TRIPS AND VISITS POLICY

Purposeful off-site learning, supervision, consent and emergency planning

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP

1 | SCOPE AND AUTHORISATION

Applies to educational, vocational, leisure, reward and preparation-for-adulthood visits, including regular external PE and swimming. Kate Willis authorises each activity or an appropriate recurring-visit plan. Name a competent visit leader. Agree learning purpose, participants, timing, staffing and commissioning arrangements before booking or promising participation.

2 | INDIVIDUAL ASSESSMENT

Assess the actual activity and each learner's needs, safeguarding risks, communication, mobility, regulation, medical and allergy requirements. Consider current professional advice and family information. Record control measures and changes since previous visits. Ratios follow risk and competence; a generic ratio does not demonstrate that a particular group can be supervised safely.

3 | VENUE AND PROVIDER CHECKS

Confirm suitability, safeguarding, insurance, activity competence, accessibility and emergency arrangements with the venue. Check any required licences and specialist qualifications for the activity. For swimming, agree instructor and lifeguard roles, learner ability, changing privacy and rescue arrangements. Staff retain responsibility for Impact's learners even when external instructors lead an activity.

4 | CONSENT AND INFORMATION

Give families and learners clear information about purpose, itinerary, cost, transport, clothing, food, risks and emergency contacts. Obtain the consent required by the activity and commissioning arrangements, with specific consent for unusual or higher-risk elements. Check legal decision-making arrangements where relevant. Consent does not remove the duty to plan and supervise safely.

5 | SUPERVISION AND HEADCOUNTS

Allocate staff to named groups, brief everyone on boundaries and count learners at departures, transitions and agreed checkpoints. Staff must remain contactable through work arrangements. Match support to SEND and safeguarding needs and retain effective cover for an emergency. Do not allow personal phone use or another duty to distract from allocated supervision.

6 | INDEPENDENT TIME

Unsupervised time is not automatic, including for older learners. Authorise it only after an individual assessment, appropriate consent and commissioner agreement. Record defined boundaries, groups, exact meeting points, regular check-ins, escalation triggers and an immediate response to missed contact. A messaging group or mobile phone alone is not a sufficient supervision arrangement.

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7 | TRANSPORT AND HANDOVERS

Check vehicles, drivers, licences, insurance, restraints and accessibility for the journey. Agree pickup and collection arrangements and count at every transfer. Plan delays, breakdowns and safe handovers; never leave a learner at an unconfirmed destination. Learners without a safe collection plan remain appropriately supervised while family and commissioner arrangements are resolved.

8 | MEDICATION, FOOD AND EQUIPMENT

Carry prescribed emergency medicines, healthcare/action plans, first-aid supplies and suitable communication equipment. Allocate a trained responsible adult and backup. Confirm allergy-safe food and cross-contact controls; do not assume a venue can meet need without checking. Water, meals, rest, suitable clothing and weather contingencies must be planned for all learners.

9 | EMERGENCY AND MISSING LEARNER

The leader secures immediate safety, calls emergency services when needed and notifies the designated Impact contact. Follow the visit-specific missing-learner plan, alert venue security or police as indicated and maintain supervision of the rest of the group. Record times and actions. Contact family and commissioners appropriately and follow agency advice on communication.

10 | RECORDS AND EVALUATION

Keep the approved plan, risk assessments, consents, provider checks, attendance, staffing, emergency contacts and incident records securely. After the visit review learning, participation, near misses and controls. Update recurring plans where conditions change. Complaints and adult-conduct concerns use their separate routes; do not treat a successful outing as proof that all controls were adequate.

11 | POLICY CONTROL AND REVIEW

Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Scheduled review: September 2027, or sooner after relevant changes, incidents or feedback. Record actual governance approval and implementation decisions and brief staff on their duties. These policy dates do not assert that approval, staff training or operational checks have already occurred. Use the Complaints or independent reporting route for concerns about implementation.

12 | SOURCES AND RELATED DOCUMENTS

DfE: Health and safety on educational visits; HSE: School trips and outdoor learning activities.

gov.uk/government/publications/health-and-safety-on-educational-visits

Check current versions and apply according to Impact's legal and commissioning status.