Trips Policy

Date reviewed: Autumn 2026
Date of next review: Autumn 2027

SAT Sikh Academies Trust
Faith Inspired Education

1) Introduction

Khalsa Primary School provides many opportunities to enrich the curriculum for its children through off-site activities and educational visits. These include residential trips as well as other day visits to local places of interest.

The Trustees and Teaching Staff believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities must serve an educational purpose, enhancing and enriching our children's learning experiences and opportunities.

In this policy, we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils and staff at all times. Within these limits, we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with learning difficulties or special needs. The visits will usually take place within the school day and the Educational Visits Co-ordinator (EVC) , will ensure that the planning and supervision of all visits and adventurous activities meet the DfE requirements and LA guidelines.

Safeguarding is our duty, therefore careful planning and adherence to statutory procedures is required. Off-site activities and educational visits must be well-managed and responsibilities recognised. This policy must be read in conjunction with the safeguarding, health and safety and critical incidents policies.

Provision of Employer Guidance: The national online guidance resource OEAP National Guidance is an invaluable reference document, which should be read alongside this policy. It is available from: http://oeapng.info/

Safeguarding Lead: Mrs P Dhaliwal

Deputy Safeguarding Leads: Mrs G Dosanjh & Mrs Sabharwal

EVC: Mrs C van Rooyen

Safeguarding Governor: Mrs Kay Charles

2) Process for planning an off-site activity

1) The potential off-site activity will be identified by the visit leader and approval is required from the Head Teacher.

2) The visit leader for each trip/visit:

- Must be a qualified teacher holding QTS.
- Must have had at least 2 years teaching experience and therefore experienced supporting a visit leader on trips.
- Must be approved by the Head/EVC.
- Ensure educational visits meet the school's and LA's requirements.
- Ensure parents are informed and that they have given consent.
- Complete the Risk Assessment form prior to the trip and upload it on Evolve. Complete an appropriate programme for the visit to be uploaded on Evolve.

3) Initial Planning Stage

The Visit Leader should:

- Obtain appropriate levels of approval for visit from the Head or the EVC. Record date into the school calendar to ensure no conflicts with other school-related activities.
- Appoint a deputy in advance and provide training / induction to prepare all staff with their roles and responsibilities.
- The visit leader to carry out a preliminary visit to the venue in order to carry out on-site risk assessment - if the venue hasn't been visited before.

a) They should assess the site's suitability with regard to capabilities and needs of the children and the facilities available for the size of the group.

b) They should also consider the venue's own approach to security and health and safety.

- The visit leader should address how to ensure effective supervision of their group regarding 'STAGE'- Staff, Transport, Activity, Group and Environment (including the travel distance).
- The visit leader must also ensure:

a) That all adults/helpers/volunteers accompanying children on the trip, have met with the visit leader to be familiarised with the Risk Assessment and relevant documents and the program of the day and the expectations of adults and children.

b) All adults/helpers/volunteers have a copy of the Emergency Plan and that they are aware of the risks and emergency measures in place.

c) Ensure adequate first aid provision and have a list of children who need medication.

d) One qualified first aider must accompany each visit/trip.

e) Choose adults/helpers/volunteers carefully (approach the Head teacher/EVC for advice if unsure).

f) Ensure supervision ratios are appropriate - it is important to follow the venue's requirements in the first instance.

g) Develop an appropriate programme for the visit to be uploaded on Evolve.

h) The visit leader has overall responsibility for the pupils' health, safety and welfare of the accompanying staff and the supervision, welfare, learning and development of all the participants.

4) Initial Approval

All educational visits must be approved on Evolve by the EVC three weeks in advance of the visit.

PGL: This must be on Evolve for the EVC to approve 8 weeks in advance.

In order for approval to be given, visits should:

- Have significant educational value and provide value for money
- Have given due consideration to financial and safety aspects; be suitable for all pupils involved and to be inclusive.
- Be related to the school's established aims and/or curriculum
- Be linked to current class work within the school by preparation and follow-up activities once back at school.
- Be subject to approval of the Risk Assessment, which will include hazards, who might be affected by it, safety measures to reduce risks and steps to be taken in an emergency.
- Permission sought from parents by the school's electronic system.
- Parents to be notified at least 2 weeks in advance of a non-paying trip and 4 weeks (one month) in advance of a trip which requires payment.
- Parents to be notified at least 5 months in advance for any PGL (adventurous) paying trips.
- The Head Teacher/EVC must be satisfied with the purpose, planning and proposed staffing for the off-site activity – this includes any recommendation(s) /advice in relation to risk assessments.

5) Second Planning Stage (to be completed at least 6 weeks before the trip)

- Arrange transport and confirm booking - complete the coach/minibus provider form before submitting the Risk Assessment form to Evolve. Complete page 1 before sending it to the coach/minibus company for completion.
- Complete the provider statement form - for any outdoor activities. Complete page 1 and send it to the provider to complete the rest of the form.
- Brief the school contact (Office staff) about the trip and activities, etc.
- Inform Parents about the trip and Parents pay via Parentmail where permission is also given via this electronic system.
- Complete and submit the EVOLVE paperwork (21 days in advance for non-residential trips and 8 weeks (two months) before a residential trip and 7 days for a school workshop).
- Secure appropriate levels of support and supervision at this point.
- Provide all volunteers' names so that the EVC can add them to the Evolve site.
- Ensure that you have a qualified first aider attending the trip.
- Check all medication of all individual children.
- Ensure medical consent forms have been checked and all medication is taken on the trip for all individual children.

6) Risk Assessments

- A Risk Assessment is a legal requirement for all off-site visits, which identify any hazards, which might be at risk and evaluate that risk and implement control measures.
- Measures must be put in place to ensure visits are inclusive.
- Involve children in Risk Assessments by sharing the possible risks and control measures with them before the day of the visit. Remind them about the different risks and how to reduce the risks and what to do in case they get lost.
- Risk Assessment is also ongoing/dynamic – while you are there on the site, you need to think on your feet - the monitoring of risks throughout the actual visit as circumstances change.

7a) Emergency Procedures for all staff

- During visits, staff will follow the emergency procedures stated on the Emergency Plan Card, which is carried by the visit leader and all other staff members to ensure everyone in the group is safe.
- Ensuring that parental contact information is up to date and accessible.
- If an incident has occurred, the school incident form must be completed after the trip.

See document: 4.1g-Model-Emergency-Procedures-for-Visit-Leaders

7b) During a critical incident - follow the same procedures as during an emergency by contacting the Head who will support the staff and take control of the situation..

7c) During a major incident - the police will declare it as a major incident and they will take control of the situation.

8) First Aid

The level of first aid provision should be based on risk assessment. On all visits, there should be a member of staff who has a good knowledge of first aid. The one day emergency First Aid qualifications may be needed for Adventurous Activities. The first aider will keep the first aid and the visit leader will have a 'grab bag' in case the group got split up in an emergency. On visits, staff will always have their school first aid kit with them. All staff will be informed on how to contact the emergency services.

9) Monitoring

- The EVC/SLT will monitor visits by taking part in some trips and evaluate them.
- On Evolve, evaluations must take place after visits by the visit leader.

10) Before leaving the school

- Before leaving the school, the visit leader will ensure that they have the 'Emergency Plan' with all the contact numbers. This must be kept in a safe place to access in an emergency.
- The safety of the party, especially the children, is of paramount importance. Pupils' medical forms will be taken on all educational visits.
- Pupils and adults will all wear a high-vis jacket on any trip – not needed for swimming.

11) Documentation for EVOLVE

- Must be submitted on EVOLVE to the EVC a minimum of 21 days in advance of any day trip (8 weeks in advance of residential trips) for the EVC to approve (7 days for workshops at the school).
- Risk Assessment should be specific to the trip and include details of any specific medical needs, travel, and additional support for individual children. The Risk Assessment form on the shared drive is a generic form and must therefore be reviewed according to the trip planned.
- Off-site Activities Provider Form (Form 31B) for activity providers that do not hold the Learning Outside the Classroom Quality Safety Badge to be complete.
- Destination of Trip Visit, date of trip, subject areas to cover - clear links to Learning Objectives and aims have been identified.

- Travel arrangements: walking, coach, mini-bus and select the provider.

Staffing

a) Name of Visit Leader plus mobile/contact number whilst on trip.

b) Names and surnames and gender of all other accompanying staff

c) Names and surnames of other accompanying adults (parents, non-staff)

- Total number of pupils attending (class/year group(s)) and within that number of boys and girls. E.g – 30 children – 18 boys and 12 girls
- A list of the names – Full first name and surname of everyone in the group.
- Names of the Safeguarding Leads on the 'base contact' section.

12) Preparation Meetings (in the week of the trip)

- Hold short briefing meetings with children and staff. Children must be familiar with the procedure of what to do if they are separated from the group.
- Remind children of the behaviour expectations before going off-site on their visit as they are acting as ambassadors for the school and that the schools Behaviour Policy applies equally whether in school or off-site.
- Children with medical needs will be informed and reassured that their class teachers will have their medical equipment with them.
- Provide written guidance for all staff and volunteers to include class lists, smaller group lists, arrangements for visit including programme, travel and management of use of toilets, contact number for the group leader and school, meeting points and behaviour expectations.
- Supervising staff/adults must know of any special medical details relevant to any child in their group.
- If there is to be more than one method of transport all adults, including the school office, should be given a list showing who is travelling on which vehicle. If it is required that staff cars are taken then the visit leader and a first aider MUST be on the coach with the children, not in cars.
- For residential trips: Parents meetings must be held in advance of the trip. Parents will need to be provided with all the relevant information including details of special equipment/clothing lists, emergency contact numbers obtained for pupils participating, medical information, dietary needs, behavioural information, costs etc. All staff will travel with the children on the coach.
- Arrange with the kitchen packed lunches for some pupils who are entitled to free lunches which will need to be ordered one week prior to the day.
- Carry first aid kit - Checks that all medical equipment i.e. epi-pens, inhalers are taken – class teachers keep the medical equipment of children in their own classes with them.
- Regular checks according to the registers given to all helpers - not just rely on headcounts.
- Any adult who has not been DBS checked should not be left alone with children during any activity – or during lunch break.

13) Ratios and Supervision

All trips should be individually risk assessed to ascertain the safe level of adult supervision required. Below are the minimum adult to pupil ratios that are adhered to:

- The age of the children and the nature and location of the activity help determine the degree of supervision required - in the first instance: according to the requirements of the venue.

- Consider how non-specialised helpers are used on trips – legally they are not as specialised – where do you put them?
- Children with an Education Health Care Plan, this pupil must have the same support that is available to them during the school day i.e., additional support may be needed.
- Ensure supervision is according to staff competence and experience.
- Ensure all adults in the group understand their supervisory role
- Ensure all adults in the group have a complete group register.
- Supervisors must make register checks and have some means of contact with the other supervisors.

Ratio - guidance

Nursery	1:2 Significant dangers: 1:4
Reception, Year 1-Y2	1:6
Year 3	1:6 (1 adult should be male) 1:10 – if no significance danger
Year 4 – Year 6	1:10 or 1:12 or 1:15 – depending on the activity – preferably 1 male.
SEND	1:1

14) Review – after the trip

- Any incidents that occurred on the trip or visit must be recorded and reviewed - including the driving skills of the driver.
- The visit leader will review the effectiveness of the visit with the staff team/Head/EVC.
- Within 3 days, the visit leader must evaluate the trip on Evolve.

15) Residential Trips

In Year 6, children are offered (depending on interest) the opportunity to go on a residential visit. Parents will be provided with all the relevant information, including the details of payment plans.

16) Financing:

Families eligible for benefits, and others the Head Teacher believes are experiencing financial hardship, are not expected or pressured to pay. We keep such information confidential and handle situations discreetly.

Parents who are in receipt of the following benefits are exempt from paying charges:

- Universal credit in prescribed circumstances (the government plans to prescribe these circumstances when universal credit is fully rolled out).
- Income support and Income-based jobseekers allowance (IBJSA)
- Support under part VI of the Immigration and Asylum Act 1999
- Child tax credit, provided that working tax credit is not also received and the family's income as assessed by HMRC does not exceed certain limits.
- The guarantee element of state pension credit
- An income-related employment and support allowance

16) Walking and crossing the road

- When on foot close supervision front and back on pavements, roads, lanes and crossing points.
- Adults must remain with the allocated group of children that they are responsible for at all times.
- The children must stay with their adult at all times and NOT change groups unless authorised by the party leader.
- Teachers and helpers space themselves out so that there is the party leader in front and a teacher at the end of the line.
- When crossing the road the party leader will decide on the safest point: zebra-crossing or pelican crossing - 1 person directing children across road, 1 person marshalling children after they have crossed.
- Once the road has been crossed the children must wait for the party leader to signal to carry on.
- High-vis jackets are to be worn by as many children as possible, and by all staff.

17) Transport

The visit leader is responsible for the conduct and behaviour of the children whilst they are travelling. Public transport - if used must have an increased adult/pupil ratio and close supervision of the children at all times.

- Introduce yourself to the driver and agree on drop-off points
- Check the driver's Certificate of Professional Competence (CPC) Card if necessary
- Coaches used must have seatbelts and seatbelts must be worn.
- Seatbelts must be worn in any mini bus used by the school.
- The driver only starts driving after all children have seatbelts on and is informed by the teacher (the visit leader) that they are 'ready' to go.
- Check the coach for cleanliness;
- Check the location of emergency exits and that they are clear and clearly signed (these may include rear door, windows and roof hatches);
- Check the location of emergency equipment;
- Ensure that your leaders' positions in the coach take into account the age, behaviour and needs of the participants, and any support that might be needed to use emergency exits.
- Parent cars are the least safe form of transport and must NOT be used to transport whole classes.
- Adults on coaches and the school minibus should be evenly spaced out. 1 adult should be by the driver and 1 by the emergency exit.
- Children should not sit in the back row or centre seat on a coach.

- Staff should not be using their private cars to transport children unless they are accompanied by another adult. They must ensure that their car is safe (holds a valid MOT certificate) and appropriate insurance.

Swimming lesson Protocols

Khalsa Primary School

Date Reviewed: Autumn 2026

Date of next review: Autumn 2027

Normal Operating Procedures (NOPs)

Day-to-day protocols to ensure safe and efficient management of swimming activities.

1. Pre-Visit Planning

- Parental Consent: Ensure signed permission slips are received.
- Risk Assessment: Completed and shared with all staff and volunteers.
- Medical Needs: Identify children with specific medical needs (e.g., asthma, epilepsy).
- Pupil:Adult Ratio: Typically according to the venue and also according to the needs of some individual special needs children.

Nursery	**1:2** **Significant dangers: 1:4**
Reception, Year 1-Y2	**1:6 (1:5) depending**
Year 3	**1:6 (1 adult should be male)** **1:10 – if no significance danger**
Year 4 – Year 6	**1:10 or 1:12 or 1:15 – depending on the activity – preferably 1 male.**
SEND	**1:1**

- Qualified Lifeguards: Employed by Swimming Pool venue off-site

2. Arrival & Supervision

- **Register counts:** Conduct at key points (arrival, before/after swimming, departure).
- Changing Room Supervision: Maintain appropriate adult presence with attention to safeguarding.
- Behavior Expectations: Brief students before arriving and again poolside.

3. Poolside Protocols

- Non-swimmers Identified: Clearly mark or group non/confident swimmers.
- Safety Talk: Delivered by instructor/lifeguard before entering the pool.
- Teacher Role: Remain poolside at all times, even if the swimming instructor is leading.
- No Running or Diving: Enforced consistently.

4. Post-Swim Procedures

- Drying Off/Changing Supervision: Ensures safe and efficient transitions.
- Register count: Critical to ensure all are accounted for.
- Transport Protocols: Follow established school procedures (seatbelts, register count).

Emergency Operating Procedures (EOPs)

What to do in case of an emergency to ensure swift, coordinated action.

1. Types of Emergencies

- Medical Incident: Seizure, asthma attack, etc.
- Drowning/Near-drowning
- Missing Child
- Fire Alarm
- Aggressive Behavior or Injury

2. Immediate Actions

- Alert Lifeguards: Pool staff will initiate their own EAP (Emergency Action Plan).
- Remove All Children from Water: Safely and swiftly.
- Call Emergency Services: If needed (e.g., 999).
- Administer First Aid: Only if trained; otherwise, support lifeguards.

3. Accountability

- Conduct register count/Name Check Immediately.
- Secure Area: Ensure all children are safe and supervised.

4. Communication

- Notify School Leadership: As soon as safe to do so.
- Contact Parents/Guardians: Follow school's communication policy.
- Record the Incident: Full report including actions taken, timings, and witnesses.

5. Post-Incident Review

- Debrief Staff and Pupils.
- Safeguarding Follow-up: If required.
- Review Procedures: Identify what worked, what needs to improve.