



Educational Visits Policy

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Section 1

Policy Statement

Exeter Mathematics School (EMS) recognises that educational visits are of benefit to the students taking part. Such activities provide opportunities for the development of the whole student, as well as increasing subject knowledge and understanding through first-hand experience. Educational visits are activities arranged by, or on behalf of, our school, which require students to leave the school premises, having been authorised to do so.

The key objectives resulting from the inclusion of educational visits within the School programme are:

- To develop key skills
- To enhance the curriculum and thereby enrich the students' experience
- To inspire students, foster joy and increase motivation
- To provide opportunities for the development of the whole student
- To build the cultural capital of students
- To promote students' progression to higher education or employment
- To foster group and EMS identity
- To contribute to staff development

This policy sets out our approach to planning and operating educational visits, to ensure the health and safety, and safeguarding of our students and staff, and to promote the inclusion of all students. It sets out the roles and responsibilities of The Headteacher, Assistant Headteacher (Pastoral) who is our Educational Visit Co-ordinator, Visit Leader, Staff and Volunteers.

This policy applies to activities taking place within and outside of normal school hours, including weekends and holiday periods. This includes, but is not limited to:

- Day visits to places such as museums and other cultural and educational institutions
- Visits to places of interest in the local area
- Exeter Maths Certificate (EMC) Industry Visits.
- University and UCAS opportunities
- Adventurous and recreational activities
- Residential trips organised by the school
- Visits abroad organised by the school
- Visits to theatres and other cultural activities

Legislation and Guidance

This policy is written with guidance from DfE's Health and Safety on Educational Visits, and the following legislation and statutory guidance:

- [Equality Act 2010](#)
- [SEND Code of Practice](#)
- Keeping Children Safe in Education (Annual update)

This Policy will be reviewed on a two-year cycle.

Roles and responsibilities

The Headteacher will:

- Ensure that all off-site visits, including residential visits, are carried out with reference to the Child Protection and Safeguarding Policy and Staff Code of Conduct.
- Ensure that there is a suitably experienced and competent Educational Visits Co-ordinator (EVC) to oversee trips.
- Provide relevant induction, training, and other Continuous Professional Development Opportunities for staff involved in the provision of visits and off-site activities

Assistant Headteacher (Pastoral) is the Educational Visits Co-ordinator. Their role is to:

- Oversee and guide staff to arrange and organise educational visits.
- Advise the Headteacher and governing board if they are required to approve a visit.
- Access the necessary training, advice and guidance for staff to lead visits.
- Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements.
- To work with each Visit Leader, to ensure that appropriate emergency arrangements are in place for visits and off-site activities.
- To review accident and incident reports relating to visits and off-site activities to ensure that any lessons are learnt.
- Ensure that for all off-site visits and activities risks have been assessed, the significant findings of these assessments recorded, and any appropriate safety measures implemented accordingly.

Visit Leader

Every educational visit will have 1 member of staff designated as the Visit Leader. The Visit Leader will:

- Have overall responsibility for the supervision and conduct of the visit or activity.
- Assess the risks to staff, students and members of the public presented by the visit or activity by completing a risk assessment to identify and implement any safety measures.
- Make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed.
- Make sure parents/carers are given accurate information about educational visits and where required gather parental/carer consent.
- Brief all supervising staff, volunteers and students in roles, responsibilities and expectations.
- Communicate with school regarding students' attendance and refer any safeguarding concerns to safeguarding team.
- Liaise with relevant admin staff where required for the purpose of transportation booking and trip costings/finances.

All staff and volunteers attending the trip will:

- Read and follow the risk assessment.
- Follow direction from the Visit Leader.
- Follow the staff code of conduct.
- Complete an Absence Request on BROMCOM (EMS staff only).
- Ensure the wellbeing and safeguarding of all students attending the trip.

The Business Manager will:

- Ensure the relevant health and safety policies and procedures are followed.
- Ensure the school car is insured, maintained and safe to drive.

- Ensure anyone who drives the school car has passed all the relevant checks carried out by the Business Manager, for further details please see EMS Health and Safety Policy.
- Ensure the school's insurance policy covers visits.

Section 2

Educational Visits Procedures

STEP 1 Complete Visit Proposal Form online (Microsoft Forms)

Once approval has been given by the Assistant Headteacher (Pastoral), they will give the Visit Leader an EV2 form (Appendix 1) and the Visit Leader will proceed to step 2.

STEP 2 Complete EV2 with Associated Documents (Check List)

This will necessitate the following depending on the category of activity. ***All letters to parents and associated consent forms must be approved by the Assistant Headteacher (Pastoral) before they are sent.***

Examples of documents to be completed:

- Risk Assessment
- Parent/carer consent letter including itinerary
- Medical form
- Insurance
- List of attendees created
- Emergency contacts
- Parental briefing
- Itinerary
- Equipment List
- Transport quotes/booking

STEP 3 [Category A, B, C (defined in Section 3 and Appendix 2)] Forward all information to the Assistant Headteacher (Pastoral)

The documentation will be reviewed and any areas of concern fed back and once corrected will be approved and signed off by the Assistant Headteacher (Pastoral). Final approval must be given in advance of the visit. Normally all documentation should be received at least 10 days prior to the visit.

STEP 4 [For Category D] All information forwarded by the Assistant Headteacher (Pastoral) to the Headteacher

The documentation will be reviewed and any areas of concern fed back and once corrected will be approved and signed off. Final approval must be given in advance of the visit. Normally all documentation should be received 1 month prior to the visit.

Section 3

Guidelines

1 PLANNING AND RECONNAISSANCE.

Wherever practicable, organisers may find it necessary to undertake exploratory visits to evaluate the suitability and potential of the venue. It is recommended that, if possible, the risk assessment be carried out during a planning visit to the activity base. In addition, if the base/establishment has their own risk assessment, it should be obtained before the visit and included in all trip documentation.

During the planning, the Visit Leader should ensure that if a student with a disability or an education, health and care plan (EHCP), or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, they should have the same support that is available to them during the school day.

To promote inclusion of all students we will adjust the visit programme where possible: working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other adjustments as appropriate. Individual students may require an additional risk assessment to be carried out to ensure the safety of all staff and students.

In some cases, it may be reasonable and necessary to prevent a student from taking part in a visit to protect their safety and the safety of the other students attending. This may include, but is not limited to, instances when: a student at risk of absconding; a student is at risk of harming themselves or others.

2 APPROVAL PROCESS

Completing Visit Approval Form

Each request should be considered on its own merit; however, the following pointers are provided to aid decision-making.

- **Essential** – Referred to in the specifications and affects students on courses
e.g. Exeter Mathematics Certificate Industry visits
- **Important** - Not specified in specifications but makes a difference to students' understanding and knowledge.
e.g. UCAS Discovery, museum visits.
- **Enhancement** - not specified in specifications but gives the student a fuller insight into the subject and is a genuine educational experience.
e.g. Physics visit to CERN, mathematics visit to the Royal Institution, university open day, etc.
- **General Educational** – A valuable experience, not related to a specification or even a curriculum area. Open to students from any subject.
e.g. Duke of Edinburgh Expedition

Categories

Activities are divided into four categories:

- A Curriculum based and may take place on a regular basis. Largely within school hours and a short distance from medical help. Activities are low risk.
- B Activities that are not part of the curriculum and may extend outside school hours. May be further away from the school but are within easy reach of emergency services. Activities are medium risk.

- C More than 24hrs duration and/or involve an overnight stay. Activities in remote areas, in close proximity to water, or where adverse weather may cause problems. Medium or high-risk activities.
- D Activities outside the UK which are also higher risk activities or extreme conditions.

Timing & Length

The off-site activity organiser must fully consider the timing of any activities to include the wider implication of students' subsidiary programmes. To achieve minimal disruption, liaison with students' tutors at the College and School is essential. Whenever possible, visits of more than one day should occur outside of term-time.

Completing EV2 Documents

Every visit's EV2 form must include the address of the destination, departure and arrival times, staff involved and all students' emergency contact numbers.. In addition, the following to be undertaken depending on the category of activity:

- Undertake **RISK ASSESSMENT**
This is required for all categories. Template forms may, however, be used for A and B provided they are modified to reflect changing circumstances. The risk assessment must be shared with all staff members taking part in the visit and students should be appropriately briefed.
- Parents/Carers need to be informed of the off-site activity if it is deemed appropriate by the EVC. At the beginning of year 12, all parents' consent to local activities; additional letters may not be needed for category A visits or for local visits during school hours.
- Consent Form
A general consent for activities off-site is returned by students, during enrolment. Additional consent will be required for activities outside normal hours and for all Category B, C and D activities.
- Medical Form
Medical forms should have been returned as part of the enrolment process. Activity organisers will require copies of these for some activities. Additional information will be required for certain activities and overseas visits.
- Insurance
School insurance covers most off-site activity. If in doubt seek further cover and guidance. (Refer over page)
- Emergency Telephone Contacts
It is essential that telephone contact numbers are provided to the Assistant Headteacher (Pastoral) and the School Administrator for all activities. These must be used in an emergency.
- Parental Briefing
This would normally be a meeting for all with parental responsibility. Not normally required for Categories A, B and C although parents need to be informed. These are mandatory for Category D visits.

Final Approval

No visits are permitted without receipt of final written approval from the Assistant Headteacher (Pastoral). All Category D visits must have final approval from the Headteacher.

On reviewing all documentation, the Assistant Headteacher (Pastoral) will return a signed copy of EV2 to the visit organiser.

3 RISK ASSESSMENT FOR OFF-SITE ACTIVITIES

Regardless of the type of activity, a risk assessment must be undertaken to comply with our statutory duty. The aim of undertaking risk assessments is to eliminate risk and if this is not possible, to reduce the risks to acceptable levels. This is achievable provided organisers give consideration to the following factors:

- The type of activity and the level at which it is undertaken.
- The location and accommodation (if residential).
- The competence, experience and qualifications of EMS staff.
- The group members' age, competence, fitness and temperament.
- The ratio of competent, experienced and qualified staff to students.
- The quality and suitability of the equipment available.
- Seasonal conditions, weather and timing.

The risk assessment must contain the arrangements for supervision and clearly identify:

- The number of persons involved
- The ratio of students to staff
- All students with SEND
- First Aid requirements
- The nature and form of supervision
- Due regard for Safeguarding
- The suitable and sufficient control measures
- A 'Plan B'

FIVE STEPS TO RISK ASSESSMENT

Use the Off-Site Assessment Form

- | | |
|--------|---|
| STEP 1 | Identify the Hazards |
| STEP 2 | Decide who might be harmed and how. |
| STEP 3 | Identify the actions being taken to reduce the risk. |
| STEP 4 | Evaluate the remaining risk and identify if additional actions are needed. |
| STEP 5 | Review your assessment. |

STEP1 Identify the Hazards

A hazard is something with the potential to cause injury or harm. Consider the proposed activity and try to imagine what could reasonably be expected to cause harm. It may be appropriate to do this as a group or class exercise by asking attending staff and students what they consider the hazards to be.

STEP 2 Decide who might be harmed and how -

Think about the staff, students involved in the activity and members of the public. Pay particular attention to any students with disabilities and inexperienced staff and students.

STEP 3 Identify the actions being taken to reduce the risk of the hazard leading to harm.

STEP 4 Evaluate whether the actions adequately reduce both the severity and likelihood of risks from the hazards. Determine whether further action is needed and who will complete this and when. Further determine whether the precautions are adequate to enable the activity to go ahead.

STEP 5 Review your assessment from time to time and revise it if necessary.

Each time you carry out your activity, the risk assessment should be reviewed to see if there are any new hazards. If there is any significant change, you should add to the assessment to take account of the new hazard.

The risk assessments for educational visits are often completed in the early planning stages, these should be reviewed and updated prior to the visit taking place, recording any significant changes in circumstance or knowledge.

4 STAFFING, EXPERIENCE AND SUPERVISION

The following procedures should be followed:

All groups and activities must have a named Visit Leader who must be an EMS employee. The Visit Leader will ensure that the risk assessment has been carried out or reviewed and discuss any problems with the Assistant Headteacher (Pastoral).

All external Activity organisers should be suitably qualified and/or experienced in respect of the activities to be undertaken. For certain activities there are legal requirements and national awards, which are recognised as a minimum qualification required, e.g. RYA, BCU, BMS, etc. This decision will rest with the Assistant Headteacher (Pastoral).

It is desirable that staff managing and supervising trips and residential visits hold the First Aid at Work Certificate; however, this will be dependent upon the activities being undertaken and the needs of the students participating. Your risk assessment will identify this, and your findings must be recorded.

For low to medium risk cultural activities, e.g. visiting towns and cities where emergency assistance is always available nearby, a fully qualified first aider may not be necessary. For visits and trips involving high risk activities or for those to remote areas, however, it is mandatory. For these activities it is important that at least one of the accompanying staff is a competent first aider, holding a valid, up-to-date First Aid at Work certificate. The Visit Leader may find that some external venues/providers may have qualified first aiders available; if this is the case you must check and record this clearly on your risk assessment.

The Visit Leader must ensure they take the "Trip Bag" which must include a fully charged mobile phone, with sufficient credit and a fully stocked first aid kit.

In determining staff ratios, the following factors should be considered:

- The nature and location of the activity
- The degree of risk likely to be encountered
- The experience and expertise of the staff involved
- The competence of the students
- The age of the students
- Students with specific needs and / or disabilities

The following guidelines for staff ratios should be adhered to:

Category A: students are permitted to go unaccompanied, often students should be advised to be in groups of 3 or more, subject to the findings of the risk assessment.

Category B: a minimum of one teacher for every 20 students, however it is rare that one member of staff will be considered sufficient.

Categories C and D: A minimum of 2 members of staff must accompany all D trips / residential visits and for the majority of category C trips (a single overnight stay in a low-risk environment may take place with one member of staff). A minimum of one member of staff for every 15 students, (unless a lower ratio is stipulated because of the findings of the risk assessment, the nature of the activity or the number of students with specific needs and / or disabilities).

For residential activities, supervision is required for the full duration of the visit, normally with at least two members of staff.

Unaccompanied groups may be permitted only for Category A activities, depending on the findings of the risk assessment. The member of staff organising the activity shall remain responsible for the student when they are out of school. It must be clearly understood by all students participating in the activity that they have a responsibility to ensure that the agreed control measures are followed. Names and emergency contact details must be recorded and held at school.

Students need to be informed of emergency contact numbers and given regular briefings to reinforce the need for these and other issues surrounding communication, such as meeting locations and times.

5 SAFEGUARDING

The safety and welfare of students is paramount. In the event of a safeguarding issue or concern being identified during the visit, the Visit Leader should follow the school's Child Protection and Safeguarding Policy and procedures. All staff and volunteers on the visit should be made aware of these before the visit or activity takes place.

During the visit, arrangements should be in place to enable contact with a prearranged member of the Senior Leadership Team who is also a member of the Safeguarding Team. Contact details should be communicated to all staff/volunteers taking part in the visit (as well as the Visit Leader) in case the safeguarding concern is about the Visit Leader.

6 PROGRAMME OF ACTIVITIES, EQUIPMENT AND SPECIAL INSTRUCTIONS

An itinerary should be given to the students, identifying the nature or purpose of the activity, departure and arrival times, reporting points / stages and times, list of accommodation and contact numbers. A telephone point of contact should be made available in case of problems with travel etc. If travelling abroad, departure and destination times should be recorded. For medium and high-risk activities, students may be required to take equipment/kit list and will be provided with a recommended personal kit list. This should include details of any special clothing, footwear, spare clothing, repair kits and suitable baggage to hold items. It will be the responsibility of the student, parent/carers and Visit Leader to ensure that the kit is appropriate and in working order.

Visit Leaders should ensure the students wear suitable clothing that is appropriate and necessary for acceptable levels of protection, given the nature of the activity. Where students fail to meet the basic level of equipment laid down, they should not take part in the activity unless this creates additional risks for the group as a whole.

The risk assessment should consider this aspect and if appropriate, EMS provision should be made for additional specialist equipment e.g. emergency survival blankets to protect against hypothermia.

7 CONTINGENCY PLANS (Plan 'B')

Contingency plans should be discussed to cover foreseeable events. For example, such plans could include issues as breakdown of transport, accidents in the field, inclement weather, unacceptable behaviour, theft, under-age drinking, illness, etc. It is important that all participants are informed of any contingency when appropriate.

8 PARENTAL CONSENT AND MEDICAL FORMS

It is important that students' parents/carers sign the parental consent form. A refusal will prevent that student from participating in the visit or activity.

It is important to give each student the opportunity to declare any medical conditions which may require special attention, or which may create a hazard for other participants. It is important that all participants, including staff, fill out this form. During enrolment parental agreement is obtained for students to receive emergency medical treatment. A subsequent individual risk assessment may be needed to identify suitable and sufficient control measures. **This information is to remain confidential.**

Category A Activities

On **enrolment** at EMS, parents are asked to give general consent to "Local Visits". Please check that this has been done. If it has, no further consent is necessary; although a letter informing parents of the activity may be sent if deemed appropriate.

Category B, C and D Activities

The information sent to parent/carers should identify the school employees responsible for the activity. The parent should have the details of where the activity is taking place and an itinerary. For overseas visits the parents/carers must be invited to a meeting with the party leaders early in the planning stages. It may be necessary to have a further meeting, shortly before the visit takes place.

9 ACTION IN THE CASE OF EMERGENCY

The Visit leader and Assistant Headteacher (Pastoral) will ensure that emergency arrangements are in place before approving visits. The Visit Leader will identify these arrangements as part of writing the risk assessment. Where necessary, this assessment must include the identification of contingency plans. It should also include the identification of sufficient First Aiders, as well as emergency contact details which must include a school contact for outside normal hours if necessary.

Any accidents and incidents that occur during off-site visits and activities will be reported and recorded in accordance with the school health and safety policy. Accidents and incidents will subsequently be reviewed within the school to identify any learning points.

10 IN LOCO PARENTIS

EMS employees have responsibility for the safety and wellbeing of our students, are said to be "in loco parentis" e.g. in the position of a parent. We respect that parents typically have the primary authority, EMS staff may make decisions in emergencies where a student is in imminent danger, ensuring timely intervention from medical professionals or the police. Where parental consent has not been sought, this must be carefully documented, including the decision-making process.

While the principle of “in loco parentis” does not generally apply to anyone over the age of 18, a legal “duty of care” is still owed under Health and Safety Legislation.

11 TRANSPORT

Coach Travel

Transportation for visits will be organised by the school, in line with our procedures. We will make sure students, staff and volunteers are transported safely and efficiently, with the required first aid provision. Coach transport for visits will leave from, a designated pickup point within close walking distance of the school, unless parents/carers are informed differently.

School Car

It is important to ensure that employees refer to the regulations concerning use of the EMS car. If the school car is required, the Visit Leader must ensure that it is a minimum of two students and one staff member or two staff members and one student.

The Business Manager is responsible for ensuring that the required checks are completed before a member of staff or approved volunteer uses the school car, this includes but is not limited to, having the appropriate insurance, the required condition of the car and drivers licence checked.

Public Transport

If the visit requires the use of public transport, the Visit Leader must ensure that students are briefed on appropriate behaviour on public transport. Students are provided with contact details of the Visit Leader who they can contact if they have a concern or are lost.

11 Volunteers

Where appropriate, parents/carers may be asked to volunteer to attend and supervise students alongside EMS staff. Where more parents/carers volunteer than required on the visit, those invited to attend will be selected as fairly and transparently as possible, whilst taking into consideration:

- The needs of the students going on the trip
- The setting and circumstances of the trip
- Volunteers’ skills, attitudes and past behaviour, including previous volunteer experience

Volunteers will receive a brief from the Visit Leader on the day of the visit, prior to departure, including their responsibilities, itinerary, expected behaviour, the process for raising concerns, emergency procedures and contact details.

At no point will volunteers on whom no safeguarding checks have been carried out be left alone with students or given sole responsibility for the care of a student.

12 INSURANCE AND INTERNATIONAL DOCUMENTATION

If individuals require additional insurance cover then this must be made known at the early stage of the planning and preparation to ensure plenty of time to organise. The precise nature of the insurance cover for the party must be made clear.

In case of accidents or sickness, you should advise students to ensure that the insurance cover includes hospital treatment and doctor's fees, medical repatriation by airline, or by road ambulance, or in critical cases the use of specially equipped air ambulance.

If the visit is to another country, staff and students need to be aware of the difficulties that may arise with certain aspects of overseas travel, including passports, health cover and visa regulations.

13 EQUALITY OF ACCESS

If individuals require financial assistance to access a trip, any charges applied to school trips outside the core curriculum will not exceed the actual cost of the provision. Exeter Mathematics School will not make a profit from charging for trips outside of the core curriculum. Participation in any of these trips will be based on parental choice and a willingness to meet the charges.

Exeter Mathematics School will not exclude students from taking part in an activity that is part of the core curriculum purely on the grounds that the parent or carer cannot contribute. In these circumstances the school will decide whether they can cover the costs of such activity from within the budget or by fundraising, or whether the activity must be cancelled.

Students may be entitled to a discretionary bursary to help with education-related costs including school visits. This is assessed on the joint income in the household. Application forms are available from the Finance office.

Section 4

Associated Documents

The following documents are associated:

- EV2 checklist
- Code of Conduct for Students
- EMS Risk Assessment Form
- Child Protection and Safeguarding Policy
- Online safety policy

5. Equality Analysis

The following equality analysis section should be completed by the policy holder as part of every policy review and carries the same date as the main policy. EAs are particularly helpful in revealing any unintended, indirect discrimination.

Under the Equality Act (2010) we have a duty to;

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We need to consider each protected characteristic individually and in combination. The interaction of different layers of characteristics is called intersectionality. This recognises that the barriers for each group are not homogeneous, and instead are a combination of layers of identity interacting. For further detail or to support the completion of the following, please see our equality and diversity policy.

Evidence considered *What data or other information have you used to evaluate if this proposal is likely to have a positive or an adverse impact upon protected groups when implemented? Where were information gaps, and what steps can you take to remedy these gaps?*

I have considered the range and scope of student physical and mental abilities. Visits are not allowed if they expose any students to particular risk or disadvantage.

Consultation. *How have you consulted staff and student communities and representatives including those from protected groups? What were their views? Who else has been consulted in this proposal?*

Visits are managed on an individual basis - a physical sporting trip may require particular consideration and consultation so as to be accessible to all students for example

Promoting equality. *Does this policy have a positive impact on equality? What evidence is there to support this? Could it do more?*

The opening of access to things beyond the classroom offering is a positive force for social change, the principles of equality of access mean that those who might traditionally be disadvantaged are given opportunity to expand horizons.

Identifying the impact of policies

Identify any issues in the document which could have an adverse impact on the following groups who are protected by the Equality Act 2010:

1. People from different age groups [age]
2. Disabled people [disability]
3. Women and men [sex]
4. Transgender people [gender identity]
5. Lesbians, gay men and bisexual people [sexual orientation]
6. Women who are pregnant or on maternity leave [pregnancy and maternity]
7. People who are married or in a civil partnership [marriage and civil partnership]
8. Religious people or those with strongly held philosophical beliefs [religion and belief]
9. Black and minority ethnic people [ethnicity]

Issue Assessed <i>E.g. policy section or practice.</i>	Protected Group	Impact and Evidence <i>What are the possible impacts on people from the protected groups above, and explain how you have made that assessment. Are these impacts positive or negative?</i>	Justification <i>Can the issue be justified for academic or business reasons? Please explain.</i>	Proposed Action/Timeline <i>If this has a negative impact, what will you do to reduce, minimise or eliminate negative impact? If this has a positive impact, how will you promote, develop or</i>	Person responsible for action(s)

				utilise opportunity?	this

Monitoring *How will you monitor the actual impact that your proposal has had following its implementation? When will you do this?*

Every trip is scrutinised by the Assistant Headteacher (Pastoral)

Summary *Summarise the outcome of this Equality Assessment, and state any actions you will be taking as a result.*

This policy is equitable

Appendix 1

Educational Trips Form EV2

Title of Trip	
Trip Lead	
Date	
Category	A/B/C/D

Documentation Checklist

Document	Required	Date submitted	Approved
Risk Assessment	A, B, C, D		
Parental Letter	C, D		
Consent/ Medical form	C, D		
Insurance	YES/NO		
Emergency Contacts	A, B, C, D		
Parental briefing	D		
Itinerary	A, B, C, D		
Equipment List	YES/NO		
Additional:			

Final approval

Signed: _____ Date: _____

Appendix 2

“OVERSEAS” means outside the United Kingdom. (Category C).

“RESIDENTIAL” means ANY overnight stays including camping, caravans, bunkhouses, as well as hostels, hotels and exchange home stays.

“ADVENTUROUS ACTIVITY LED BY AN EXTERNAL PROVIDER” means you are paying a person or company to provide any of the activities. Adventurous Activities

“ADVENTUROUS ACTIVITY LED BY A MEMBER OF YOUR SCHOOL STAFF” means an employee of your school or a volunteer directed by your school is providing any of the activities listed in Section 4 of