



Educational Visits Policy

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Definition:

For the purposes of this document an educational trip or visit includes online or mixed virtual and in-person visits in addition to the more traditional idea of a school trip. In many cases virtual visits/trips will not disrupt other learning or require dedicated risk assessments, however this needs to be considered in arranging the event.

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. EMS has legal and moral responsibilities for the health and safety of students and school employees when they are engaged in educational visits and other off-site activities.

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 student's experience
- To inspire students and increase motivation
- To provide opportunities for the development of the whole student
- To foster group and EMS identity
- To contribute to staff development

Principles of Good Practice

Educational Visits should:

- Give priority to the health and safety of students and school employees
- Be appropriate to the student's levels of skill, abilities, interests and aspirations
- Be an integral part of the learning experience, providing opportunities for student empowerment.
- Adhere to the requirements of any current relevant legislation and school policies to include the undertaking of appropriate risk assessments
- Recognise the need for school employees and students to be aware of student codes of conduct.

Key Priorities

- To ensure that all students have the opportunity to undertake a safe educational visit
- To ensure that all educational visits are approved by the Headteacher.
- To provide a consistent system of administering and monitoring all educational visits across all curriculum areas
- To ensure that no student is disadvantaged in terms of the opportunity to participate in educational visits.

The Organisation of educational visits should:

- Be evaluated as part of the School's Quality Assurance arrangements and as required by external bodies.
- Be monitored on an on-going basis and reviewed annually
- This policy will be reviewed on a two-year cycle

Section 2

Educational Visits Procedures

STEP 1 Complete Trip Proposal Form online (bromcom)

Once approval has been given by the Deputy Headteacher, staff will receive an EV2 form and 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 Deputy Headteacher before they are sent.***

Refer to the guidelines for further details.

- Staff absence request form
- Risk Assessment
- Parental Letter
- Consent / Medical form
- Insurance
- List of attendees created on Bromcom as a group
- Emergency contacts
- Parental briefing
- Itinerary
- Equipment List

STEP 3 [Category A, B, C (defined in section 3)] Forward all information to the Deputy Headteacher

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

Commented [GM1]: Make it clear that these categories are defined in Section 3

STEP 4 [For Category D] All information forwarded by the Deputy Headteacher 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 10 days prior to the visit.

Section 3

Guidelines

PLANNING AND RECONNAISSANCE.

One of the keys to the success of any off-site visit lies in the quality of the planning beforehand. 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 at all possible, the risk assessment be carried out during a visit to the activity base.

If the proposed group includes a student with a disability or impairment, this should include checking whether the venue is accessible to this student.

If a pre visit is not feasible, then a risk assessment from the establishment concerned should be obtained before the visit. Alternatively, one should be carried out on arrival.

APPROVAL PROCESS

Completing EV1

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. work experience, 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, 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 of 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 of the UK which are also higher risk activities or extreme conditions.

Commented [GM2]: Are these categories specified in any external document (e.g. by the Department of Education) or are they specific to the school?

I'm not clear about whether for an activity to be in Category D it must be:

(outside the UK) or (high-risk) or (involve extreme conditions)

or whether it must be

(outside the UK) and ((high risk) or (involve extreme conditions)

If it's the former, it isn't clear to me why low-risk activities outside the UK would require a lower level of approval than high-risk activities within the UK (which would seem to fall within Category C)

Timing & Length

The off-site activity organiser must fully consider the timing of any activities to include the wider implication of students' subsidiary programmes. In order to achieve minimal disruption, liaison with students' tutors at the College and School is essential. Whenever possible, visits of more than 1 day should occur outside of term-time.

This form must be approved by the Deputy Headteacher before proceeding beyond step 2

2.2 Completing EV2

This will require the following to be undertaken depending on the category of activity: Form EV2 must contain the details including the address of the destination, departure and arrival times, a list and emergency contact numbers for all taking part. Staff details must be included.

- **Undertake RISK ASSESSMENT**
This is required for all categories. Generic forms may, however, be used for A and B as long as they are modified to reflect changing circumstances. Further Guidance is provided on page 8.
- **Parental Letter (if under 18) Parents / Guardians / Carers need to be informed of off-site activity if it is deemed appropriate by the activity organiser. At the beginning of year 12, all parents consent to local activities; additional letters will not be needed for category A visits or for local visits during school hours**
- **Consent Form**
A general consent for activities off-site is normally returned by students, during enrolment. Additional consent will be required for activities outside normal hours and for all Category 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 Deputy Headteacher 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.

Commented [GM3]: What constitutes a parental briefing?

Final Approval

No visits are permitted without receipt of final written approval from the Deputy Headteacher. All Category D visits must have final approval from the Headteacher. On reviewing all documentation the Deputy Headteacher 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. Outdoor activities cannot entirely be risk free but considering the vast number of young people taking part in such activities, incidents and injuries are very few. 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 so long as 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
- Any SEND
- First Aid requirements
- The nature and form of supervision
- Due regard for Safeguarding – male and female staff if taking mixed gender groups on a trip with a residential aspect
- The suitable and sufficient control measures
- A 'Plan B'

FIVE STEPS TO RISK ASSESSMENT

Use the Off-Site Assessment Form (EMS EV3)

- | | |
|--------|--|
| STEP 1 | Identify the Hazards |
| STEP 2 | Decide who might be harmed and how. |
| STEP 3 | Evaluate the risk. |
| STEP 4 | Record the significant findings. |
| STEP 5 | Review your assessment. |

STEP1 Identify the Hazards

What is a **HAZARD**? - 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. When practical, you should do this as a class exercise asking your students what they consider the hazards to be.

What is **RISK**? - The likelihood of the potential being realised.

STEP 2 Decide who might be harmed and how -

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

STEP 3 Evaluate the severity and likelihood of any risks arising from the hazards and decide whether existing precautions are adequate or whether more has to be done.

Commented [GM4]: Does the risk assessment consider only the severity of the risk or the likelihood too?

Even after all the precautions have been taken, usually some risks remain. What you have to decide for each significant hazard is whether the remaining risks allow you to proceed with the activity.

STEP 4 Record the significant findings

You must record the significant findings of your assessment. This means writing down the most significant hazards and recording the suitable and sufficient control measures. You need to be confident that you made a proper check.

If you find something needs to be done ask yourself:

- Can I remove the hazard altogether?
- If not, how can I control the risks so that harm is unlikely?

Only when all feasible risks are acceptably controlled should you feel that you have dealt with all the significant hazards.

- The precautions are reasonable, all remaining risk is low.
- Assessments need to be suitable and sufficient.

- **Consequently**

Are the precautions reasonable?

Can you evidence that a reasonable check was made?

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. Moreover, it is good practice to review your assessment from time to time. Do not amend your assessment for every trivial change but if significant new hazards are identified you will want to consider them in their own right and do whatever you need to keep the risks down.

- Remember to sign and record the date of your assessment on the sheet and to sign and record the date when it was reviewed.

A copy of the Risk Assessment form (EV3) should:

1. **Accompany the EV2 (Documentation)**
2. **Be forwarded electronically to the Deputy Headteacher and School Administrator**
3. **Be kept for review and future use**

4. STAFFING, EXPERIENCE AND SUPERVISION

The following procedures should be followed:

4.1 All groups and activities must have a named activity organiser who must be an EMS employee. The activity organiser will ensure that the risk assessment has been carried out or reviewed and discuss any problems with the Deputy Headteacher.

4.2 All 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 Deputy Headteacher.

4.3 In some cases relevant experience may not be required, for example where a contractor is used and specialist skills are provided by suitably qualified activity centre staff. This decision will rest with the Deputy Headteacher.

4.4 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 an up-to-date valid FAWW certificate with knowledge of resuscitation and the treatment of exposure. You may find that the centre or venue you are visiting or a contractor you are using may have qualified first aiders available; if this is the case you must check and record this clearly on your risk assessment. The equipment provided for all off-site activities must include a fully charged mobile phone, with sufficient credit and a fully stocked first aid kit if appropriate.

4.5 All normal EMS rules apply and particular attention should be drawn to alcohol, drugs and inappropriate behaviour. Disciplinary action will be taken against staff and students contravening EMS rules.

4.6 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
- Any students with difficulties and / or disabilities

The following guidelines for staff ratios should be adhered to:

Category A: students are permitted to go unaccompanied, subject to the findings of the risk assessment

Category B: a minimum of 1 teacher for every 20 students, however it is unlikely that one member of staff will be considered sufficient

Categories C and D: A minimum of 2 members of staff must accompany all C and 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 1 teacher for every 15 students, that is unless a lower ratio is stipulated because of the findings of the risk assessment, the nature of the trip / activity or the number of students with learning difficulties and / or disabilities.

In the case of residential visits involving high needs SEND students, the staff team should ensure that in order to relieve support staff, the care of any student with a difficulty and / or disability is shared i.e. Support staff should not be expected to support on a 1:1 basis for 12 hours without a break. In some instances double support staff will be required to ensure this but will be subject to staffing availability and funding.

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

Unaccompanied groups* are permitted only for Category A activities, based on the findings of the risk assessment. The member of staff organising the activity shall remain responsible for the student when

Commented [GM5]: How can we ensure the safety of unaccompanied students, particularly given the possibility of child-on-child abuse?

Does this only refer to solitary students?

Commented [GM6]: Is it 12 hours or 24 hours?

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.

*Specifically trained and selected students training for the Duke of Edinburgh Gold Award or the Ten Tors Challenge may be supervised remotely from an appropriate distance.

A student with learning difficulties and / or disability may be unaccompanied only where this has been assessed and negotiated with them - and their parents / carers for those under 18 years – and agreed as being possible and within the scope of their ability.

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 PROGRAMME OF ACTIVITIES, EQUIPMENT AND SPECIAL INSTRUCTIONS

5.1 A programme of each day's activity 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, and any short breaks already agreed upon should also be recorded.

5.2 A list of all equipment to be taken should be made. This also needs to be checked for serviceability. Where the equipment is to be used in the field, specific instructions and training in its use may be given prior to its use.

A recommended personal kit list for each member to follow should be provided. This should include details of any special clothing, footwear, spare clothing, repair kits and suitable baggage to hold items.

All organisers / leaders should ensure the groups 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 problems 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.

6 CONTINGENCY PLANS (Plan 'B')

Contingency plans should be discussed to cover foreseeable events. For example such plans could include such 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.

7 PARENTAL CONSENT AND MEDICAL FORMS

7.1 Copies of relevant Additional Support information, including medication procedure documentation, should accompany forms for students with learning difficulties and / or disabilities.

7.2 It is important that students aged 18 years and over sign the "Consent and Indemnity Form". Students under 18 years must have the form signed by their parent or guardian. A refusal will prevent that person from participating in the visit or activity.

7.3 It is important to give each participant 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. Parental agreement must be obtained for students under 18

years receiving emergency medical treatment, including anaesthetics. A subsequent individual risk assessment must be completed identifying suitable and sufficient control measures. **This information is to remain confidential.**

Category A and B 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 C and D Activities

The information sent to parent(s) or guardian(s) of under 18 year old students should identify the School employees responsible for the activity. The parent should have the full address and contact details of where the activity is taking place. For overseas visits the parent(s) / guardian(s) 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.

8 IN LOCO PARENTIS

8.1 EMS employees who have responsibility for looking after others have a duty of care in common law. If the person in their care is under the age of 18, they are said to be "in loco parentis" i.e. in the position of a parent. They are expected to exercise the same degree of care that a "reasonable, prudent and careful parent would exercise" (Children Act). While "in loco parentis" applies, any bona fide agent must be able to demonstrate that they are exercising a level of care which would be acceptable to a reasonable parent or guardian. 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.

8.2 The named members of staff in charge of a group cannot transfer or delegate "in loco parentis" responsibility to others, for example, instructors or skills coaches, employed to help with the activity. They can engage the help of others, but the responsibility for the level of care exercised remains with them.

9 ACCIDENTS AND ACCIDENT REPORTING

All accidents **and near-misses** must be reported using the EMS Accident, Incident and Dangerous Occurrence Form. All accidents are to be reported to the Headteacher. A fatal accident, break to any bone, loss of limb or eye, incident involving hypothermia or an accident requiring hospital treatment, must be reported to the Headteacher / Deputy Headteacher immediately and without delay. The police and Health and Safety Executive must also be informed immediately in certain circumstances.

10 TRANSPORT

10.1 Non School Employees

There are occasions when the School has reason to be grateful to parents and others for willingly offering to use their own vehicles to transport students in respect of out of School activities. At all times, however, the School Safeguarding policy and procedures must be considered.

It is important that those who volunteer to use their cars should feel confident that they do so within the terms of traffic legislation.

Commented [GM8]: Is this correct? Surely in an emergency, if the treatment is vital, then parental consent is not required.

Or is this part of the policy about asking for parental consent in advance of a visit? In which case, what would you do if a parent does not provide consent?

10.2 Parents / Students using vehicles for out of School activities/visits

Any member of staff organising a visit where such transport arrangements may occur must ensure that parents / students have adequate insurance cover. They should check:

- a) That the insurance cover is "in date".
- b) That the insurance cover is appropriate and adequate.*
- c) That written confirmation is available from all the parent(s) concerned (drivers and passengers) that they agree with the arrangements.

*Business use alone is unlikely to suffice. Parents / students must contact their insurer and gain evidence that the appropriate and adequate cover is in place. The details must be recorded as part of the control measures in the risk assessment.

Under no circumstances will staff allow motorcycles to carry passengers in connection with an out of school activity or visit.

10.3 School Employees

It is important to ensure that employees refer to the regulations concerning use of the EMS car.

11 INSURANCE AND INTERNATIONAL DOCUMENTATION

11.1 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.

11.2 The precise nature of the insurance cover for the party must be made clear

11.3 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.

11.4 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.

12 EQUALITY OF ACCESS

12.1 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 children from taking part in an activity that is part of the national curriculum purely on the grounds that the parent or carer cannot make, or refuses to make, a contribution. 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 trips. This is assessed on the joint income in the household. Application forms are available from the School Business Manager.

Section 4

Associated Documents

The following documents are associated:

- EV2 checklist
- Code of Conduct for Students
- EMS Risk Assessment Form
- EMS School Visits Letter: Local Learning Activities
- Parent / Guardian Educational Visits Sample Letter
- 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 homogenous, 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.

<p>Evidence considered <i>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></p> <p>I have considered the range and scope of student physical and mental abilities. Trips are not allowed if they expose any students to particular risk or disadvantage.</p>					
<p>Consultation. <i>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?</i></p> <p>Trips 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</p>					
<p>Promoting equality. <i>Does this policy have a positive impact on equality? What evidence is there to support this? Could it do more?</i></p> <p>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.</p>					
<p>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:</p> <ol style="list-style-type: none"> 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] 					
<p>Issue Assessed <i>E.g. policy section or practice.</i></p>	<p>Protected Group</p>	<p>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></p>	<p>Justification <i>Can the issue be justified for academic/business reasons? Please explain.</i></p>	<p>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</i></p>	<p>Person responsible for action(s)</p>

				<i>promote, develop or utilise this opportunity?</i>	
Monitoring <i>How will you monitor the actual impact that your proposal has had following its implementation? When will you do this?</i>					
Every trip is scrutinised by the deputy headteacher					
Summary <i>Summarise the outcome of this Equality Assessment, and state any actions you will be taking as a result.</i> This policy is equitable					