



Educational Visits Policy

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1. POLICY STATEMENT

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes CLIFTON COLLEGE a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practising strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Pupils are active participants not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. ie. encouraging pupils to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

2. Inclusion

All educational 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:

- A commitment to equality
- A presumption of entitlement to participate;
- Accessibility through adaptation or modification
- Integration through peer participation

3. Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day. The journey between school grounds e.g. Beggars Bush does not need visit approval.

In addition to this Educational Visits Policy, CLIFTON COLLEGE

1. Adopts National Guidance www.oeapng.info
2. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.



All staff are required to plan and execute visits in line with this school policy, and National Guidance. In the event of any apparent conflict between CLIFTON COLLEGE policies or OEAP National Guidance, CLIFTON COLLEGE policies must be followed and clarification sought from the Educational Visits Coordinator or Senior Leadership Team. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

4. Categories of Visit & Approval

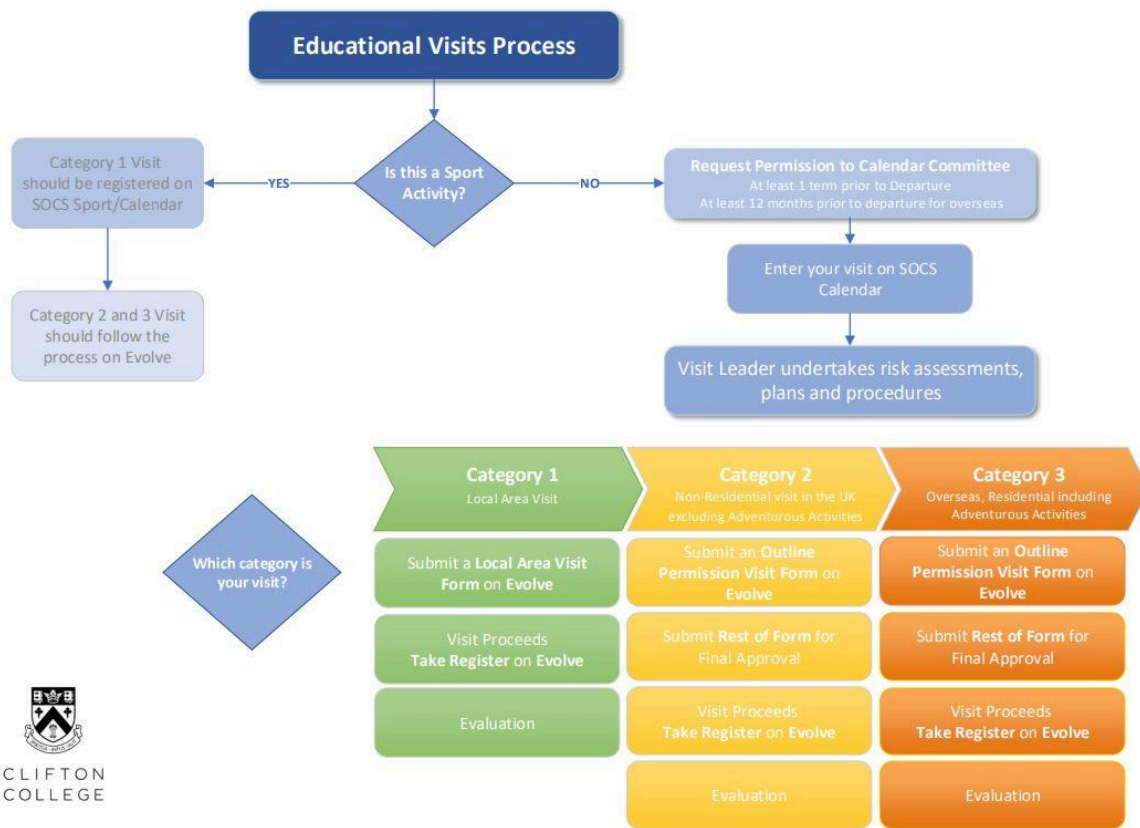
There are three 'categories' of visit:

- 1. Visits/activities within the 'School Learning Area'. CATEGORY 1 VISITS** are part of the curriculum and take place during the normal school day Do not involve adventurous activities (see appendix 4) or planned use of outdoor water. E.g. river studies ('Local Area Category 1 Visits Policy') Found on EVOLVE, Resources; Forms & Templates) These visits must be recorded on a school based system (e.g. Evolve, Engage, Google form, SOCS).
- 2. Other non-residential visits within the UK that do not involve an adventurous activity. Eg. visits to museums, farms, theme parks, theatres, etc.**
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Deputy Head of Co-curriculum in the Upper School for approval or the Headmaster in the Preparatory School.
- 3. Visits that are overseas, residential, or involve an adventurous activity.**
These should be entered at least 8 weeks prior to departure on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Deputy Head of Co-curriculum for approval in the Upper School or the Headmaster in the Preparatory School. The Deputy Head of Co-curriculum or Headmaster then submits the visit to the Outdoor Education Adviser for endorsement 4 weeks prior to departure.

All visits should be submitted to the calendar committee a term prior to departure for approval. The only exception to this is sports fixtures that occur within the current term. Overseas visits should have approval from the Senior Leadership Team 12 months prior to departure.



5. Educational Visits Flowchart



6. Roles and responsibilities

Visit leaders are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the EVC, and before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements, and should seek advice from the EVC where necessary. They should complete the 'Visit Planning Checklist'. If planning an overseas visit this should be completed in conjunction with the 'Overseas Visit Checklist'. **CLIFTON COLLEGE** Educational Visits Checklist forms part of the risk management process for visits and off-site activities, and may be downloaded from EVOLVE Resources; Forms & Templates. A visit should only go ahead if the answer to all relevant questions is 'YES'. The Visit Leader is responsible for being able to access the visit EVOLVE form and all key information relating to the trip 24 hours a day. Digital formats may be used, as long as accessibility to key information is not compromised, due to exclusive reliance on internet access, e.g. in remote locations.

The Educational Visits Coordinator (EVC) is Jody Sumner for the Upper School and Jean Hambley in the Preparatory school, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) [LOtC Quality Badge](#) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them.

Heads of Sport and Activities also act as Visit Coordinators for their areas of responsibility.

The Deputy Head of Co-curriculum in the Upper School and **The Headmaster** in the Preparatory School have responsibility for authorising all visits that are overseas, residential or adventurous to the Outdoor Education Adviser for approval.



The Outdoor Education Adviser is responsible for the final endorsement (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

7. Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship/succession planning culture is in place to ensure the development of competent visit leaders so that any future visit leader has the opportunity to learn as much as possible as an Assistant Leader thus sustainable outdoor learning and off site visits.
- Support for staff to attend training courses relevant to their role, where necessary.
- Visit Leader Training 'Clifton College Visit Leader Training' (Found on The National College')

In deciding whether a member of staff is competent to be a visit leader, the EVC will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

8. Monitoring

As part of our culture of safeguarding and continuous improvement we implement staff monitoring techniques:

- Conduct field ('out-of-classroom') observations of visit leaders
- Reporting of accidents, near misses, incidents and concerns.
- Visit leaders to conduct desktop evaluation on Evolve.
- The categories of visits subject to scrutiny by the EVC/Deputy Head of Co-Curriculum/ Headmaster/ Outdoor Education Adviser
- Peer monitoring on a sample basis

9. Risk Management and Risk-benefit assessment

Most human activity involves balancing benefits and risks. We cannot have all the benefits but none of the risks. We can eliminate all the risk only by stopping the activity - but we then lose all of the benefits. Indeed, there are benefits that arise out of taking risks, as many explorers, entrepreneurs and other pioneers have shown. Growing up involves children and young people learning to manage risk. Risk management is therefore not about eliminating risk – it is about reducing it as low as reasonably practicable and deciding if this is acceptable in order to gain the potential benefits. This is recognised by both HSE and the Department for Education (DfE): “HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives. Striking the right balance between protecting pupils from risk and allowing them to learn from school trips has been a challenge for many schools, but getting this balance right is essential for realising all these benefits in practice. “School employers should always take a common sense and proportionate



approach, remembering that in schools risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place. Sensible risk management cannot remove risk altogether but it should avoid needless or unhelpful paperwork.” (Health and Safety: Advice on legal duties and powers DfE 2014).

Risk management, in the context of outdoor learning and off-site visits, is a two stage process:

1. Identify the potential benefits to be gained from an activity, and any significant risks to the health and safety of those involved.
2. Plan and implement measures to reduce these risks as low as reasonably practicable without losing the benefits, and use professional judgement to decide whether, in order to gain the benefits, the remaining risks are acceptable.

Levels of Risk Management Risk management happens at three levels:

1. Generic – Policies and procedures that apply across a range of visits (normally recorded). This is guidance or practice that remains constant regardless of the nature of the visit. It covers the management of risks identified as relevant to all visits involving similar activities.
2. Visit-specific – Carried out before the visit takes place should be recorded apart from Category 1 visits. This is the identification and management of any significant foreseeable risks not already covered through generic risk management. It is unique to each occasion.
3. Dynamic/on-going – Carried out continuously throughout the visit (not normally necessary or possible to record). This is the on-going monitoring of benefits and risks throughout the visit. If circumstances dictate, such as when unforeseen risks occur or unforeseen learning opportunities arise, plans should be changed and if necessary, activities should be amended or curtailed. Visit Leaders should ensure there is a prepared ‘Plan B’, should things go wrong (for most local area visits, this may simply be to return to base).

10. Categories of Visit Risk Assessment

Category 1 (Local Area). These are routine visits that are covered by CLIFTON COLLEGE Local Area Category 1 visit policy. Such visits should require minimal planning or preparation beyond what is needed to make best use of the learning opportunity. In a school context, they are simply lessons in a different ‘classroom’. They are based on generic risk management, with visit-specific risk management of anything that is out of the normal.

Category 2 & 3 visits. These are visits requiring additional planning, and some level of visit-specific risk assessment. For some visits this will involve detailed planning over an extended period of time. The additional steps needed to manage these aspects should be identified and recorded

11. Emergency procedures

The schools emergency response plan (see appendix 2)

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 & Incident Response Plan’](#) in place to deal with a critical incident during a visit. All staff on visits are familiar with this plan.

ACCIDENT AND NEAR MISS REPORTING The College requires all accidents, near misses and other events (as defined on the Accident and Near Miss Report Form) to be reported to the Health and Safety Team within 48 hours of the event using the accident form available on the Resource Centre.



The visit Leader must have access to the '[Educational Visits Emergency Pocket Guide](#)' (Found on EVOLVE Resources; Forms & Templates)

12. First Aid

Qualified first-aiders may not be necessary for all off-site activities and visits. However, a basic level of first aid support should be available at all times. This will require that one or more of the staff leading the activity:

- Has a working knowledge of simple first aid and is competent to use the first aid materials carried with the group.
- Knows how to access, and is able to access, qualified first aid support.

For children in the Early Years Foundation Stage, there is a statutory requirement that at least one person who has a current paediatric first aid certificate and sufficient understanding and use of English to summon help in an emergency must accompany children on outings.

Where remote supervision is used (i.e during a Duke of Edinburgh Award expedition), the supervisor should ensure that the group has the ability to contact qualified first aid support and have the appropriate level of competence and first aid materials to look after themselves until help arrives.

Most National Governing Bodies of sport and recreation activities require their qualified leaders to hold a current relevant first aid certificate . The minimum standards vary from activity to activity.

Pertaining to those medications that would usually require a prescription, for example Salbutamol inhalers and Adrenaline Auto-Injector (AAI) devices see **Administration of medicine away from school information** [Medicines Management Policy](#).

13. Parental Consent

Additional consent is not required for activities within the School Learning Area that are part of the normal curriculum during normal school time. Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting online via EVOLVE or through a traditional paper consent form. For nursery-age children, you must always get written consent.

14. Staffing and Ratios

Ratios and Effective Supervision Establishments must ensure that the staffing of visits enables leaders to supervise participants effectively. Decisions about the staffing and supervision should take account of:

- The nature and duration of the visit and the planned activities;
- The location and environment in which the activity is to take place;
- The nature of the group, including the number of participants and their age, level of development, sex, ability and needs (behavioural, medical, emotional and educational);
- Staff competence;



- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time. When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) to ensure that it meets current group needs and any other changes (e.g., time of year).

A useful framework for assessing requirements for ratios and effective supervision is STAGER.

Staffing: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.

Timing: How will the time of year or time of day affect the visit and its staffing? If the visit takes place out of the establishment's normal working hours, or at a weekend or during holidays, how will this affect staffing and the availability of support back at base?

Activities to be undertaken: what do you want the group to do and what is possible?

Group characteristics: prior experience, abilities, behaviour and maturity, sex, any specific individual needs.

Environment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded? Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions. Consider the implications of current guidance about avoiding infection during an epidemic.

Remoteness: do the activities take place within the establishment grounds, close to it or at a distance? Will communications between the group and base be straightforward? How easy will it be to summon help in an emergency, and for emergency services to reach the group?

Staffing ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity.

Early Years In England The Early Years Foundation Stage (EYFS) Statutory Framework sets out legal minimum ratios for all providers working with children up to age five, and for childminders working with children up to age eight – see

www.gov.uk/government/publications/early-years-foundation-stage-framework--2

The appropriate ratio during an outing with Early Years children is often likely to be higher than the minimum: as with other age groups, this should be determined by risk assessment, which should be reviewed before each outing.

Staffing In some cases, there may be only one leader on a visit, or on a particular activity during a visit. If this is the case, participants (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support.

15. Transport

1. **Minibus Policy and Drivers Handbook**
2. **Coaches**

All coaches must only be booked through our Transport Management System: [Vectare - Make a booking](#). You can find a tutorial on how the system works on the Resource Center under



Transport. It must be ensured that pupils wear seat belts at all times and staff are deployed as appropriate throughout the coach. Make sure that the vehicles are left tidy and that nothing has been left inside. The school is not responsible for any loss of property.

Travel, Transport and Driving Travel is one of the major considerations for any visit overseas. It can have very high positive and negative impacts:

- A journey is a significant educational opportunity in itself;
- Some forms of transport, particularly flying, have a large carbon footprint;
- Travelling long distances can be stressful, tiring, time-consuming and hazardous.

The choices you make for a visit set an example for the participants for the choices they will make in their future lives. Using public transport is usually more environmentally friendly. It also helps participants to develop independence and to interact with local people.

For general guidance on transport, see OEAP National Guidance [document 4.5a](#) "Transport – General Considerations". If you are planning to drive a vehicle while overseas, you should check the licence requirements. For some countries, you may need an International Driving Permit. If you are taking a vehicle overseas, you must ensure that you comply with the relevant regulations and insurance requirements. For detailed information about the requirements, see www.gov.uk/drive-abroad If you are planning to drive a minibus, see also OEAP National Guidance [document 4.5b](#) "Transport in Minibuses". This document contains information which may also be useful for other types of vehicle.

16. Assessing venues and providers

External providers and facilities may be chosen to support, enhance or supplement CLIFTON COLLEGE'S own resources to maximise the outcomes from a visit. As part of visit planning, any external providers and facilities should be thoroughly researched and judged suitable to meet the schools and group's needs and requirements, and relevant safety standards.. Checking that the provider holds the Learning Outside the Classroom (LoTC) Quality Badge is the easiest way to confirm that quality and safety has been externally accredited. (For details of the badge and to check a providers accreditation status <http://lotcqualitybadge.org.uk/search>)

Where the visit involves certain adventure activities within the scope of the Adventure Activities Licensing Regulations, the provider is required by law to hold a licence for Adventure Activities Licencing Authority (AALA).

If a provider does not hold the LOtC badge, the provider should complete the OEAP National Guidance Document '**Provider Statement**' form (found on Evolve Resources; Forms & Templates)

While accreditations and other sources of information provide essential assurances, they are not a substitute for a preliminary visit and being able to clarify issues face-to-face. So, wherever reasonably practicable, it is good practice to carry out a preliminary visit to unfamiliar facilities and providers.

17. Behaviour

Expectations for behaviour should be set out by the visit leader for rules that are in place and the sanctions if these are not met, including sending pupils home from a trip at the expense of the parent. School rules apply at all times on visits therefore a code of conduct is not



required for each visit however an exemplar form can be found on Evolve Resources; Forms and Templates.

18. Insurance

A copy of the CLIFTON COLLEGE insurance schedule and policy wording is found on Evolve Resources; Forms & Templates. Our policy covers both 'travel' and 'personal accident'. The policy wording has all emergency numbers should you need them whilst on a trip. Should you need emergency assistance, please use the emergency numbers in the first instance and then email esykes@cliftoncollege.com with an update of the incident providing as much detail and evidence (receipts, medical notes/referrals) as possible.

For external providers, for activities whilst on a trip, visit leaders should check that the provider or facility they use has sufficient public liability insurance. £5 million is regarded as a minimum.

Visit leaders with any questions around certain trip activities can email Ellie Sykes esykes@cliftoncollege.com who can refer this to our brokers for clarification.

19. Overseas visits

The Foreign, Commonwealth & Development Office (FCDO) provides travel advice and guidance on individual countries on its [Foreign Travel Advice pages](#). If travelling outside the EU or North America, careful and regular checking of these pages is advised, throughout the planning stage, prior to departure and during the trip. A trip may not proceed if the FCDO advises against travel to a country, or to a relevant region within that country.

20. Passports and Visas

A passport will be required for all international travel. Many countries, including those in the EU, have a requirement for passports to be valid for a minimum period (often six months) beyond either the date of entry to the country or the planned date of departure. All passports should be in good condition and valid for an appropriate period depending on the country being visited.

Some countries require a visa to enter. Check visa requirements with the travel company or contact the Embassy or Consulate of the country to be visited.

Check requirements with your travel company or at www.gov.uk/foreign-travel-advice or www.gov.uk/visit-eu-switzerland-norway-iceland-liechtenstein or home-affairs.ec.europa.eu/policies/schengen-borders-and-visa/visa-policy_en or with the consulate, High Commission or embassy of the country to be visited – see www.gov.uk/government/publications/foreign-embassies-in-the-uk. Check the national citizenship of all members of the party with care to ensure visa requirements are met. Trip leaders must ensure that all relevant pupils have the required visas (Child Student) to leave and reenter the UK.

An emergency plan for an overseas visit should include the action to be taken if a member of staff becomes incapacitated or has to leave the visit. You will need to ensure that any backup leader holds a valid passport and, if necessary, an appropriate visa.



At Least 2 photocopies of all passports, visas and other important travel documentation need to be made and kept with the group but separate from the original documents. The SLT Team and EVC should have access to a copy of these documents. Visit Leaders with any questions regarding visas can email Eleanor Fisher efisher@cliftoncollege.com.

21. Health

The UK Global Health Insurance Card (GHIC or EHIC)

UK residents can get necessary state healthcare in the European Economic Area (EEA), and some other countries, on the same basis as a resident of that country. This may be free or it may require a payment equivalent to that which a local resident would pay as long as they carry a current GHIC or EHIC card with them. Application forms are available from the post office or via the [NHS pages](#). More information on healthcare abroad can be found from the [UK Department of Health](#).

22. Accommodation

For general guidance about residential visits including considerations about accommodation, see OEAP National Guidance document [4.2b “Residentials”](#). In some countries, accommodation may not meet normal UK/European standards and so might require additional controls:

- It is essential to make an assessment of the hazards of the accommodation and the immediate surroundings on arrival, and to brief the participants about the safety aspects;
- Depending on the destination, consider taking items such as toilet paper, hand sanitiser, mosquito nets, smoke and carbon monoxide alarms, padlocks, door wedges.

23. Finance

The visit leader should contact Kim Peacock, Financial Operations Supervisor in the Finance Department to arrange a briefing meeting to set out the trip plans.

The following principles will apply:

- A budget for the trip should be agreed at the outset. This should include a schedule of payments to the trip provider or travel company and any additional incidental costs of the trip such as travel money, food costs etc. This schedule should also include details of expected dates and payments for the parents. Purchase orders should be raised for the full value of the trip. Finance will have the schedule of expected payments and will ensure that payments are made when they fall due on the schedule.
- The total cost of the visit, including staff expenses, should normally be equally proportioned between those participating, and the visit leader should leave a small buffer for any unseen expenses that may be incurred during the trip.
- The visit leader should provide a list of pupils attending the trip to the Financial Operations Supervisor as soon as possible. Once this is done *finance* will set up a google sheet which can be accessed by the visit leader listing the pupils attending the trip and when payment has been made by the parent/carer as per the schedule. *Finance* will highlight to the visit leader if any pupils have not made timely payments as per the agreed schedule.



- A non refundable deposit should be requested from parents prior to securing flights and payment will not be made for the trip deposit until parents have been issued their first deposit.
- A copy of the letter that will be sent to parents must be seen by *finance* before it is sent out to parents to ensure the dates of payments are understood by all parties. Where a payment is non-refundable the parent/carer(s) must be told before they commit to the trip. Please note: deposits must not be of a value of £150 as this makes it difficult to identify when it comes through the bank as it is the same amount as the registration fee.
- If the College cancels a trip (for whatever reason) all those who have paid will be refunded as this can be claimed on our insurance. If pupils cancel their place we should notify the tour operator immediately and endeavour to secure a refund. Every trip provider has different terms however most operate a sliding scale of refunds up to 1 month before the trip date. Where possible the place should try to be filled by another pupil and where this is the case a small administration fee may be charged to amend the pupil names.
- Trip leads are able to request a Caxton prepaid card or similar, as well as petty cash for their trip. Purchase orders should be raised as normal within the Engage system. Due to the time delays in ordering currency and also the limited availability of prepaid cards, please try and give as much notice as possible of this requirement.
- Prepaid cards and currency ordered should be used wherever possible. Staff members should try to avoid the use of their own funds whilst away. If you have any issues using the prepaids cards whilst away please contact finance who will be able to support you.
- All receipts and payments incurred during the trip must be accounted for by the visit leader with full VAT receipts for any expenditure incurred during the visit being collected and returned to the Finance department at the end of the visit. Receipts must be obtained for ALL expenditure including that made by cash or on the pre-paid cards during the trip.
- For younger pupils, the visit leader or another designated adult supervisor should act as ‘treasurer’ for the pupils money
- Where individuals other than adult supervisors accompany a school visit, arrangements may be made on their behalf by the College, but the College cannot accept liability for them. They are expected to pay their costs of the trip directly and to accept, in writing, that the College is not acting as agent on their behalf
- At the end of a visit, the visit leader must submit a statement of account within 14 days, Finance will then reconcile the income received and expenditure made for the trip and update the visit leader. Any balance remaining will be highlighted to trip lead and it should be agreed between themselves and the Finance team whether surpluses will be returned to parent or transferred to teaching resources budget. Should costs for the trip exceed the amount charged to parents, the trip lead should notify the parents and request finance raise additional invoices to cover the balance.



24. Data Protection

[Guidance for Staff on the use of Photographs and Videos of Pupils by the College](#)

It is vital for the health and safety of those involved in visits that relevant information is available to leaders and external providers for planning activities, and in the event of an emergency CLIFTON COLLEGE allows appropriate sharing of personal data for visits and has clear procedures for handling it. [Data Protection Policy](#)

25. Appendix 1 – Category 1 Visits Policy

See ‘Local Area Category 1 Visit Policy’

Visits/activities within the ‘School Learning Area’ that are part of the normal curriculum and take place during the normal school day follow the ‘Category 1 Visits Policy’ Operating Procedure below.

Category 1 Visits at **CLIFTON COLLEGE** include all visits and activities with pupils that take place off the school site and also meet all the following criteria:

- Take place within the Local Learning Area (see Appendix 5 - Local Area Visits Map)
- Do not involve adventure activities or planned use of outdoor water, unless specifically included in these procedures;
- Are part of the normal curriculum and take place during the normal school day following the Operating Procedure below:

26. Appendix 2 – Emergency Procedure

The school’s emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit Emergency Duty Phone: (24 hours) Upper School: +44 (0)117 315 7101 Preparatory School: +44 (0)117 315 7102.
2. This nominated base contact will be a member of the Senior Leadership Team.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. For visits that take place outside the School Learning Area, the visit leader must have access to the [Educational Visits Emergency Pocket Guide](#) (Found on EVOLVE Resources; Forms & Templates),
6. Any incidents where events go beyond the normal coping mechanisms and experience of the visit leadership team, the school has an ‘[Emergency & Incident Response Plan](#)’ in place to deal with a critical incident during a visit.



27. Appendix 3 - Sports Fixtures

28. Appendix 4 - List of Adventurous Activities

Climbing, trekking etc. (including on artificial structures)

Abseiling
 Activities in rivers, gorges, ghylls, canyons etc.
 Bouldering*/traversing*
 Coasteering/sea level traversing
 Fell running
 Ice climbing
 Mountaineering
 Rock climbing
 Ropes/obstacle/assault courses*
 Scrambling
 Tree climbing*
 Via ferrata
 Walking on hills, mountains, fells, moors or near cliff tops
 Walking in lowland country more than a 30 minute walk from a public access point (e.g., car park, layby, built-up area)
 Zip wires/Tyrolean traverses.

Snowsport activities (including on artificial and indoor slopes)

Skiing/ski touring/ski mountaineering/cross-country skiing
 Snowboarding/split boarding
 Tobogganing/sledging
 Ringos/tubing.

Underground activities

Cave diving
 Caving/potholing (except show caves with an official guide)
 Mine exploration (except tourist mines with an official guide).

Water activities

Activities in rivers, gorges, ghylls, canyons etc.
 Aqua/water park
 Pool jumping/tombstoning/plunge pooling
 Snorkelling/free diving/scuba diving
 Swimming/diving/bathing (except in a public lifeguarded pool)
 Use of all watercraft including boats, boards, rafts, floats, inflatables, skis etc. (except commercial water transport).
 Except activities not involving powered craft where the whole body of water:

- is less than one metre deep;
- and is less than ten metres from land;
- and has no tides or currents.

Cycling

BMX biking



Cycle racing
 Cycle touring/bikepacking
 Gravel biking
 Mountain biking
 Off road cycling (except on designated cycle paths intended for road bikes).

Other activities

Any visit outside the UK
 Airborne activities (except commercial flights)
 All powered vehicles including motorbikes, quad bikes, karts, hoverboards etc.)
 Archery
 Bridge jumping/bungee jumping
 Camping in remote terrain
 Camping involving the use of stoves or fires
 Grass skiing
 Ice skating (except on supervised managed rinks)
 Mountain boarding
 Orienteering (except in Clifton College grounds and Local Area)
 Paint-balling/war games
 Pony trekking/horse riding
 Sand/land yachting
 Shooting/airsoft shooting
 Skateboarding
 Trapeze/high wire/tightrope walking*/slacklining*
 Weaselling
 Zorbing.

Exceptions

Activities marked * where participants' feet remain less than two metres above floor/ground level.

28. Appendix 5 - Local Area Visits Map

