

ASPIRATIONAL BRAVE COMPASSIONATE

Trips and Educational Visits Policy

Date approved	March 2024
Signed	Chair of Governors
Name	Sue Kehr
Signed	Executive Headteacher
Name	Andy Hunter
Date of next review	March 2027

Trips and Educational Visits Policy

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Trips and Educational Visits Policy

1 Vision:

Trips and educational visits are an important part of the curriculum offer that we provide our students with at Samuel Ward Academy. They should be well planned using OEAP National Guidance, via Evolve, to complement classroom based teaching and learning. Our trips and educational visits aspire to further enrich the students experience of the subject area within the curriculum that they are linked. Therefore developing life skills and forming lasting memories for all who attend.

Ms Daisy Hopkins is the designated EVC at Samuel Ward. The Executive Headteacher and Governors are accountable for overseeing all duties undertaken by the EVC.

2 Aims:

The Executive Headteacher is responsible for ensuring that all such trips and visits are properly planned and appropriately supervised to implement this policy. Once a trip has been approved by the EVC and submitted via Evolve it is the Executive Headteachers responsibility to give final approval for the trip/visit prior to it taking place.

The main things to consider when planning a trip are that:

- There is always an aim or a clear purpose for the trip
- That parents and staff are fully informed of who is off site, and when whilst on a trip or visit
- That trips are fully inclusive and accessible to all students
- That all students and staff remain safe and enjoy the trip or visit

3 Definitions

Samuel Ward Academy and Haverhill Community Sixth Form have categorised trips in the following ways, in line with Suffolk County Council advice:

Type 1a includes:

Local off site visits including visits to other local schools and local places of interest during the school day.

Type 1b includes:

Trips and visits further away within the country but which take place during the school day.

Type 2 include:

Those with greater risk such as residential stays, overseas visits, adventurous activities, and those which require departing or returning outside of the school day.

4 Local Learning Area:

The Local Learning Area is defined on the accompanying map *Appendix 1*. It includes The New Croft, East Town Park, The Epic Centre, The Arts Centre, and Haverhill schools, including those listed within a 10 mile radius of Samuel Ward Academy. Specific information about East Town Park is provided below.

East Town Park:

- Students should not run in the wooded areas due to trip hazards.
- Running through the centre of the park is the river Stour, after heavy rainfall the water level can be high.
- Students should never go down the steep riverbank and should never enter the water.
- Staff taking a visit to East Town Park should meet with the EVC beforehand to receive training on all the water hazards that are present at the park.

5 Sporting Fixtures

For each fixture, the Head of PE is responsible for:

- Arranging transport and staffing.
- Ensure that parents / carers are informed in advance about fixtures affecting their child, including the location, transport arrangements, staffing, kit required and the expected time of return to school.
- Liaising with the EVC to nominate an Emergency Contact.
- Checking that parents / carers of students who represent the school off site have selected that they consent for their child to do so by checking Arbor for this information.
- Checking that parents / carers of students who represent the school off site have selected that they consent for their child be photographed before posting any sporting images to social media.
- Creating and sharing a generic risk assessment with all staff leading school fixtures.
- Ensuring that they are confident that any members of staff leading fixtures are competent in their role.
- Sharing team lists with staff and the school attendance officer prior to leaving site.

6 External Activity Providers

Where external contractors are involved in organising all or part of the visit, the contract will be made with the school on behalf of the students. All payments for the visit will be made through the school accounts. The Visit Leader will make appropriate checks before committing the school to the contract. This will include seeking assurances about health and safety, and any accreditation and licensing. Wherever possible the school will seek to use holders of the Learning Outside the Classroom Quality Badge for which no Providers Contracts or other assurance checks are required.

7 The expectations of pupils and parents

The school has a clear code of conduct for school visits based on the school 'Behaviour Policy'. This code of conduct will be part of the condition of booking by the parents. Students, whose behaviour is such that the Visit Leader is concerned for their safety, or for that of others, can be withdrawn from the activity. The Visit Leader will consider whether such students should be sent home early, and parents will be expected to cover any costs of the journey home early. When the visit leader plans the risk assessment, they will also consider the individual needs and behaviour of each child, this is to ensure that all children are safe whilst on the trip. This may mean that your child is removed from the trip register and no longer allowed to attend. The trip leader and EVC will inform you of this in advance of the trip departure date.

Whilst on the trip pupils who are 18 and over will not be allowed to purchase or consume any form of alcohol despite being of age. Likewise smoking and drug abuse is also prohibited. Please see below for a list of items students should never have on their person during the school day and or on school trips:

- Alcohol
- Drugs
- Smoking equipment including vapes and lighters
- Knives
- Weapons of any kind

8 Inclusion in accordance with National Guidance

Please see *Appendix 7*.

9 Minibus Travel

The member of staff driving the bus must complete all appropriate checks which can be found in the minibus packs. The driver must also check that all students are wearing seatbelts prior to departure. Each trip must take travel arrangements into account when writing their risk assessment.

10 Ratios

These depend on setting, activity being undertaken, time of day, age of students and staff qualifications. Trip leaders will meet with the EVC to discuss these factors, they will both seek advice from the pastoral team regarding student support and will then decide based on all of the evidence gained what an appropriate staff ratio will be for the trip at hand. Trips are unlikely to ever be approved if just one member of staff attends even if group size is below ten students. This is in case the trip leader falls ill or injures themselves as a second member of staff will then be required to take on the role of trip leader.

11 Emergency Procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team. The school has an emergency plan in place to deal with a critical incident during a visit *Appendix 7*. All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes. When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the Unity School Partnership.

12 Funding

Most trips and visits will come with a cost, the school aims to support parents/guardians with this by providing payment plans so that a lump sum is not required at any one given time. The school may be able to help with the financial burden, but this will be done on a 1:1 basis and parents can request to have a conversation with a member of staff about this. The school has a policy on remission of charges and funding requests align with this.

13 Planning

Process for planning and recording a trip.

The process for planning and recording a trip is dependent upon the type of trip.

Type 1a:

Visit leaders should seek the approval of the EVC at least 48 hours in advance of the visit departing and approval is at the Executive Headteachers discretion. If the visit is within the school day and within the identified local learning area the leading member of staff needs to record it as a local visit on Evolve and follow the instruction to complete this. The leading member of staff should also complete a Record of Local Visit form *Appendix 2* to take with them on the day of the visit. Parents should be informed via a letter in advance of the proposed local visit, but a consent form is not required to be obtained as parents will have already given this at the start of the academic year.

Type 1b:

If the trip does take place during the school day but lies outside of the identified local area then the leading member of staff must initially complete a Trip Request Form *Appendix 3* and record the visit on Evolve as a trip, following the instructions to do so before submitting this to the EVC (this will involve including a copy of a risk assessment *Appendix 4*). Staff should use the trip Monopoly Board, *Appendix 5*, to assist them with this procedure. Please note that only once the trip has been approved by the EVC (step 9 on the Monopoly Board) can a letter to parents go out. Parents will need to complete an online consent and medical form in advance of the date of the trip for their

child to be granted permission by the school to attend the trip on the day of departure. Once the leading member of staff has completed all tasks on Evolve and submitted the documentation the EVC will then confirm its completion by forwarding it on the Executive headteacher for final approval or return it to the trip leader for further work.

Type 2:

Again, the leading member of staff must initially complete a Trip Request Form *Appendix 3* and record the visit on Evolve as a trip, following the instructions to do so before submitting this to the EVC (this will involve including a copy of a risk assessment *Appendix 4*). Staff should use the trip Monopoly Board, *Appendix 5*, to assist them with this procedure. Please note that only once the trip has been approved by the EVC (step 9 on the Monopoly Board) can a letter to parents go out. Parents will need to complete an online consent and medical form in advance of the date of the trip for their child to be granted permission by the school to attend the trip on the day of departure. Once the leading member of staff has completed all tasks on Evolve and submitted the documentation the EVC will then confirm its completion by forwarding it on the Executive headteacher for final approval or return it to the trip leader for further work. **The Governors will be required to give consent to any visits that require overnight stay.**

All trips (regardless of type) should:

- Be on the school calendar at the earliest possible opportunity through Mrs Kirsty Franks
- Follow the Emergency Action Plan in case of an emergency *Appendix 6*

Roles for staff

The EVC should:

- Provide training for all staff at Samuel Ward Academy and Haverhill Community Sixth Form on the trip planning procedure and how to record trips and local visits on Evolve.
- Check that all trips and visits are planned for as indicated in this policy.
- Check that the trip leader has created a robust and detailed risk assessment for the trip or activity which they are leading on, including acknowledgement of individual student medical needs. That this is uploaded to Evolve, approved by the EVC and distributed amongst all trip staff prior to the day of departure.
- Ensure that each trip has a named leader and approve the appointment of deputy leads and assistant staff.
- Verify the competence of trip leaders and assistant staff, taking account of the planned arrangements for the visit and the number and nature of the children involved.
- Ensure that the trip leader has appropriately informed parents and gained consent and medical information where required.

- Ensure that all payments are made via parent pay and any requirements for this is indicated in the parent letter.
- Ensure that those students who have been funded by pupil premium funding have given consent and medical information where required of their child to attend and that they are aware of how their child's place on the trip has been funded.
- Check that provision has been made for a member of the SLT to be designated as the emergency contact for the entirety of the trip be it night or day.
- Monitor visits, including accident and near miss reporting, and review school and sixth form procedures annually.
- Keep a record of all trips approved by the EVC and the Executive Headteacher on Evolve.
- Keep the Governors informed of the programme of trips on offer and submit proposals for residential trips to them for approval.
- Check that all approved trips are added to the school calendar at the earliest opportunity.
- The Executive Headteacher will check the above has been completed by the EVC via the final approval of trips on Evolve.

The Visit Leader should:

The visit leader must recognise that whilst leading the visit they are in effect representing the school and sixth form and so they must:

- Ensure that they follow the trip planning procedure as outline in the Trip Monopoly Board *Appendix 3*.
- Ensure the overall maintenance of good order and discipline during the visit.
- Ensure that adequate arrangements are planned and implanted for the safety and wellbeing of all participants, staff and students, whilst on the visit.
- Ensure that all members of staff are fully briefed as to their roles and responsibilities and have the required resources (including registers and risk assessments) available to them to ensure that all children's needs are met.
- Ensure that group leaders are appointed with proper regard to their experience and competence to undertake the tasks assigned to them.
- Ensure that parents are informed of any changes to itinerary and or travel times via mobile phones and social media during the visit.
- Have the school mobile with you and be in contact with other staff on the trip by mobile, or request consent from all members of staff to be included in a trip group message in the few days leading up to the trip and on the date of the trip.
- Follow the Emergency Action Plan in case of an emergency *Appendix 6*
- Evaluate the trip on Evolve within a week of the trip have been completed.

All staff on the trip must:

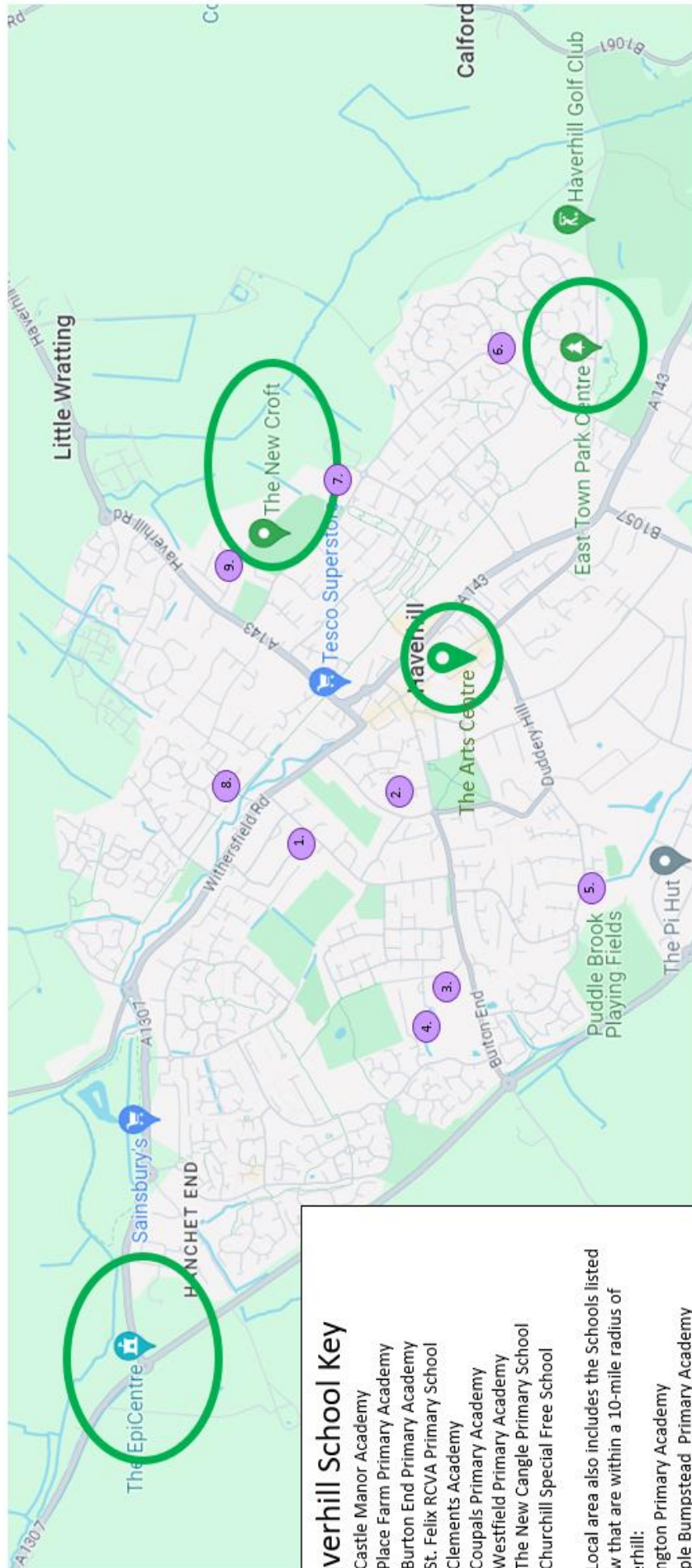
- Be aware of the expectations placed upon them and should appreciate the nature of the of their relationship to the students and other staff.
- Fully understand, and be comfortable with, their role before accepting their place on the trip.
- Conduct themselves in a manner compatible with their own safety and with the safety and well-being of the students.
- Inform the visit leader if they are unsure of their ability to perform any supervisory function requested of them.
- Always recognise the limits of their responsibilities and act within these.
- Report to the trip leader any concerns they may have regarding student behaviour and well-being on the trip.
- Have mobile contact with the trip leader during the trip.

The nominated Group Leaders:

Group leaders have a common law duty of care towards they children in their charge. Group leaders must recognise their responsibilities for:

- Maintaining good order and discipline.
- Register students at the designated times during the trip, report missing students to the trip leader.
- Ensuring the safety and well-being of students in their care.
- Informing the trip leader of any incident involving the students in their care which has implications for the student's health and safety, general welfare or the good of the visit as a whole.

Appendix 1:



Haverhill School Key

1. Castle Manor Academy
2. Place Farm Primary Academy
3. Burton End Primary Academy
4. St. Felix RCVA Primary School
5. Clements Academy
6. Coupals Primary Academy
7. Westfield Primary Academy
8. The New Cangle Primary School
9. Churchill Special Free School

The Local area also includes the Schools listed below that are within a 10-mile radius of Haverhill:

- Kedington Primary Academy
- Steeple Bumpstead Primary Academy
- Thurlow VC Primary School
- Wickhambrook Primary Academy

Appendix 2:

Record of Local Visit Form

Name of visit			
Date of visit			
Have you checked DBS for all accompanying adults?	Yes	No	(Please circle)
Departure time from school			
Arrival time back at school			
Have you considered safeguarding and discussed concerns with the pastoral team?	Yes	No	(Please circle)

Chain of command in event of emergency:

Visit leader		Mobile number	
Member of SLT to be contacted in the event of emergency		Mobile number	
Deputy leader to take control of the trip should the trip leader be taken ill/injured or need to accompany and ill/injured student.		Mobile number	

Additional Adults:

	Mobile Number	
	Mobile Number	

	Mobile Number	
	Mobile Number	

Identify key risks and prevention methods and first aid provision for this visit:	
Risk:	Prevention:
First aid provision:	

Student Register

Year Group				
Names:	Departure from school	Arrival at location	Departure from location	Arrival back at school

Signed..... Trip Leader

Date.....

Appendix 3:

Trip Request Form

Trip Leader:	I have attended a trip training session within the last two years: Y / N
Number of additional staff required:	Potential staff names:
Proposed date of visit:	
Have you checked the school calendar for clashes or assessments? Give info of any relevant detail.	
Destination:	
Timings:	
Breakdown of costs for trip:	
Cost per student, including travel estimates. Include details of PP contributions	
Will cover be required for the group leader (including any duties)?	
How does this trip support the curriculum?	
Have you read the Partnership's Educational Visits Policy and understood the different roles and procedures involved?	

- | |
|--|
| <p><input type="checkbox"/> Initial approval given in principle (subject to appropriate planning – please refer to the steps on the Trip Planning Monopoly Board).</p> <p><input type="checkbox"/> Declined (with reason):</p> |
|--|

Approved by EVC DHopkins

Signature:

Date:

Appendix 4:

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SAMUEL WARD ACADEMY / HAVERHILL COMMUNITY SIXTH FORM

TRIP RISK ASSESSMENT FORM

TYPE OF VISIT	TYPE 1 (PLEASE CIRCLE)	TYPE 2 (PLEASE CIRCLE)
NAME OF TRIP		
TRIP LEADER MOBILE NUMBER		
DEPUTY TRIP LEADER MOBILE NUMBER		
DESCRIPTION OF VISIT		
DESTINATION		
DATE(S) OF VISIT		
DEPARTURE AND RETURN TIME		
SLT EMERGENCY CONTACT MOBILE NUMBER		

THE PARTY

SUPERVISING STAFF	OTHER ADULTS
1	1
2	2
3	3

4	TOTAL	
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SCHOOL YEAR	BOYS	GIRLS	TOTAL	

UPLOAD TO EVOLVE

**Samuel Ward Academy Educational Visits
Risk Assessment Record**

Year Group:	Destination:	Date:	Timings:
Trip Leader:		Deputy Trip Leader:	SLT emergency contact:
Mobile Number:		Mobile Number:	Mobile Number:

The risk assessment MUST consider medical issues of students/staff and behaviour issues

Please amend the risk assessment during the trip if circumstances change during the visit

Risk	Precautions	Responsibility
List here the significant risks you have identified. Consider the venue (and transport to and from if appropriate), the group *including any special needs or challenging behaviour), and the activity	State here the precautions that reduce the risk to an acceptable level. Include precautions already in place, and those that need to be put in place before the activity. If the precautions are already listed in a separate set of procedures, just confirm that these will be followed.	State who is responsible for checking that the precautions are in place. Note any specific action required (e.g. informing staff and participants).

Students with medical needs (name below):	What is the medical Need:	What is the action that is required and who is responsible for it:

School contact details (please seek mobile numbers from the named staff):

Duty DSL - **Mary Coe**

Duty EVC - **Daisy Hopkins**

Executive Headteacher - **Andy Hunter**

Accident and near miss log:

Record here accidents or near misses that take place during the trip here in order to report on your return to school.

Appendix 5:

<p>Initial checklist:</p> <p>I have attended a lunchtime trip training session and have received my certificate.</p> <p>Final check list:</p> <p>I have completed my trip declaration and submitted this to DHO.</p> <p>I have asked KFR to send a list of absent students to staff.</p> <p>I have left cover for my classes.</p> <p>I have sorted first aid provision and packed first aid kit, sick and bin bags.</p> <p>I have created staff a trip WhatsApp group.</p> <p>I have checked photo permissions prior to any photographs being taken and shared.</p> <p>I have collected packed lunches.</p> <p>ENJOY!</p>	<p>Await final approval from Evolve.</p>	<p>Inform careers of final trip numbers and order PP pack lunches 1 week ahead.</p>	<p>Send student register to ABA / MPA.</p>	<p>Hold a student trip meeting during a PD session.</p>	<p>If a type 2 trip organise a parent trip briefing too.</p>	<p>Organise and hold a trip briefing for staff.</p>	<p>Group the students and produce a trip pack for staff.</p>	<p>Upload to evolve - register, SWA risk assessment, (and venue risk assessment) letter to parents. Then click submit. 5 weeks before date of trip.</p>	<p>Complete risk assessment based on activity and consent forms. Ensure insurance arrangements are adequate.</p>
<p>Trip Planning Monopoly</p> <p>What is a Type 1 Trip? Within the UK and not overnight.</p> <p>What is a Type 2 Trip? Overnight, outside of school hours, could be international.</p>									
<p>GO</p>	<p>Want to do a trip?</p>	<p>How does it fit into your SDW?</p>	<p>Check your ideal date in the school calendar with KFR.</p>	<p>Is the cost of the trip viable (including transport costs)?</p>	<p>Create a list of PP students who may be attending the trip.</p>	<p>Discuss PP contributions towards the trip with VEL.</p>	<p>Collect trip request form from WJE with an 8-week lead time.</p>	<p>Return to DHO within a week of collecting the form. DHO to speak with JWA regarding cover prior to approval.</p>	<p>LS/JT JWA VISITING</p>
<p>Start to complete Evolve.</p> <p>Office to put the trip onto parent pay based on replies.</p> <p>Consent and reply slips to WJE.</p> <p>WJE to send letters.</p> <p>Introduce the trip to your students in lesson, tutor time and or assembly. Also add to weekly staff bulletin.</p> <p>Write trip blurb and send to WJE.</p> <p>WJE to book venue and transport.</p> <p>Wait for DHO to approve and appoint a deputy lead.</p>									

Staff initials Key:
 AHU: Andy Hunter
 DHO: Daisy Hopkins
 WJE: Wendy Jeffery
 KFR: Kirsty Franks
 VEL: Vicki Eldred
 JWA: Julie Warner
 ABA: Annette Barnes
 MPA: Melissa Pawley

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Appendix 6:

Emergency Action Plan for those on an Educational Trip / Visits

The Trip Leader should (in the case that the trip leader is not available the Deputy shall take charge):

- Establish nature and extent of emergency: use the trip registers of students and staff to identify and ensure that all are accounted for and safe.
- Gather staff team and allocate roles and responsibilities: ensure students are supervised; that they are given and follow clear instructions about what they are required to do to remain safe; administer first aid to those who need it; contact emergency SLT member of staff (found on risk assessment). They will advise how parents are to be contacted and informed. Do not under any circumstances talk to the media or allow other staff or students to.
- Get help: contact the appropriate emergency service, giving name of group and trip leader; location; nature of emergency and number of persons injured, and action taken so far.
- Help arrives ensure appropriate adult attends the receiving hospital with any students, taking with them their parental consent information and if abroad their EHIC if appropriate, insurance documents and passports. The remainder of the party need to remain appropriately supervised and returned to school/base as early as possible to receive support and guidance.
- Complete accident forms.

Emergency Action Plan for the emergency ON CALL member of SLT staff

- In the event of receiving an emergency call from a group on a visit remember the person on the other end of the phone will be very stressed. You need to remain calm to be able to take down some key information without missing anything. Carry out the actions below as appropriate.
 - Take down the following information:
 - A. Who is calling?
 - B. What is their role in the group?
 - C. What number can they be called back on should you get disconnected?
 - D. What has happened? What is the nature of the emergency?
 - E. What is the number and status of any casualties?
 - F. What is their current location?
 - G. What is the total number of people in the party?
 - H. How many are accounted for?

- I. Are they staying where they are or moving? If they are moving, where are they moving to?
 - J. What help do they require?
 - K. What time did the accident/incident happen?
 - L. What time is it now?
- Reassure them and tell them they will be called back once you have contacted the Executive Headteacher (within 30minutes)
 - Contact the Executive Headteacher / UNITY
 - Set up an incident management room and dedicated phone line to deal with calls from the media and families. The school and UNITY should agree on a factual statement to give.
 - Contact the emergency contacts of the students involved.
 - Make arrangements to inform other parents.
 - Inform teaching and other school staff – include a caution about talking to the media. They'll also need guidance on how to offer support to other staff and children.
 - Inform the student body.

Appendix 7



National
Guidance
oeapng.info

3.2e Inclusion

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Legal Frameworks and Employer Systems folder

Inclusion

The Equality Act 2010 defines several protected characteristics: disability; gender reassignment; pregnancy and being on maternity leave; race; religion or belief; sex; sexual orientation. It is illegal to discriminate against someone because of these characteristics, and an employer or establishment must make reasonable adjustments to its facilities or services to include them.

Outdoor learning and off-site visits should be available and accessible to all, irrespective of any special educational or medical needs or protected characteristics. The principles of inclusion and equality should be promoted and addressed in policy and practice, ensuring:

- an entitlement to participate;
- accessibility through adaptation or modification, including the provision of auxiliary aids and services;
- integration through participation with peers.

When you plan a visit or activity for a group, such as for a school year-group or youth group, you must take reasonably practicable measures to include every member of the group. You must make reasonable efforts to find a venue and activities that are suitable and accessible, and to make arrangements that enable the whole group to participate fully and to gain the benefits.

You should take care not to cause indirect discrimination. For example, arranging a residential visit during a religious festival or holiday might prevent people of certain religions being able to participate.

In making decisions, you may have to balance the aim of providing the best possible outcomes for the whole group with the aim of meeting the particular needs of an individual. Sometimes, perhaps because of a severe disability, it may be genuinely impossible to either find reasonable adjustments which could enable someone to be included in a particular visit or activity, or to find a suitable alternative visit or activity for the whole group. In this case, it is not necessary to deprive the rest of the group of a worthwhile opportunity, but you must be able to demonstrate that what happened was for a reason other than unfair discrimination.

Any adjustments that are made to include an individual should not impinge unduly on the planned purpose of the activity. For example, it may not be appropriate for a parent to accompany a child on a residential visit where a planned outcome of the visit is developing independence. However, you may be able to find a different activity which will achieve the same purpose, and which is accessible to all.

Clothing, Head Coverings etc.

Sometimes clothing or head coverings worn for religious or cultural reasons might be inappropriate for certain activities. For example, certain hair styles or a turban may make it difficult to wear a helmet, or a long burka or skirt may make it difficult to wear a harness or to take part in some physical activities.

In addition, some activities might require a participant to wear clothing that causes concern, or might cause concern for other reasons. For example:

- some women or girls might be concerned about wearing a figure-hugging wetsuit;
- there may be sensitivities about a participant being touched by a leader, such as when adjusting a harness or being supported during an activity.

Such matters should be approached with sensitivity and an intention to understand concerns and to find mutually acceptable solutions. For example, a loose-fitting anorak could be worn over a wetsuit, or participants could be paired up to help each other to adjust their harnesses.

If the risk assessment for an activity concludes that particular protective equipment or clothing is necessary, then this must be applied to all participants in that activity. However, sometimes there are other ways of mitigating a risk, and care should be taken that the risk assessment considers these. For example, there are other ways of preventing head injury than wearing a helmet.

Employers and establishments should take care that their policies do not include inflexible blanket requirements, such as for the wearing of helmets, unless their risk assessments show that they are necessary.

Exclusion

A decision to exclude someone should not be taken lightly, and only after consultation with those who have responsibility for them or are involved, such as the headteacher/manager, visit leader, class teacher, SENCO, parents, support staff, any third-party provider, GP or social worker.

If you exclude someone from a visit or activity for good reasons, you should consider providing them with a suitable alternative. You should also consider the impact of exclusion on them, and the wider implications such as on attitudes and relationships across the establishment.

Exclusion for Behaviour

Behaviour is not one of the protected characteristics defined by the Equality Act. It may therefore be acceptable to exclude someone from an activity or visit if their potential behaviour presents a significant, unmanageable and unacceptable risk to the health, safety or welfare of either themselves or others, or to the successful completion of the activity or visit. However, if the behaviour is associated with a protected characteristic, great care should be taken to ensure that unfair or illegal discrimination does not take place.

Where there is some doubt about including or excluding someone on the grounds of their behaviour, you should consider:

- addressing the issue at the earliest stage of planning;
- involving all interested parties;
- establishing a behaviour management plan with agreed action points that may enable inclusion on the visit;
- establishing behaviour targets and timescales to be met to either allow inclusion or trigger a decision to exclude;
- providing an additional adult, such as a parent or support worker, with a specific brief to manage behaviour issues;
- ensuring that what is expected of staff is reasonable and within their competence;
- recording this process.

If someone is excluded because of their behaviour, alternative ways of achieving the same learning outcomes should be considered.

Because outdoor learning and off-site visits are enjoyable, it can be tempting to use exclusion from them as a punishment for behaviour not connected to them.

However, this could give the wrong message about the educational worth of such activities. For example, if a school would not exclude pupils from an indoor maths lesson as a punishment for misbehaviour elsewhere, to exclude them from a visit as a punishment could suggest that the visit is less important but more enjoyable than the maths lesson.

Further Guidance

Many of the issues raised in this document can be addressed through fully informed consent. See OEAP National Guidance document [4.3d "Parental Consent and Informing Parents"](#)

See also the following OEAP National Guidance documents:

[4.4i "Special Educational Needs and Disabilities"](#)

[4.4L "Transgender Young People and Visits"](#)



