

EDUCATIONAL VISITS POLICY

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1 Related information

1.1 Statutory guidance

This statutory policy has been reviewed in accordance with the Department for Education (DfE) guidance: [Health and safety on educational visits](#). The 2018 advice distinguishes routine visits from trips that need a risk assessment and extra planning. Procedures for educational visits should be covered in health and safety documentation (whether the main health and safety policy or a separate policy) in a way that is proportionate, meaningful and appropriate to the nature of the trips and risks of the particular school. The DfE guidance seeks to make it easier for schools to take pupils on trips, removing the necessity for some paperwork and taking steps to reduce teachers' fears of legal action by stating that it is rare for teachers to be prosecuted under criminal law with regard to accidents involving children.

The advice says that schools should appoint an Educational Visits Coordinator (EVC). The Head has this duty if there is no coordinator. Schools should ensure EVCs are appropriately trained and there should be a clear process for approving visits. The person managing the trip should clearly have the skills, status and competence for the role, understand the risks and be familiar with the activity. Inspectors may advise schools to be mindful of any requirements set by their insurers when planning educational visits.

364. A written risk assessment is not required for every visit, and schools should make the decision about when to carry out a risk assessment and when to commit a risk assessment to writing. However, where a risk assessment is carried out, the employer must record the significant findings of the assessment. A risk assessment is not needed every time a school takes pupils to a local venue such as a swimming pool, a park or a museum. Circumstances when a written visit risk assessment is appropriate would include when activities need a higher level of risk management than is normal during routine activities or are outside normal school hours; for example, high-risk activities such as mountaineering, canoeing, sailing and residential visits. Trips abroad also need careful attention to duties under health and safety.

365. For children over nursery age, written consent from parents is not required for pupils to take part in the majority of off-site activities organised by the school if these take place during school hours and are a normal part of the child's education at the school. However, parents should be told where their child will be when not on school premises and of any extra safety measures required. This can be via a specific communication, or a more general termly calendar or similar. Written individual consent is usually only requested for activities that need a higher level of risk management, those that take place outside school hours or high-risk activities and residential visits. A 'one-off' blanket consent form may be used for parents to sign when their child enrolls at the school, but it is for the school to decide on how parental consent is to be sought. Even if blanket consent is relied on, the DfE advises that parents should be told of each visit and of any extra safety measures required and given the opportunity to

withdraw their child from any particular visit or activity. This is likely to be a proportionate and appropriate control measure.

*366. Schools must check that external activity providers have appropriate safety standards and liability insurance. The Council for Learning Outside the Classroom (LotC) awards the **LotC Quality Badge** to organisations which meet nationally recognised standards. Where the organisation does not hold the badge, the School must check they are an appropriate organisation to use. This will include checking:*

- their insurance*
- they meet legal requirements.*
- their health and safety and emergency policies.*
- their risk assessments and control measures.*
- their use of vehicles.*
- staff competence.*
- safeguarding.*
- accommodation.*
- any sub-contracting arrangements they have.*
- that they have a licence where needed.*

367. When planning an activity involving caving, climbing, trekking, skiing or water sports (other than rowing), schools must currently check that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004 (for England, Scotland and Wales).

368. There should be an emergency plan and communications plan, known to the trip leaders. The website of the [Outdoor Education Advisers' Panel](#) is a source of advice. Visits should be evaluated after completion and records kept of incidents, accidents and near misses.

1.2 Supporting Documents

The following related information is referred to in this policy:

- Activity Centres (Young Persons' Safety) Act 1995
- Adventure Activities Licensing Regulations 2004 (SI 2004/1309)
- Department for Education Health and safety: department for education advice on legal duties and powers for local authorities, headteachers, staff and governing bodies (2011)
- Department for Education: Health and safety on educational visits (2018)
- Education (Independent School Standards) (England) Regulations 2014
- Educational Visits -EYFS
- Health and Safety at Work etc. Act 1974
- Health and Safety Executive's School trips and outdoor learning activities (June 2011)
- Health and Safety of Pupils on Educational Visits (Department for Education and Skills (DfES) 1998)
- The School's Health and safety policy
- Management of Health and Safety at Work Regulations 1999, as amended, made under the 1974 Act
- The School's Safeguarding and child protection policy
- Keeping Children Safe in Education (2026)

1.3 Terminology

Adventurous Activities include but are not restricted to activities such as winter sports, rock climbing, hill walking, mountaineering, skin or scuba diving, white water rafting, caving, climbing, trekking, watersports or activities in or around water and other uniformed activities. An activity may be considered adventurous not only due to the nature of the activity itself but also the environment in which it will take place, to include but not restricted to activities in areas subject to extremes of weather, temperature or environmental change, on or near cliffs or steep terrain or in or near water.

Educational Visit includes but is not restricted to the following activities: off-site visits (i.e., those outside the grounds of the School), study and cultural visits, Adventurous Activities and expeditions, overseas trips and residential trips. It is not intended to cover sporting activities or physical education.

Educational Visits Co-ordinator has overall responsibility for overseeing all Educational Visits undertaken by the School. They will have responsibility for ensuring all School visits are organised in line with current best practice and with School policies.

Employee or Employees means anyone who works under a contract of employment at the School.

Employer means The Newcastle School (TNS).

External Provider means any person or organisation other than the School or an Employee of the School who provides a service and or facilitates an activity under a contract during an Educational Visit. This includes Employees who occasionally provide an activity under contract such as a summer camp.

Head, where not explicitly defined, means either the Head of The Newcastle School or a Deputy acting their behalf.

Licensed Activities means only those activities which are currently licensable under the Activity Centres (Young Persons' Safety) Act 1995 and Adventure Activities Licensing Regulations 2004 (SI 2004/1309) and include caving, climbing, trekking and water sports.

Parents include one or both parents, a legal guardian, or education guardian.

Pupil or Pupils means any pupil in the School at any age.

School means The Newcastle School (TNS) Senior and Junior School (non EYFS)

School Rules include any behaviour code or code of conduct.

Supervisor means any competent adult, over the age of 17 who has responsibilities and duties assigned to him/her during an Educational Visit (to include but not restricted to volunteers, helpers, Parents, host parents and External Providers).

Visit Leader means an Employee who has overall responsibility for the supervision and conduct of the Educational Visit.

2 Aims of this policy

This policy applies to pupils from Year 1 onwards. Refer to Educational Visits policy for EYFS pupils for Nursery and Reception children.

The Governors of TNS recognise the value to Pupils of Educational Visits. Such visits should:

- Enhance pupils' understanding of curricular activities and support their individual academic progress.
- Provide opportunities to practise skills.
- Support the School's aim to nurture every pupil's character development, preparing them for life beyond school.

The Governors also recognise and accept that such visits may present challenges to the health and welfare of Pupils. Educational Visits will therefore be planned and operated in accordance with this policy and guidance so that everyone involved understands their responsibility and can participate fully in learning outside of the classroom.

This policy is issued in accordance with the Education (Independent School Standards) (England) Regulations 2014 and the Health and Safety at Work etc. Act 1974 and subsequent regulations and guidance. Any legislation referred to in this policy is as amended.

This policy has also been drafted in the light of the Health and Safety of Pupils on Educational Visits (HASPEV) (Department for Education and Skills (DfES), 1998), as supplemented, given that the Education (Independent School Standards) (England) Regulations 2014 require schools to do so.

This policy has also been drafted in accordance with the updated Department for Education (DfE), Health and safety: department for education advice on legal duties and powers for local authorities, headteachers, staff and governing bodies (2011) and the Health and Safety Executive's (HSE) School trips and outdoor learning activities (June 2011). This policy is applicable to all Pupils, excluding those in EYFS. Written in accordance with:

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

3 Legal requirements and responsibilities

3.1 Employers

Under the Health and Safety at Work etc. Act 1974, employers are responsible for the health, safety and welfare at work of their employees. This duty extends to everyone involved in Educational Visits (to include but not restricted to teachers, volunteers, helpers and Pupils).

Employers carry out their legal responsibility, amongst other things, by observing the Management of Health and Safety at Work Regulations 1999, as amended, made under the 1974 Act, which requires them to:

- Assess the risks of activities and record any significant risks
- Introduce measures to control those risks
- Tell their employees about these measures.

Employers retain their legal responsibilities under the Health and Safety legislation, but they can delegate the statutory tasks to their employees. Decisions about Educational Visits are usually delegated to the Head. Permission must be obtained before an Educational Visit takes place. The Head may then in turn delegate duties to others such as one of the Educational Visits Coordinators and/or the Visit Leader.

These duties always apply to all Educational Visits in the UK. Educational Visits outside of the UK will be subject to the law of that country, but if the risk assessment is carried out in the UK, it will also be subject to UK domestic law.

3.2 Employees

Under the Health and Safety legislation, Employees must:

- Take reasonable care of their own and others' health and safety
- Co-operate with their employers over safety matters
- Carry out activities in accordance with training and instructions
- Inform the employer of any serious risks.

Employees also have a common law duty to act as any reasonably prudent parent would do in the same circumstances. However, in some circumstances such as where Employees specialise in a particular activity or lead more Adventurous Activities there may be a higher duty of care.

3.3 The Head

The Head will ensure that Educational Visits comply with regulations and guidelines provided by the Governing Body and the School's own Health and Safety policy.

The Head will ensure that the Educational Visits Co-Ordinator is competent to arrange, administer and monitor Educational Visits.

If the Head takes part in the visit as a group member/Supervisor, they will follow the instructions of the Visit Leader who will have sole charge of the visit.

3.4 Educational Visits Co-Ordinator

The Educational Visits Co-Ordinator will:

- Ensure that the Visit Leader is competent to undertake and supervise activities and to monitor the risks throughout the visit
- Support the Head and Governing Body with approval and other relevant decisions
- Oversee the preparation procedures for all Educational Visits, advising the Visit Leader as required, making staff aware of the details of all proposed visits
- Keep up to date with all legislation and best practice advice on the running of Educational Visits and ensure that all activities meet guidance requirements.

3.5 Visit Leader

Every Educational Visit will have a Visit Leader who will have been appointed or approved by the Educational Visit Co-Ordinator/Senior Leadership Team (SLT). In the event of incapacity of or injury to the Visit Leader, arrangements will be made for another appropriately qualified employee to join the party and take over the Visit Leader's responsibilities. All residential and overseas have a nominated Deputy Visit Leader.

The Visit Leader will have:

- Overall responsibility for the supervision and conduct of the visit
- Responsibility for the health and safety of the group
- Responsibility for the behaviour and discipline of pupils during the visit
- Responsibility to carry out the risk assessment
- For a residential visit it is recommended that wherever practicable, a pre-visit is carried out either by the School or another party acting on its behalf
- Overall responsibility for ensuring that First Aid equipment is carried on the trip and that up-to-date medical details and contact details for all Pupils are available. Either during or on return from the visit, the Visit Leader is responsible for reporting any incidents - according to their nature - which occurred on the visit to the Educational Visits Co-Ordinator and relevant SLT member.
- Responsibility for documentation and to be aware of GDPR breaches. Educational Visit paperwork containing pupil information must be looked after carefully and collected after the trip and destroyed.
- Responsibility to arrange a meeting with the EVC to discuss the trip/visit in detail once outline approval has been provided.

3.6 Pupils

The Visit Leader will make it clear to Pupils that they must:

- Follow the instructions during the visit
- Dress and behave sensibly and responsibly, using safety equipment as instructed
- Pupils should wear School uniform or kit unless permission has been given for other clothing
- Pupils (and the Parents) must be told to bring clothing that is appropriate to all anticipated temperature and weather conditions. Specialist equipment must be identified separately from clothing
- If abroad, be sensitive to local codes and customs

- Look out for anything that might hurt or threaten themselves or anyone in the group and tell the Visit Leader, teacher or Supervisor about it.

Clear instructions on whether Pupils will be allowed to carry mobile phones will be provided in accordance with this policy to the Parents and Pupils in advance of the visit.

Any pupil whose behaviour may be a danger to themselves or to the group may be stopped from going on the visit or withdrawn from a visit which is underway. Reasonable adjustments will be made for Pupils with medical or other conditions, disabilities or special educational needs.

3.7 Parents

The Visit Leader will ensure that Parents are given sufficient information in writing and are invited to any briefing sessions (where required and particularly where the trip includes any residential element), so that they are able to make an informed decision on whether their child should go on the visit. This should include proposals for alternative activities (plan B) in case, for example, adverse weather conditions prevent the intended activity taking place.

The Visit Leader will also tell the Parents how they can help prepare their child for the Educational Visit by, for example:

- Reinforcing the visit's code of conduct
- Understanding the clothing and footwear that will be required and ensuring that this is provided.

Parents will be informed of the arrangements for sending a pupil home early if a pupil is required to be sent home early. The parents will normally be required to meet the costs of such arrangements.

Parents will contribute to the success of the visit by:

- Understanding the objectives of the visit
- Giving clear information where relevant on their child's ability or inability to swim
- Providing clear information on their child's health and any special needs, need for medical attention or medication
- Ensuring that they provide up to date contact details.
- Supporting the efficient organisation and administration of the trip e.g., making payment and providing information in accordance with deadlines that may be set by the School and/or trip providers

4 Communication with the Parents and Parent Responsibilities

The Visit Leader, in conjunction with the Educational Visits Co-Ordinator and school offices, is responsible for ensuring excellent communication with the Parents throughout the trip process. This includes:

- Ensuring the information provided to the Parents before pupils sign up to School trips is as accurate and full as possible and that the Parents have a telephone number or email that they can use to request further information.
- Ensuring that all staff accompanying the trip have accurate and up to date medical and contact details.

- Ensuring that contact details (including emergency contact details in the UK) are provided to all Parents of Pupils attending the visit.
- Ensuring Parents are fully aware of pick-up, drop-off and other travel arrangements and any changes thereto.

Parents are responsible for making sure that contact and medical details provided for staff during School visits are up to date. Reminders of parental obligations regarding medical and contact information are made in all trip launch letters.

Parents are responsible for dropping off their pupils at the School for all trips, and meeting them afterwards, unless other arrangements are made in the trip launch letter such as visits requiring independent travel/meeting at a venue.

5 Consent

All parents of pupils joining the School annually sign an educational visits covering:

- All off-site visits scheduled to take place during the normal school day which for these purposes is defined as commencing between 8am and 6pm.
- Evening visits, such as those to the theatre, with a start and/or return time beyond the normal school day.
- Off-site sporting fixtures outside the normal school day e.g., Saturday fixtures.
- Any indoor and outdoor activities that take place on the School's premises.

Separate parental consent will be sought for the following visits:

- All visits that are residential or contain a residential element regardless of child's age or year group.
- All adventurous activities and visits.
- All visits that incur a cost to parents. Costs will be collected by the School's online Involve system.

See Appendix 1 for consent regarding Local Area Visits

6 Outline Approval

Prior to an Educational Visit taking place, the Visit Leader must:

- Submit an Outline Approval request. This will be signed off by the Educational Visits Co-Ordinator (JMAC), Head of Seniors (AON) and the Designated Safeguarding Lead (TI).
- For local area visits, an Outline Approval request must be submitted to the EVC at least 3 weeks before the visit.
- For non-local area visits that are within the UK and UK residential trips, an Outline Approval request must be submitted to the EVC at least 5 weeks before the visit.
- For foreign residential trips, an Outline Approval request must be submitted to the EVC at least 12 weeks before the visit

Once Outline Approval has been granted, the Visit Leader must complete the following for an Opt-In trip (A trip that is not local):

- Request an expression of interest from parents via Involve

- Publish the trip on Involve
- Seek parental consent from each of the parents of students on the trip and provide parents with all of the details.
- Confirm that the trip lead has all of the necessary medical information to hand and printed
- Complete a risk assessment using the Risk Assessment template.
- Inform the Parents and seek consent either for UK trips or separately as set out in 5. above. Parents must be given full details for the visit including transport arrangements, costs and the nature/purpose of the visit.
- Seek final approval from The Educational Visits Co-Ordinator (JMAC), Head of Seniors (AON) and the Designated Safeguarding Lead (TI).

Once Outline Approval has been granted, the Visit Leader must complete the following for an Opt-Out trip (A trip that is local):

- Publish the trip on Involve
- Inform parents of the details of the trip via Involve
- Confirm that the trip lead has all of the necessary medical information to hand and printed
- Seek final approval from The Educational Visits Co-Ordinator (JMAC), Head of Seniors (AON) and the Designated Safeguarding Lead (TI).

7 Learning Outside the Classroom (LOtC)

The Council for Learning Outside the Classroom (LOtC) awards the Learning Outside the Classroom Quality Badge to organisations which meet nationally recognised standards.

Prior to organising an Educational Visit, the Visit Leader should check whether the provider holds LOtC certification. This information is available via <http://lotcqualitybadge.org.uk/>

If an External Provider does not hold the badge, the Visit Leader must seek approval from the Educational Visits Coordinator who will check that the provider has appropriate safety standards and liability insurance seeking advice as required.

8 Risk Assessment

8.1 Trips that need a Risk Assessment and Extra Planning

The School adopts a common sense and proportionate approach to health and safety on Educational Visits.

An assessment of the risks involved in the activity and the appropriate steps required to counter them will be carried out for every Educational Visit.

A written visit risk assessment is required when activities need a higher level of risk management than is normal during routine activities or are outside normal school hours; for example, high-risk activities such as mountaineering, canoeing, sailing and

residential visits. Trips abroad also need a written risk assessment and careful attention to duties under health and safety.

The Visit Leader should make a written assessment of the risks that are likely to arise on the Educational Visit. The risk assessment should cover but is not restricted to:

- Ratios of adults to pupils, supervision and vetting
- Transport arrangements
- Location
- Accommodation
- Security
- Activities and contingency plans
- Needing staff with specialist skills
- Emergency procedures
- First aid and special or medical needs
- Remote supervision.
- Water, margins, swimming, boats where relevant

Risk assessments must refer to security/terrorism threat where appropriate. Risk assessments are dynamic and should consider changes in circumstance.

The Educational Visits Co-Ordinator will check each risk assessment prior to the Educational Visit and may ask the Visit Leader to make changes where required. If in doubt about any aspect of an Educational Visit, then the Visit Leader should consult the Educational Visits Co-Ordinator.

Risk assessments are checked by the Educational Visits Co-Ordinator in the first instance and then checked by Head of Seniors (AN) and the Designated Safeguarding Lead (TI) before final approval for the trip is given.

8.2 Equipment

The nature of any potential harm should be identified, and the Visit Leader should devise a system for avoiding the risk of harm or minimising the risk if it cannot be avoided. If the risk is considered unacceptable by the Visit Leader and/or Educational Visits Co-Ordinator and/or Head, the Educational Visit shall not go ahead.

Any risk assessment must:

- Identify the potential risks involved in an activity.
- Decide who might be harmed.
- Identify control measures which would reduce the risk.
- Record the finding.
- Review the risk assessment as appropriate.

The Educational Visits Co-Ordinator will also assess participants and competencies before the trip can proceed.

The Visit Leader should continue to assess and reassess the risks throughout the visit, taking account of changes, for example in weather conditions. If the risks become unacceptable, the visit shall be terminated.

The risk assessment is a dynamic document and can be updated at any time before or during a visit.

The Visit Leader must also risk assess a contingency plan in addition to the main activity, visit or itinerary.

8.3 Risk Assessments for Educational Visits

- There is a trips and visits template that outlines key areas that trip leaders need to pay attention to. Trip leaders are responsible for completing this prior to any visit that requires a risk assessment.
- All trip leaders must use the most up to date risk assessment template that is in the Trips and Visits folder that can be accessed via the RM Unify homepage.
- The visit leader will not re-use previous risk assessments from previous trips as updates may have been made since the previous visit.
- Visit Leaders should write risk assessments specific to their Educational Visit, considering the age of the pupils, the venue and the mode of transport.
- When undertaking risk assessment, there should be an ongoing dialogue between Visit Leader/ Educational Visits Co-Ordinator/Emergency Contact (if out of the school hours). This allows for assessment and re-assessment as a visit proceeds.
- Any visit including an Adventurous Activity must be discussed with the Educational Visits Co- Ordinator during the planning stage.
- Visit Leaders are required to carry a mobile phone, and the emergency contact number (disseminated to all staff and pupils). Insurance details relevant to the trip should be carried by the Visit Leader and Deputy Visit Leader on overseas trips.
- All trips and visits risk assessments should consider how all reasonable steps can be taken to prevent sexual harassment. Further information can be found in the School's Prevention of Sexual Harassment Policy which can be found in the Human Resources Manual.

Where relevant, risk assessments will include obtaining information on the need for vaccinations and/or inoculations and ensuring that these are carried out in good time before the visit takes place.

8.4 Risk assessments for trips abroad

Trips abroad can have extra risks and need a higher level of risk assessment.

The Visit Leader should make sure any External Provider holds the LOfC Quality Badge or similar local accreditation.

The HSE does not cover incidents overseas. However, it can investigate the work done in Britain to support the trip, like risk assessments. School staff could be liable under civil law for any injuries to the children due to negligence.

The Visit Leader must consult and consider the detailed guidance provided by the Foreign and Commonwealth and Development Office (FCDO) for the country being visited and any that is passed through in transit. This is available here <https://www.gov.uk/foreign-travel-advice>. Visit Leaders are advised to sign up for email updates from the FCDO for each country that they are visiting. This can be done from the link above.

The cost of obtaining an unlimited data E-sim or purchasing an international sim must be factored into the cost of a foreign residential trip to ensure that the emergency mobile phone can be used at all times.

8.5 Supervision Risk Assessment

The following factors should be considered in the risk assessment in respect of supervision:

- Gender, age, ability, competence and behaviour of the group
- General and specific competencies of the adults within the group
- First aid requirements and knowledge of adults within the group
- Pupil's special educational and medical needs and disabilities
- Duration and nature of activity including any journey.
- Accommodation
- Requirements of the venue
- Appropriate suitability checks, including DBS checks where required by current statutory guidance, will be completed for volunteers and adults involved in educational visit

9 Supervision

9.1 Ratios

Responsibility for pupils is continuous throughout the duration of the visit, including overnight period

There should be an adequate ratio of adults to supervise pupils during the Educational Visit. This ratio should derive on each occasion from the risk assessment undertaken and from discussion with the Educational Visits Co-Ordinator.

For local low risk visits in normal circumstances, the following ratios may be appropriate:

Junior School (Years 1 and 2)	1:6
Junior School (Years 3 to 6)	1:10/15
Senior School (Years 7 to 13)	1:15/20

For overnight stays, residential visits or visits outside the UK, there will be a minimum of two supervising adults - either members of staff and/or suitably qualified and vetted volunteers - in every party. Where possible, mixed gender groups should have at least one male and one female member of staff accompanying.

The following ratios may be appropriate:

Junior School (Years 3 to 6)	1:10
Seniors School 11-18 (Year 7+)	1:15

These ratios are **for guidance only** and the ratio should become smaller the more complex or hazardous the activity. This is decided after discussion with the Educational Visits Co-Ordinator.

9.2 Unsupervised or remotely supervised Pupils (Senior School only)

Where Pupils are working unsupervised or are being supervised remotely, for example, on a Duke of Edinburgh Award expedition, the Pupils must have the aptitude for, and be appropriately trained, briefed and experienced for the activity involved.

Pupils should be briefed with clear instructions beforehand by the Visit Leader as to what to do in an emergency or in the event of getting lost, e.g., given staff emergency numbers; actions to take in the event of a medical emergency; how to shelter appropriately in difficult weather conditions.

Any period of remote supervision must be adequately risk assessed beforehand.

9.3 Supervision by pupils (not applicable to Junior School)

In a non-hazardous area/activity, a group of ten pupils or fewer may be supervised by older pupils aged 16+ for short periods (e.g., up to an hour or so) if those older pupils are known to be responsible and have been properly briefed and are supported by a supervisor, the location of whom is known to the relevant pupil.

9.4 Accounting for individual pupils (Senior School only)

The Visit Leader will ensure that each pupil who is not under visual supervision is accounted for. This means the Visit Leader will know the identity, whereabouts and expected time and place of return of the pupil.

10 Travelling abroad

Pupils whose parents are in the UK on work visas have residency permits that are now online called eVisas. They receive a share code to prove their immigration status. When schools travel abroad and take pupils with non-UK passports, these pupils need to show a share code alongside their passport to get back into the UK.

To do this, parents must have linked the children's passports to their eVisas and provide a share code to the schools before the visit. The share code lasts for 90 days. There is more information in the link at [Online immigration status \(eVisa\) - GOV.UK](#), [get a share code to prove your immigration status](#)

A template communication to be sent to parents by the visit leader before the visit can be found at **Appendix 3**.

11 Child Protection

All educational visits will be conducted in accordance with:

- Keeping Children Safe in Education (current edition),
- Working Together to Safeguard Children
- School's Safeguarding and child protection policy and procedures, including any procedures for vetting and assessing the suitability of staff and volunteers, will apply during Educational Visits.

If a safeguarding concern is raised about a child during an Educational Visit, it should be reported to the Visit Leader who will pass on the concern to the emergency contact who will liaise with a Designated Safeguarding Lead.

If a concern is raised about a member of staff, it should be reported to the Head directly.

Any incident amounting to an allegation or suspicion of abuse which occurs whilst on the educational visit will be dealt with appropriately at the time and will be reported to the School's Designated Safeguarding Lead and to the Head immediately on return.

Accommodation of pupils with host families: to maintain safeguarding for pupils and staff, no arrangements where pupils are accommodated with host families will be granted without the express approval of the Head.

Parents do not routinely accompany School trips. However, where parents or parent volunteers accompany visits, the relevant checks need to be made prior to their involvement in visits.

12 Disability, Medical and Special Educational Needs

The School will make every effort to ensure that all pupils are able to take a full and active part in Educational Visits and that reasonable adjustments are made to ensure they are accessible to all and in line with the Equality Act 2010 protected characteristics.

The School will only consider preventing a pupil from attending an Educational Visit as a last resort and will only do so following consultation between the School, the pupils and the parents and only if the refusal is a proportionate means of achieving a legitimate aim, for example because of an unacceptable risk to the health and safety of the pupil concerned or others on the Educational Visit.

The School will work with Parents and the Pupil to agree a way forward in respect of the proposed Educational Visit and retain a written record of the steps taken and the final decision.

Special needs of any kind will be taken into consideration in the risk assessments and planning undertaken in advance of the visit and appropriate measures will be implemented.

Where relevant, there will be discussions with the Parents and the Pupil relating to the management of their needs during the trip/visit and a record will be kept.

13 Adventurous Activities

Adventurous Activities should be identified and risk assessed before the visit. Visit Leaders must not decide to add such activities during the trip. Always consider the abilities of the Pupils when assessing risk.

The Visit Leader should ensure that the External Provider is competent and endeavour to use accredited providers with appropriate safeguarding procedures in place wherever possible.

The Visit Leader should check with the Educational Visits Co-Ordinator if in any doubt as to the competency of the External Provider.

It is good practice to seek the opinions of other schools who have used an External Provider.

The Visit Leader should check if External Providers are required to have a licence to provide Licensed Activities (<http://www.hse.gov.uk/aala/public-information.htm>) and, if so, that they hold a current licence at <https://aala.hse.gov.uk/aala/>. Organisations who hold the LOtC Quality Badge should hold a licence for the activity they provide.

The Visit Leader must provide copies of licences for the Educational Visits Co-Ordinator and attach these to visit documentation.

The following activities are licensable:

- Caving (including mines, potholes)
- Climbing (including traversing, scrambling, some abseiling)
- Trekking (including some pony trekking and some mountain biking)
- Water sports (including canoeing, rafting, or sailing on sea or tidal or larger non-placid waters).

Where Adventurous Activity is not licensable, the Visit Leader or external provider must be competent in safety procedures and the planning of such activities and hold National Governing Body qualifications where appropriate or will have achieved adequate proficiency in that activity. Specific advice will be obtained from the relevant federations or associations. Where no such body can be identified, the School will obtain evidence of the competence of the External Provider, including seeking references from other schools, where appropriate. The level of qualification required should be matched to the relevant hazards and risks associated with that activity and specific advice can be obtained from the relevant federations or associations.

Where the main activity is an Adventurous Activity or any activity which is facilitated by an External Provider, the Visit Leader will have regard to the appropriate legislation and guidance available at that time.

Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. Such activity will always be identified in advance as an approved activity within the itinerary approved by the School. Specific permission for swimming will always be sought from the Parents in advance. When planning water sports, the Visit Leader should consider the need for

instructors and lifeguards. The Visit Leader should take particular care when using hotel swimming pools and other water leisure activities which may not have a trained lifeguard. Although there are no swimming pool specific health and safety laws, the Outdoor Education Advisers' Panel (OEAP) provides advice when undertaking adventure specialist activities, including swimming.

If the Visit Leader assigns the technical instruction of the group to an External Provider, they should agree with the External Provider their respective roles. Everyone must have a clear understanding of the roles and responsibilities of Supervisors and External Providers.

The Visit Leader and School staff always retain responsibility for the moral and emotional well-being of pupils during the activity and should not hesitate to withdraw them from an activity they judge to be unsafe or causing distress.

Pupils' views should always be considered. Pupils who are reluctant to undertake a particular activity should never be forced to participate in that activity.

The Visit Leader will take appropriate steps to ensure that External Providers do not have substantial unsupervised access to pupils unless this has been authorised and risk assessed by the School.

The Visit Leader will ensure that all appropriate safety measures are taken and that all safety equipment provided is used in accordance with the recommendations of the appropriate national governing body or association for the sport or activity concerned, including the wearing of ski helmets (where appropriate).

Prior to commencement of any Adventurous Activity, the Visit Leader should be fully satisfied with arrangements for health and safety.

The Visit Leader must obtain relevant documentation from the external provider including safety details and the nature of the activities proposed. This information should be included within the Involve documentation for that visit.

If the Visit Leader is not satisfied, he/she will consider whether it is appropriate to abort the activity altogether or work with the provider to agree a satisfactory plan.

If during a Visit, the Visit Leader considers that is no longer safe to continue with an activity, e.g., due to a change in weather conditions, the Visit Leader may approve an alternative plan/activity seeking advice where necessary and informing the emergency contact for the visit and for which a dynamic risk assessment will be undertaken.

For further information please see [OEAP](#) 7a "Adventure Activities".

14 First Aid

Visit Leaders are also responsible for ensuring that First Aid equipment is carried on the trip and that up-to-date medical details and contact details for all Pupils are available. On return from the visit, the Visit Leader is responsible for reporting any incidents which occurred on the visit to the Educational Visits Co-Ordinator and relevant SLT member.

Where possible, a trained first aider should accompany an Educational Visit, particularly a visit that has a residential element. Visit Leaders can contact the Educational Visits Co-Ordinator to organise training for their trip staff.

15 Documentation/ GDPR

The Visit Leader is responsible for documentation and to be aware of GDPR breaches. Visit paperwork containing pupil information must be looked after carefully and collected after the trip and destroyed. The use of 4G iPads is recommended.

16 Insurance

The School has in place insurance for each Educational Visit in the UK which should include where appropriate, but is not restricted to, Employer's liability insurance, public liability insurance, professional indemnity insurance, motor insurance, travel insurance and independent instructor insurance. Overseas trips need to have specific insurance, usually from the tour operator, included in the cost of the visit.

Parents should be informed of the insurance arrangements in clear terms. They should be told which insurances are arranged by the School and which are arranged and payable by the Parents and of any insurances that have not been verified, for example, host parents abroad.

Parents should be told that if they require cover for specific events (for example, repatriation to somewhere other than the United Kingdom) they must make their own arrangements.

Parents should be informed that the School cannot accept liability for the failure of an insurance for reasons beyond the control of the School or where the School has made reasonable enquiries and exercised reasonable care.

17 Mobile phones and pupils' property

Mobile phones can be very useful in emergencies. However, there are reasons why their use by pupils may be restricted on Educational Visits, for example:

- Mobile phones can act as a distraction, preventing pupils from making full use of the educational opportunities offered by the visit.
- Carrying such phones can expose pupils to the risk of mugging and street violence.
- Loss or theft of phones can involve Visit Leaders in time-consuming reporting procedures.
- Homesickness may be made worse by frequent use of mobile phones.
- In the event of an incident on an Educational Visit, the Visit Leader has the authority to collect in any communication devices to avoid sensitive information being disseminated through social media/text etc.
- Students are not allowed to keep mobile phones with them after bedtime during residential trips. All phones must be handed to staff before 'lights out' to ensure a restful environment for everyone.

As a minimum the Visit Leader will carry a fully charged mobile phone at all times and will ensure that an emergency contact at the School has the relevant numbers.

Any Educational Visit which occurs outside of School hours is assigned an emergency contact; usually a member of SLT. The emergency contact will be provided with full details of the visit including contact numbers for the Parents. Visit Leaders must keep their emergency contacts informed of significant changes to the itinerary. The emergency contact is the link between the Visit Leader, Senior Management and the Parents.

Similar rules will apply to all items of personal property including, for example, cameras. Parents are requested not to send Pupils on visits with expensive equipment that may attract thieves or be lost or broken. In any event, Pupils will be responsible for all items of personal property taken on the visit.

In line with Department for Education guidance (June 2026), the school recognises that mobile phones can distract from learning, social interaction, safeguarding arrangements and the overall educational value of a visit. The use of mobile phones and other smart devices by pupils during educational visits, residential experiences and off-site activities may therefore be restricted or prohibited at the discretion of the Visit Leader. Any permitted use must comply with school expectations regarding behaviour, online safety, photography, filming and respect for the privacy of others. Parents and pupils will be informed of any specific arrangements before the visit. Where necessary, communication between pupils and parents will be facilitated through agreed channels and times determined by the school.

18 The safety and supervision of pupils on an educational visit

The Visit Leader always retains a duty of care for the group, unless the responsibility for providing care and supervision has been formally handed over to an appropriately selected third party provider for a specific period.

18.1 Supervisory roles for accompanying staff

In delegating supervisory roles, it is good practice for the Visit Leader to:

- Arrange the party into small and easily managed sub-groups.
- Ensure that each assistant leader knows which sub-group and which pupils they are responsible for
- Ensure that each pupil knows which assistant leader is responsible for them.
- Ensure that all leaders understand they are responsible to the Visit Leader for the supervision of the pupils assigned to them.
- Ensure that all leaders and pupils are aware of the expected standards of behaviour.

It is good practice for each assistant leader to:

- Have a reasonable prior knowledge of the pupils, including any special educational needs, medical needs or disabilities.
- Carry a list/register of all group members.
- Apply the appropriate type of supervision, as required by or agreed with the Visit Leader
- Regularly check that the entire group is present.
- Have a clear idea of the activity to be undertaken, including its aims, objectives and targeted learning outcomes.

- Have the means to contact the Visit Leader or other assistant leaders if needing help
- Be alert to and recognise unforeseen hazards and respond accordingly.
- Monitor the activity, including the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions.
- Be competent in techniques of group management.
- Ensure that Pupils abide by the agreed standards of behaviour
- Clearly understand the emergency procedures and be able to carry them out.

18.2 Responsibilities of the pupils on a visit

Each Pupil should:

- Know who their leader is at any given time and how to contact them.
- Make sure that they have understood instructions.
- Make sure they are not isolated from the group.
- Know who their fellow sub-group members are.
- Alert the leader if someone is missing or in difficulties.
- Make sure they are aware of any designated meeting place.
- Make sure they understand the action they should take if they become lost or separated.

18.3 Pupil behaviour on school trips

- Pupils are aware that, whilst travelling with a School party, they are representing the School to the wider community. Pupils must not act in such a way as compromises their safety, or that of anyone else, or potentially brings the School into disrepute. Any actions, or planned actions, which contravene these rules, will be treated seriously by the School.
- Pupils are expected to abide by all normal School Rules whilst on School trips, by the law of the land, and by other rules established by School staff accompanying the trip for the benefit of efficiency, order or good discipline.
- In cases of seriously bad behaviour, repeated misbehaviour, or dangerous conduct, Pupils may be returned to the School at their parents' expense.

18.4 Registers

Regular registers of the pupils should take place throughout all off-site activities. The frequency will need to be increased at certain points such as crowded public areas, getting on and off transport, and when arriving at or leaving a location or near a significant hazard (such as water). A register should always be part of any initial response to an incident or emergency. It is easier to monitor and count smaller groups and clusters.

It is good practice to:

- complete a Roll Call on Involve at key points in the visit. These points will vary depending on the visit.
- Double-check numbers before departing from a venue.
- Always carry a list/register of all the Pupils and adults involved in the visit.
- Ensure that younger Pupils are readily identifiable, especially if the visit is to a densely populated area, e.g., brightly coloured caps, T-shirts or the School uniform can help identify group members more easily.

- Avoid identification that could put pupils at risk e.g., name badges.
- Provide extra safeguards for very young pupils, or for those with special needs, such as providing laminated cards displaying the name of the group or hotel and an emergency contact number. This could be appropriate for all visits abroad, with a translation of the information into the relevant language(s)
- Ensure that everyone is aware of rendezvous points.
- Ensure that everyone knows what to do if they become separated from the group.
- Make everyone aware of their destination e.g., the metro station where the plan requires them to get off.

18.5 Supervision on residential visits

The responsibility for supervision is continuous, 24 hours a day. It is important that care and supervision are maintained during periods outside structured activities, as well as during the activities themselves. This does not mean that the Pupils on the trip need necessarily to be constantly watched, but rather that leaders need to achieve a sensible balance of activities and supervision methods.

Time for the Pupils to be with their peers, away from a close adult presence, can be an important part of visits, particularly of residentials, and brings many additional learning opportunities. This is equally true for structured learning time as it is for recreational time on longer visits. However, too much unstructured time can allow opportunities for homesickness and wandering off, so the time needs to be appropriately managed.

Opportunities for such time should be built into the visit plan with appropriate levels of supervision included.

Visit Leaders should:

- Take care with the use of terms such as ‘free time’ and ‘down time’ so that they do not suggest to leaders or participants that supervision will not be in place.
- Ensure that all leaders and Pupils always understand the standards of behaviour that apply, not just during activities.
- Ensure that a leader duty system operates so that groups always continue to be appropriately supervised, and that any handover of responsibility is made clear.
- Have strict guidelines for behaviour in bedrooms and dormitories.

Supervision can be direct, indirect (within clear boundaries), or remote. In practice, these three form part of a continuum of supervision ranging from physically holding the hand of a young child, to a group of competent and sensible pupils checking in with Supervisors, perhaps once a day during their self-managed expedition or exchange visit. The three types outlined here are illustrative of the range:

Direct Supervision occurs when the group remain within sight of and contact of a leader.

Indirect Supervision (supervision within clear boundaries) occurs when a group is given the freedom to explore an environment or engage in an activity away from direct adult supervision but within clearly identified and agreed boundaries, for example:

- Small group or individual work within a gallery, museum, cultural or historic site or city
- Time between more structured activities during a residential visit. This should be set up so that, in an emergency or changed circumstances, it should not be a difficult or lengthy process to re-establish direct supervision. Keys to indirect supervision (supervision within clear boundaries) include:
 - Identifying clear geographical boundaries within a suitable area and ensuring everyone is aware of these.
 - Setting a time limit by which all are to be back at an agreed location.
 - Ensuring Pupils are in small 'buddy' groups and know to stay together.
 - Briefing pupils as to the location of leaders during the activity: some leaders could be in a fixed position and others roaming the agreed area.
 - If pupils get lost, they know not to wander aimlessly but to stay together and wait for a leader to find them.
 - If abroad, ensuring pupils carry a small briefing card in the local language.
 - On a residential visit, ensuring pupils know the location of their accommodation (carrying a hotel card from reception is a simple and effective idea).

For example, on a trip to Europe one of your aims is for the Pupils to have a cultural experience and an opportunity to practice language skills in the local market. The Visit Leader chooses an appropriate market with an easily defined boundary and no major traffic hazards. They split the Pupils into small groups who know to stay together. Each group has a small card in the local language explaining who they are and giving an emergency contact number. The Pupils are shown the geographical boundaries within which they can roam, and the rendezvous point where there will always be a leader and where they are to meet by a certain time. Some leaders sit at the local café (the rallying point) while others walk around the market. This is a good example of a sensible risk benefit assessment - the educational benefits are clear and powerful while the risks are appropriately managed.

Remote supervision occurs when a group works at such a distance that direct supervision would take some time to be re-established (e.g., during a remotely supervised adventure walk; Pupils travelling independently to a venue; an orienteering activity; a Duke of Edinburgh Award expedition). For this form of supervision to be appropriate a decision must be made that the young people no longer require an adult leader but can operate independently. Supervision in this context is more of a monitoring and emergency response role. Although the Supervisor is not physically present, they should be able to intervene or assist within a reasonable time when contacted or if there is a cause for concern (reasonable in this context will depend on the age, maturity and competence of the group, the activity and the environment). For this to be effective, the group must know how to contact a remote Supervisor.

When supervision is remote:

- Groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures.
- Remote Supervision will often be most appropriate in the final stages of a phased development programme
- Pupils should be familiar with the environment or similar environments and have details of the meeting points and the times of rendezvous.

- Clear and understandable guidelines will be set for the group, including physical and behavioural parameters.
- The Parents should be made aware of the nature of supervision and the level of responsibility and independence expected of the young people.
- There must be clear lines of communication between the group, the Supervisor and the establishment.
- Mobile phones should not be regarded as a failsafe method of maintaining communication.
- The Supervisor should monitor the group's progress at appropriate intervals.
- There should be defined time limits between contacts. Exceeding these limits should activate an agreed emergency procedure.
- There should be a recognisable point at which the activity is completed.
- There should be clear arrangements for the abandonment of the activity where it cannot be completed without compromising safety.
- The Visit Leader should select the type of supervision to maximise the educational benefits while appropriately managing the risks.
- It is essential that everyone involved in the activity, including the Parents, understands the supervision arrangements and expectations.

18.6 Nighttime Supervision

It may not be possible or appropriate that all the following are fully met but Visit Leaders must either be confident that the risks of the accommodation can be managed, or they should change location.

The sleeping accommodation is exclusively for the group's use or rooms are located next to each other, ideally on the same floor or:

- If the accommodation is being shared with another school group, the joint expectations of leaders and young people are shared and agreed.
- Leaders have sleeping accommodation providing easy access to their group. Consider the location of leaders when young people's rooms are not near each other.
- Consider the most appropriate allocation of young people to rooms.
- Where shower and toilet facilities are not ensuite, consider arrangements for managing the use of shared facilities.
- Consider how secure the buildings can be made against intrusion and if there is 24-hour staffing of reception.
- Confirm that rooms can be secured but leaders have access to a master key.
- Ensure everyone knows the emergency procedures, fire escape routes and assembly points
- Fire escape routes have been checked to ensure that they are clear of obstruction
- Ensure there is an appropriate Personal Emergency Evacuation Plan (PEEP) for any adult or young person who may need one.

18.7 Group supervision when travelling

The level of effective supervision necessary for the journey should be considered as part of the overall risk management plan. Lost person incidents are most likely to occur at rest stops, when changing transport or during transitions from one place to another.

The positioning of leaders, rallying points, clear communication between subgroups and especially headcounts before continuing, are important tools at such points.

19 Emergency procedures

The School allocates a Senior Member of Staff with particular responsibility for covering each trip. In the event of an emergency, that member of staff is responsible for coordinating the School's response.

In an emergency, the Visit Leader will contact the Senior Member of Staff on Duty (Emergency Contact). If the Visit Leader is unavailable to make this call, another member of Staff on the trip will make the call.

The Emergency Contact will thereafter be responsible for coordinating arrangements at School including:

- Contacting the SLT/Head as appropriate and updating the EVC.
- Dispatching of additional staff support to the scene of the trip.
- Contacting the parents of pupils on the school trip and making sure that a dedicated telephone line is made available for the parents to call if appropriate
- Providing any additional logistics or support arrangements for the school group (including, for example, alternative transport arrangements).

20 Evaluation

All Educational Visits must be evaluated by the trip leader as this is an integral part of the learning outside the classroom experience. The Involve system instructs Visit Leaders to outline the purpose of the visit against which an evaluation should be written.

Evaluations must be submitted within 10 days of the visit being completed using the Trips and Visits Evaluation form that can be accessed via the RM Unify homepage.

The evaluation should include incidents, accidents, near misses and any problems that can inform staff who may be running the same trip in the future.

Visit Leaders are encouraged to take part in a debrief with the Educational Visits Co-Ordinator following the trip.

Appendix 1 Local Area Visits

The Newcastle School is committed to providing and maintaining a safe and healthy learning environment for children and this extends beyond the school facilities and grounds.

1 General

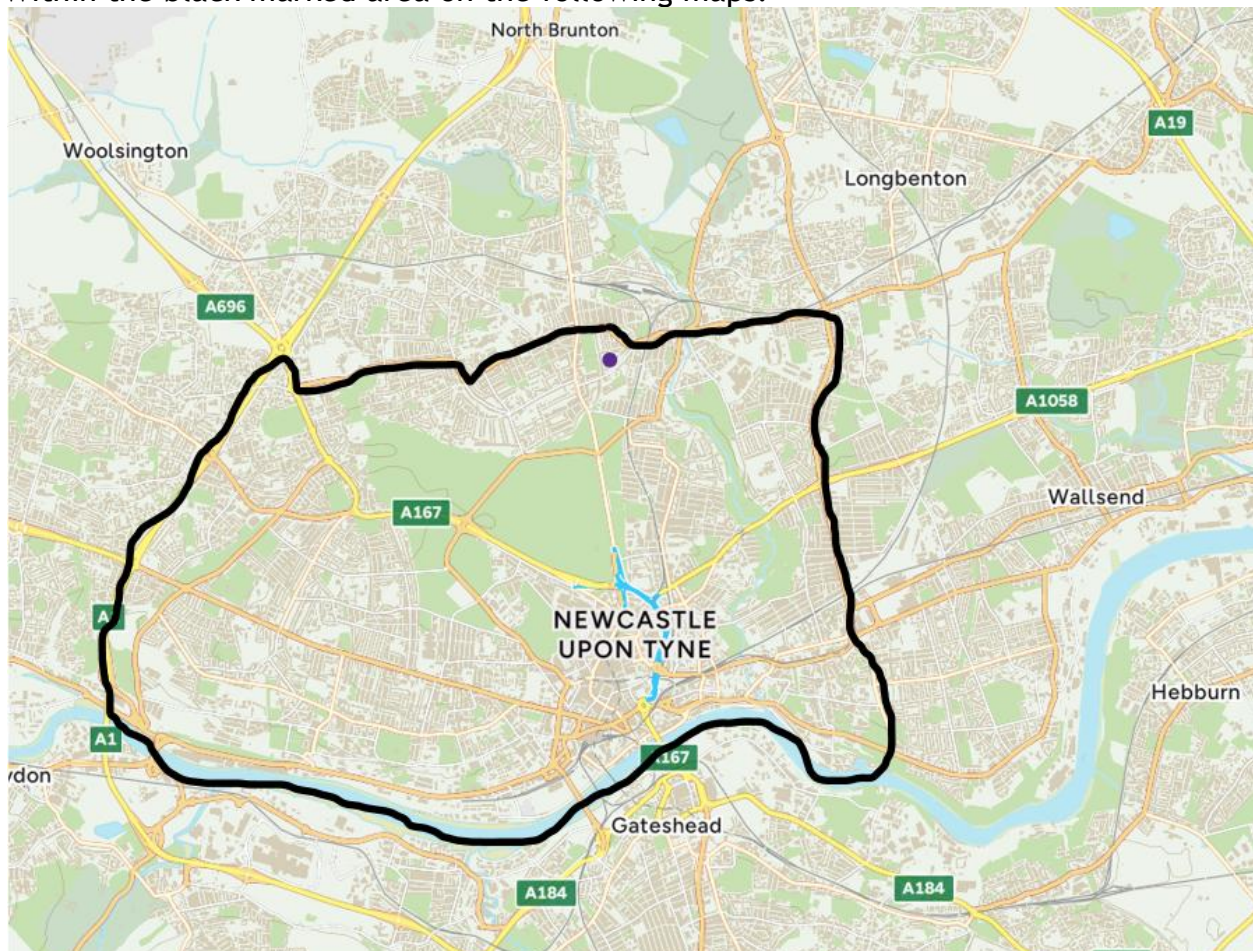
Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- Must be recorded on Involve as an Opt-Out trip.
- The pupils attending must be recorded on Involve and the register taken on departure.
- Must take place within the designated boundaries (see below) unless it is necessary to leave these in an emergency at the discretion of the visit Leader.
- Do not require parental consent unless any of the pupils are in EYFS. Do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

2 Boundaries

Within the black marked area on the following maps:



Operating Procedure for Local Learning Area

3 Significant issues/hazards

The following are potentially significant issues/hazards within our Local Learning Area:

- a. Road traffic
- b. Other people
- c. Members of the public
- d. Animals
- e. Losing a pupil.
- f. Uneven surfaces and slips, trips, and falls.
- g. Weather conditions.
- h. Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc.).
- i. Narrowed pavements due to outside seating.

4 Managing risk

Risks are managed by a combination of the following:

The following are generic and should be reviewed:

- a. Staff will record the activity on Involve.
- b. The Head, DSL and EVC must give approval on Involve before a group leaves.
- c. Staff are familiar with the area, including any 'no-go' areas, and have practiced appropriate group management techniques. Where appropriate, pupils are fully briefed on what to do if they become separated from the group. This needs a decision and will depend on the area you are in - return to school, wait where they are, go to x and ask for help, etc.)
- d. Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- e. Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- f. A school mobile is taken with each group and the number is recorded by all on the trip.
- g. Appropriate personal protective equipment is taken when needed (e.g., gloves, facemasks, bag for waste, tissues etc.) If you have a local issue, e.g., with drug needles, etc., in any area, then you can mark that bit as no-go, or educate the pupils to deal with it - it is the local area after all, so they need to be able to cope.

Appendix 2 National Trust Education Group Access Pass (EGAP)

The National Trust Education Group Access Pass is kept in the finance office at West Avenue. The Pass must be signed for, before taking out of the finance office, and returned immediately following the trip.

The School's **Holiday Club** has priority over this Card. Please check dates for trips in case already in use.

Please contact the finance office if any further information or advice is needed.

How to book a visit with an Education Group Access Pass

All group visits should be booked at least seven days in advance to make sure that the place has capacity to welcome the group and meet their needs. Some places may need more than seven days' notice, so please contact them at the earliest opportunity. National Trust staff have the right to refuse admission to groups that have not booked in advance.

EGAP holders receive free entry to National Trust places during published opening times. For all EGAP groups (other than home-educating groups), this includes weekends, bank holidays and school holidays, so long as this complies with the specific place's group admission policy. Groups should check with individual places for any local restrictions, or where any out-of-hours visits may be permitted (such as overnight stays at eligible places).

The group should make direct contact with the place they're planning to visit. Contact information can be found online and in the National Trust Handbook.

Group leaders can make a free, preparatory visit to a place for planning purposes. These visits must be booked in advance, and any accompanying adults or children are subject to normal admission rates.

Additional educational services and activities

Many places have additional charges for offers beyond entry, such as access to self-led resources or facilitated sessions. This is different to paying for the Education Group Access Pass.

Payment for educational services and activities can be taken via a till at the place on the date of the visit via cash, card or cheque (depending on the capability at the specific place). Please check with the place at the time of booking.

If necessary, if the group has a registered account with the National Trust, an invoice may be raised by the place for any additional activities or educational services if the group leader is not able to pay on the day.

Pre-visit information for group organisers and teachers

If needed, National Trust places will send pre-booked groups:

- property specific risk assessments which relate to their visit
- a link to their [Safeguarding Statement](#)
- details of the terms and conditions of their Education Group Access Pass (if applicable), including group supervision ratios.

Group organisers are also responsible for:

- securing the right permissions from parents or guardians etc.
- making sure their group follows health and safety procedures during the visit
- providing evidence that they have public liability insurance with a minimum £5m indemnity limit in place for when they visit. There's a minimum of £10m for highest risk activities such as coasteering or air ballooning.

Groups can provide evidence by sharing a letter from their insurance provider or broker stating that sufficient cover is in place. Please share this with the place you're visiting, preferably at the time of booking a visit. The letter doesn't have to be addressed specifically to the National Trust and can be a 'To whom it may concern' letter. This doesn't apply to home-educating groups when parents are visiting solely with their own children.

Verbal confirmation of insurance will not be accepted as evidence of cover.

Appendix 3 Template communication to parents re share code requirement for pupils with foreign passports

Dear Parents/Carers

Important: Share code requirement for pupils with foreign passports

We are preparing for our upcoming school trip to [insert details], and we would like to remind families of pupils who hold **foreign (non-UK) passports** about an important requirement to ensure smooth travel.

If your child holds a **foreign passport** but has the **right to live in the UK** (for example, through **Settled Status, Pre-Settled Status, or a UK Visa**), they will need to provide a **Share Code** to confirm their immigration status when returning to the UK.

What is a Share Code?

A Share Code is a unique digital code issued by the UK government that allows border officials to verify a person's right to live in the UK. This is essential to avoid any delays when re-entering the country.

How to obtain a Share Code:

1. Visit the official UK Government website: View and Prove Immigration Status
[View and prove your immigration status: get a share code - GOV.UK](#)
2. Select '**Prove your status**' and log in using your child's:
 - Passport number (linked to their immigration status)
 - Date of birth
 - Email address or phone number for verification
3. Choose the option to generate a **Share Code** for **travel purposes**.
4. The code will be valid for **90 days**.

What we need from you:

Please obtain a **Share Code** for your child and send it to us by **[insert deadline]**. This will allow us to keep a record and ensure your child can travel without issues.

If your child has recently **renewed their passport**, please ensure their **new passport number** is updated with the UK Home Office before generating the Share Code.

If you have any questions or need assistance, feel free to contact us at **[insert contact information]**.

Thank you for your cooperation in ensuring a smooth and successful trip.

Kind regards

POLICY CONTROL - EDUCATIONAL VISITS POLICY

Status & Review

Statutory policy or document	No
Publish on school website	Yes
Review frequency	Every three years
Approval date	September 2026
Review date	September 2029

Version Control

Author	Creation / Revision Date	Version	Status
EVC (JM)	November 2025	1.0	Final approved version for publication. Map showing the 'local area visits' boundary Introduction of version control
Executive Assistant (TA)	September 2026	2.0	Change school name to The Newcastle School. Changed Junior School Assistant Heads team to Junior School Co Heads team
EVC (JM)	September 2026	2.1	Updated TNS's aim for nurturing character development. Updates: Outline approval procedure, explicit reference to KCSIE 2026, suitability checks for volunteers, residential supervision, protected characteristics.