure that those accompanying the trip are fully informed about the needs, medical or otherwise, of all participating students. Consent forms for emergency medical treatment and emergency contact numbers will be provided for all trips. For all trips medical details will be obtained from the school database, and for

residential and overseas trips confidential "Medical Emergency Profiles" of the students will be made available by the EVC for staff to view.

25.3 A specific risk assessment is completed for any student known to be at risk of anaphylaxis who is taking part in an off-site visit. Students at risk of anaphylaxis must carry their own in-date adrenaline device(s), and staff trained to administer adrenaline must be present on the visit. The Trip Leader will consider, in consultation with the Medical Centre, whether "spare" adrenaline devices should also be taken. Individual Healthcare Plans, Allergy Action Plans and Asthma Action Plans travel with the group. A student must not be prevented from participating, and parents must not be required to accompany their child, solely because of an allergy.

25.4 The code of conduct and the travel rules and details relating to standards of behaviour expected from students during a trip are shared with the students, and parents / guardians. Parents will be advised that the school reserves the right to exclude a student from a trip on behavioural grounds. In such a case, parents will be informed of the arrangements for sending a student home early and parents will usually be required to meet the costs of such arrangements. Trip Leaders will ensure that all students involved in the excursion have been properly prepared and briefed. The Trip Leader will also tell parents how they can help prepare their child for the trip by, for example, reinforcing the school's and destination's code of conduct, or by understanding the clothing and footwear that will be required and by ensuring that this is provided.

25.5 As part of the information provided to parents about trips and off-site activities, communication will be produced with the following details:

- dates
- times of departure and return
- method of travel (if appropriate)
- destination with full address and telephone number
- the name of Trip Leader
- the aim and purpose of the trip, the activities planned, any hazardous or adventurous activity clearly specified
- the nature of supervision
- any extra costs

26 Parental Consent for Off-Site Activities

26.1 Written consent from parents may not always be required for students to take part in the majority of off-site activities organised by our school, as most of these activities take place during school hours and are a usual part of a student's education at TASIS England. At the beginning of each academic year, all parents complete a 'Student Activities Permission' and agree to their child's participation in educational outings and day trips. Parents will be informed in advance of any such trips and will know where their child will be at all times.

26.2 For residential and overseas trips, educational visit information, medical consent and declaration will be provided by parents or guardians via the online trip sign-up system.

26.3 Our parents are informed in advance of each activity and must be given the opportunity to withdraw their child from any particular school trip or activity. Withdrawals of students by parents, however, may result in parents having to pay the costs of the trip, tickets or transportation if these items have already been purchased, in accordance with the respective cancellation policy for a trip.

26.4 Parents contribute to the success of the trip by:

- understanding the objectives of the trip

- giving written consent to all emergency and other medical treatment necessary for the safety and wellbeing of the student
- giving clear information where relevant on their child's ability or inability to swim, where applicable
- providing clear information on their son/daughter's health and any special needs
- giving permission for medical attention or medication if required, and
- ensuring that there are clear contact arrangements

27 Volunteers and Other Responsible Adults

27.1 Parents may be used as a supplement to the staff in PreK to Grade 4 and Fifth Grade only but will not be considered in the calculation of the minimum number of staff required to supervise the group as set out in the ratios stated above. Parents or other responsible adults will only be allowed to accompany a residential trip if all relevant checks have been made. Parents, voluntary staff or helpers including non-teaching staff must be fully aware of the trip risk assessment, itinerary, special instructions, emergency procedures, reasonable adjustments and any other relevant information, along with their role, duties and responsibilities.

27.2 From 1 September 2026 the Crime and Policing Act 2026 removed the "supervision exemption" from regulated activity. A volunteer who teaches, trains, instructs, cares for or supervises students frequently, on more than three days in a 30-day period, or overnight, is therefore in regulated activity even when supervised. Any volunteer accompanying a residential or overnight visit is in regulated activity and must have an Enhanced DBS certificate with children's barred list information in place before the visit departs.

27.3 Non-school employed adults acting as supervisors must:

- follow the instructions of the Trip Leader and employed staff and help with control and discipline
- speak to the Trip Leader or employed staff if concerned about the health or safety of students at any time during the trip
- never be in sole charge of the students and always in the vicinity of the Trip Leader or other supervisors for support if required

28 Vetting and DBS Checks

28.1 All employees who work frequently or intensively with or have regular access to children must undergo an Enhanced DBS check with children's barred list information as part of their recruitment process. Regulated activity is defined in Schedule 4 to the Safeguarding Vulnerable Groups Act 2006, as amended by the Protection of Freedoms Act 2012 and the Crime and Policing Act 2026. For the purposes of this policy:

- *frequently* is defined as 'once a week or more', in line with paragraph 315 of Keeping Children Safe in Education 2026
- *intensively* is defined as 4 days or more in a month or overnight (Keeping Children Safe in Education 2026 expresses this as "more than 3 days in a 30-day period, or overnight")

28.2 However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people. The placement of an adult within a situation of professional trust (where students could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a commonsense risk-benefit assessment process has been considered. Refer to NG document: Vetting and Disclosure and DBS Checks.

28.3 The Crime and Policing Act 2026 removed the supervision exemption from regulated activity with effect from 1 September 2026. Supervision of an adult by a member of school staff no longer takes that adult outside

regulated activity. The EVC must therefore satisfy themselves, before any visit departs, that every accompanying adult who meets the frequency or overnight test holds an Enhanced DBS certificate with children's barred list information.

29 Students and Young People

29.1 An essential aspect for the school policy is that all groups are made aware of and are as active in the process of managing the trip or venture as they can be. Procedures and supervision strategies must be explained and understood. Individual and group responsibilities need to be clear, as well as the rewards and sanctions for ensuring they are kept to. A code of conduct, negotiated and agreed in an acceptable way, is a key component of educational visits e.g., communication, behaviour, dress, group supervision and 'down time'. The standard of behaviour expected of staff will be no different from behaviour expected within school. It may be necessary to have individual behaviour contracts with some students, signed by themselves. Everyone should be as risk aware as possible.

30 Preparation for a Trip or Activity

30.1 Students should, as appropriate, be involved in the planning of the activity, undertake appropriate roles whilst it is in progress and be involved in identifying Health and Safety issues that may arise. They should know the expectations of the Trip Leader and have a full understanding of the parameters covering all aspects of the trip or activity. Students should be given the school issued mobile number of the Trip Leader so that contact can be made should the need arise over transport issues or in the case of an incident.

31 Insurance

31.1 The employer has, as required by law, appropriate insurance in place. Under the school's insurance, cover is as follows: Employer's liability covers the legal liability to all employees. Public liability covers claims for injury to students and third parties, including those on school organised trips. Full insurance information is available, on request, from the business office at the school. The school holds public liability insurance, which will indemnify the school 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 the school is deemed to have been negligent. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers and/or support staff 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 trips organised by all departments for which the school may be considered responsible. Refer to the NG document: Insurance.

31.2 Leaving a trip early or departing to another destination will not usually be considered. If a student does leave a trip early or departs to another destination, the school insurance will not cover their journey. TASIS England will only accept responsibility for students who depart trips early or depart to another destination as a response to circumstances outlined within our trip Emergency Response Plan (ERP).

31.3 Any deviation from the arrangements stipulated in point 31.2 can only be done with the express written permission of the Head of School and the relevant EVC.

32 Transport

32.1 We only hire taxis, minibuses and coaches, where drivers are DBS checked and each seat has either a seatbelt or a booster seat as is applicable. In advance of the trip, students will be given clear safety instructions based on the risks associated with the particular type of travel. Students must sit only two to a double seat. Seat belts must be always worn. All drivers of a school minibus must have undertaken an appropriate MIDAS training course. In cases of long journeys, students will be given the opportunity to exercise after reasonable intervals. The recommendation is 15 minutes every two hours.

32.2 A fully stocked First-Aid kit must be carried and be readily available throughout the trip. Any minibus or other vehicle designed to carry nine or more passengers operated by the school is in accordance with the restricted Passenger Carrying Vehicle (PCV) Operators license and any driver must hold a PCV Driving License. There should be a minimum of 2 TASIS England staff in each coach or minibus.

33 Drivers

33.1 Those authorised to drive any students in the party must:

- be at least of the minimum age required by Surrey Council and its Outdoor Education Adviser in relation to each vehicle and under 70 years of age
- have a minimum of two years' driving experience
- have acquired some experience in handling the size or type of vehicle that will be used and is MIDAS trained
- hold a current driving license valid in the UK, and
- never have been disqualified

Each driver must be personally satisfied that:

- they are covered by insurance in respect of liability to passengers and others
- they have made all necessary disclosures of material facts to the insurers, for example any health issues
- the vehicle is roadworthy
- they are not under the influence of alcohol or drugs (prescribed or otherwise) while in charge of the vehicle
- if they have consumed alcohol or drugs (prescribed or otherwise) at any point prior to being in charge of the vehicle that they are no longer affected by that consumption
- the driver should carry evidence of insurance. Refer NG document: Transport: General Considerations

34 Criteria for Selecting Tour Operators

34.1 Our EVC requires a copy of the tour operator's safety management system. The safety management system must define how the tour operator manages safety for the component parts of the trip and show how they are diligent in checking the safety of hotels and transport. The tour operator must provide details of independent checks made by appropriate external organisations on their safety management system along with certificates of bonding the company to registered bodies, list of staff in charge of our students' showing qualifications and competences, motor insurance, legal and public liability insurance if requested by the EVC. All documents are to be made available to the school and to parents if requested.

34.2 Wherever possible, the school travels with a company or use an activity centre that has an external verified management system. It is likely that supervision will be by a combination of teachers, support staff and parents.

35 Responsibilities and the Health and Safety at Work Legislation

35.1 Legislation is enforced by the DfE and the Health and Safety Executive, which has set out the legal position in Health and safety: Advice on legal duties and powers (DfE 2014). Overall responsibility is with the Proprietor to ensure the Health and Safety of:

- teachers, non-teaching staff and other leaders
- students and young people, both in their establishments and when undertaking off-site trips and ventures

- visitors to the educational establishments and volunteers involved in approved activity

36 Risk Assessments

36.1 Risk assessment and risk management are legal requirements. For educational visits, they involve the careful examination of what could cause harm during the trip and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill. The control measures should be understood by those involved. Risk assessments should explicitly cover how special educational needs and medical needs are to be addressed. The program of a trip should include details of contingency measures. The Trip Leader in consultation with the EVC assesses potential risks of a proposed trip and concludes the necessary safety measures that need to be put in place to mitigate these risks. Risk assessment/s will be drawn up before the activity, if relevant adapted from a generic model, agreed with the EVC.

36.2 Where a risk assessment is carried out, the findings of the assessment must be recorded. Some activities, especially those happening away from school, such as mountaineering, canoeing or sailing, involve higher levels of risk. In these cases, an assessment of significant risks should be carried out. Our Head of School ensures that the person assessing the risks understands the risks and is familiar with the activity that is planned. However, a new risk assessment is not needed every time our school takes students to a local venue such as a swimming pool or park, particularly a venue that is visited frequently or repeatedly, as long as an existing and up to date risk assessment is in place. TASIS England will always take a commonsense and proportionate approach, remembering that in schools the purpose of risk assessment and management is to help students to undertake activities safely, not to prevent activities from taking place. We recognise that risk cannot be removed altogether.

36.3 Risk assessment for educational visits can be usefully considered as having three levels:

- **generic activity risk assessments**, which are likely to apply to the activity wherever and whenever it takes place
- **visit/site specific risk assessments** which will differ from place to place and group to group, and
- **ongoing risk assessments** that take account of, for example, illness of staff or students, missing students, changes of weather, availability of preferred activity

36.4 The risk assessment should take into account the type of trip, location, means of transport, number of students, staff ratios required, competence and first aid experience of participating staff, required level of first aid equipment, age of students, possible weather conditions, participation of students with particular medical requirements, emergency procedures in the case of a student requiring medical treatment, insurance for the trip, appropriateness, insurance cover of any external providers and operators involved in transport – ensuring that all transport providers have the required Public Service Vehicle operators' license. Issues identified by exploratory visits must be satisfactorily resolved within the risk assessment. The DfE also make clear that they support this approach through their guidance here DfE assessing and managing risk**.**

36.5 Accidents and incidents will be recorded and reported according to current school processes.

36.6 Any use of reasonable force, seclusion or restraint occurring during a visit is recorded and reported under the school's Physical Restraint Policy and Behaviour Management and Discipline Policy, in accordance with section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. It is not recorded separately under this policy.

37 Adventurous Activities

37.1 Where adventurous activities are involved, it is important that those leading and instructing the activities are appropriately qualified and competent. Such activities will usually be undertaken at a licensed and approved centre. Parents/guardians will be informed in writing of any adventurous activities that may be undertaken such as caving, abseiling, high ropes, climbing, etc.

38 In the Case of an Emergency:

- assess the situation
- safeguard all students
- attend to any casualties
- contact the emergency services
- ensure everyone knows who is in charge
- alert the Home Contact
- refer to the Emergency Response Plan (ERP)

The school Home Contact will:

- ensure the Trip Leader or designated person is fully in control
- inform the Head of School and implement the Emergency Response Plan (ERP) or Crisis Management Plan if necessary
- contact the parents
- report the incident to the relevant authorities as required by legislation

39 First Aid

39.1 All chaperones will have attended first aid training. Ideally a person who holds the full (3-day) course with a training establishment approved by the Health and Safety Executive will be in attendance for all overseas and residential trips. Chaperones will familiarise themselves with local procedures for summoning the emergency services in the event of an accident or injury. For any outing involving children in the Early Years Foundation Stage, at least one adult holding a current full paediatric first aid (PFA) certificate must accompany the group, as required by the EYFS statutory framework.

40 Critical Incident/Emergency Procedures

40.1 The Trip Leader and other members of staff have a duty of care to ensure that all students are safe and healthy. They also have a common-law duty to act as a reasonably prudent parent would. In an emergency, there should be no hesitation to act and to take life-saving action if necessary. All necessary steps should be taken in advance of any trip to assess all risks and take necessary precautions. The detailed actions are to be recorded by the Trip Leader in the event of a serious accident/incident. All staff know how to summon the emergency services.

In the case of a potential or actual terrorist attack, we follow the government guidance of RUN, HIDE, TELL – (see link here for more - Recognising the terrorist threat), along with the OEAP National Guidance regarding Visits and the Threat from Terrorism which provides links to more government guidance.

41 Complaints

41.1 Where complaints are received, these should follow the school's complaints procedure. Where complaints are made by the school concerning provision made on behalf of the school these should by in writing from the Head of School to the supplier of the service. All complaints are best dealt with as and when they arise.

42 Safeguarding and Child Protection

42.1 The TASIS England Safeguarding Children Child Protection Policy and Procedures will apply during educational visits. The Trip Leader will carry out the duties of a Designated Safeguarding Lead (DSL) or will name an appropriately qualified and experienced adult supervisor to do so. Any incident amounting to an allegation or suspicion of abuse that occurs whilst on an educational visit will be dealt with appropriately at the time and will be reported to the Head of School and the school DSL without delay by telephone and, where possible, via CPOMS (this may not be possible when overseas due to access issues).

42.2 Safeguarding on visits is carried out in accordance with Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026. The Trip Leader does not assume the statutory role of Designated Safeguarding Lead; they act as the on-visit first point of contact for safeguarding concerns and must report to the school DSL (or a deputy DSL) without delay.

43 Trip Evaluation Form:

43.1 Upon return to the school a review and trip evaluation is to be carried out by the Trip Leader within one week after the end of the trip. A Trip Evaluation Form must be given to the EVC. This will ensure that improvements in accommodation, travel, activities for similar trips, the educational value of the trip, value for money and any perceived hazards are identified and rectified before a similar trip is proposed or approved.

Upon completion of a trip or activity a complete file of names, addresses, insurance arrangements, contacts, procedures, etc. is kept for at least three years. This information would be required in the event of any future claim arising from any incident that may occur on the trip. To comply with our Data Protection Policy and UK GDPR and the Data Protection Act 2018 (as amended by the Data (Use and Access) Act 2025), any printed or digital copies of trip documentation containing personal data and/or confidential information must be handed back to the EVC who will destroy (shred) such trip documentation.