

Offsite Activities Policy	
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Document Control

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01/06/26	V2	Updated Headteacher name and EVC. Amended Appendix in line with new mobile phone policy, pupil selection process and added EIA process.
23/06/2026	V2	Approved by Govs

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1 Declaration of intent

Educational visits are activities arranged by, or on behalf of, Worthing High School, which require pupils to leave the school premises, having been authorised to do so by the Headteacher or other designated member of staff.

Educational visits are a valuable way to enhance the curriculum, expand pupils' education, provide enriching social and cultural experiences, teach life skills, promote independent learning, provide a foundation for lifelong learning, and form an integral part of our approach to furthering our pupils' education and personal growth.

This policy sets out our approach to planning and operating educational visits, to ensure the health and safety of our pupils and staff, and to make sure that our visits are accessible to all pupils. It sets out the roles and responsibilities of staff, pupils and volunteers when it comes to visits.

This policy applies to activities taking place within and outside of normal school hours, including weekends and holiday periods. This includes (but is not limited to):

- Visits to places of interest in the local area
- Day visits to places such as museums and other cultural and educational institutions
- Sporting activities
- Adventurous and recreational activities
- Residential trips organised by the school
- Trips abroad organised by the school

2 Legislation and guidance

This policy is based on the Department for Education's guidance on health and safety on educational visits, and the following legislation and statutory guidance:

- Equality Act 2010
- SEND Code of Practice
- Keeping Children Safe in Education

3 Roles and responsibilities

3.1 Headteacher

The Headteacher is responsible for:

- Approving staff requests for educational visits, including having final authority to approve any educational visit of less than 24 hours
- Making sure staff, including the educational visits co-ordinator, have received any necessary training
- Working with the governing body to approve residential trips of more than 24 hours

3.2 The educational visits co-ordinator (EVC)

Their role is to:

- Oversee and guide other staff to arrange and organise educational visits
- Assess the ability of other staff to lead visits and designate a suitable trip lead for each visit
- Assess outside activity providers
- Advise the Headteacher and governing board when they're approving trips
- Access the necessary training, advice and guidance
- Evaluate all visits once complete, from planning to the visit itself, and use this to improve future arrangements

Hayley Thomson is the current EVC at Worthing High school.

3.3 Trip lead

Every educational visit will have one member of staff designated as the trip lead. The trip lead will:

- Plan the proposed visit, taking into account the health and safety risks to pupils, staff and volunteers
- Assign staff and volunteer roles, as needed
- Make sure the school has accurate and up-to-date information about the trip destination, to be used in risk assessments
- Make sure the needs of everyone taking part are considered, including co-ordinating any additional support needed
- Make sure parents and carers are given accurate information about educational visits, including any costs or necessary equipment not supplied by the school or a third party
- Communicate key details about the visit and all locations to staff, pupils and parents/carers, including roles and responsibilities and expected behaviour
- Make sure staff are capable to fulfil their roles at all times while responsible for pupils and others
- Uphold the guidance to prohibit alcohol consumption by staff and volunteers on a trip

3.4 Staff

Staff have a responsibility to make sure all pupils and staff who take part in visits are kept safe and understand the proper way to prepare for trips, as well as how to act while taking part. Staff will:

- Seek and obtain approval for all educational visits from the Headteacher
- Carry out any required risk assessments and work with the trip lead
- Communicate with parents and carers and make sure trips are inclusive of all pupils' needs
- Look out for the health and safety of themselves and those around them
- Help manage pupil behaviour and discipline as required while on the visit
- Share any concerns or worries with the trip lead and others, as appropriate
- Follow school guidance prohibiting alcohol consumption by staff and volunteers on a trip

3.5 Parents and carers

By agreeing that pupils can take part in educational visits, parents/carers agree that they will:

- Provide all information required, such as emergency contact details and health/medicine information if applicable
- Sign and return consent forms and any other documentation required in a timely manner
- Share any concerns or information about the pupil that may affect or impact their ability to safely take part in the trip

3.6 Volunteers

Volunteers attending school trips, including parent volunteers, agree to:

- Follow the directions of staff and act accordingly
- Behave appropriately and model good behaviour for pupils
- Report any concerns to the trip lead or other staff present as soon as possible
- Make sure pupils under their supervision are acting safely and appropriately, and raise any issues with staff as soon as possible
- Follow school guidance prohibiting alcohol consumption by staff and volunteers on a trip

3.7 Pupils

Our school behaviour policy also applies to all educational visits. This includes the expectation that pupils will:

- Follow instructions given to them while on the trip
- Dress and behave as expected for the length of the trip
- Take responsibility for their own safety and the safety of others, reporting any concerns to a staff member or trip supervisor

Pupils will always be reminded of our behaviour expectations before going off-site for a visit, and will be expected to uphold the school's behaviour policy at all times. **Please see school behaviour policy.**

4 Planning and preparation

The decision on whether or not a visit will take place will be made by the School's Senior Leadership Team and based on factors including:

- Cost (including any potential cost to parents/carers)
- Timing in the school year and any potential clashes
- Educational purpose and value
- Disruption to the normal running of the school
- Health and safety considerations
- Staff-to-pupil ratio

As part of the planning stage, information will be gathered by staff proposing the visit, including:

- Location and travel distance
- Travel plans or options

- Full cost breakdown, including multiple options where available
- Resources, including staffing, volunteer, and physical supplies
- Accommodation options, where needed
- Insurance detailed, where needed
- Risk assessment plans and first aid provision
- What safety measures can be put in place in order to reduce any risks

See **appendix 1 and 2** for our trip information form for the planning and approval of a visit.

In cases where a trip involves activities for more than 24 hours, an overnight stay and/or travel overseas, the Headteacher will seek approval of the Local Governing Board.

Once the risk assessment has been approved by the Headteacher, and the Local Governing Board where relevant, staff will communicate with parents/carers and provide trip information.

Written parental consent will be required for trips that take place outside of normal school hours, and for any trips requiring a higher-than-normal level of risk assessment.

We will evaluate each visit after its conclusion, from the planning through to the visit itself, to continually improve the planning and experience of our future visits.

4.1 Inclusion

All pupils, regardless of background or abilities, should be able to take part in every aspect of our school life, including visits as per the Equality Act 2010. If a pupil with a disability, statement of special educational needs (SEN) or an education health and care (EHC) plan, or any other specific needs (e.g. medical conditions including allergies) is participating in the visit, where practicable, they will have the same support that is available to them during the school day. We will adjust the trip programme where practicable, working with parents/carers to provide additional support, making reasonable adjustments to itineraries, providing additional support staff, and other reasonable adjustments as appropriate. Additional risk assessments may be carried out to ensure the safety of all staff and pupils. Decisions will be made in consultation with the SENCO where pupils have SEND.

4.2 Pupil selection for educational visits

The school reserves the right to determine which pupils may attend educational visits and trips. The Headteacher or designated Senior Leader will make decisions on a case-by-case basis, considering the pupil's behaviour record (including accumulated behaviour points), attendance, safeguarding or risk management needs, and the specific trip's nature and requirements. Reasonable adjustments will be made to support pupils with protected characteristics where proportionate to address disadvantages they face during offsite activities.

Parent/carers and student voice will be sought as part of the process. Parents/carers will be informed as early as possible if their child cannot participate, with clear reasons provided (see appendix 6).

4.3 Equality Impact Assessment (EIA) Process

Where the selection process identifies that a pupil may not be able to participate, or where reasonable adjustments are required, an Equality Impact Assessment (EIA) will be completed by a decision panel. This Multi Team Selection Process will ensure decisions are fair, lawful and properly documented.

When an EIA is required

An EIA must be completed when:

- A pupil with a protected characteristic (including disability, SEND, or other protected characteristics under the Equality Act 2010) may face barriers to participation and/or is not being selected for a trip or residential
- There are concerns about whether a pupil can safely participate due to behaviour, safeguarding or risk management needs
- Reasonable adjustments are needed to enable participation
- A decision is being made to exclude a pupil from a trip or residential

EIA Decision Panel

The panel may include:

- Trip leader
- EVC (Educational Visits Coordinator)
- SENCO (where SEND pupils are involved)
- DSL (Designated Safeguarding Lead, where pupils with safeguarding concerns are involved)
- Deputy Headteacher - Behaviour and Standards
- Headteacher

EIA Process

The panel will:

1. **Review all relevant information** gathered during Stages 1-4 of the selection process, (see appendix 7.) including input from the trip leader, DHT Behaviour and Standards, SENCO, and pastoral/safeguarding teams
2. **Consider reasonable adjustments** that could enable the pupil to participate safely, taking into account:
 - The cost and practicality of adjustments
 - The effectiveness of adjustments in overcoming disadvantages
 - The impact on other pupils
 - Health and safety requirements
 - The specific needs of the individual pupil
3. **Apply the principle of inclusion** - starting from the position that all pupils should be able to participate unless there are clear, documented reasons why this cannot be achieved even with reasonable adjustments

4. **Make and record the decision** using the EIA proforma, clearly documenting:
 - The barriers identified
 - Reasonable adjustments considered
 - Why adjustments are or are not reasonable/sufficient
 - The final decision and rationale
 - Any alternative provision offered
5. **Communicate the decision** - the trip leader will inform unsuccessful students first, with parents/carers offered a face-to-face meeting if required with the trip leader and EVC and the minutes will be recorded on the EIA document.

EIA Documentation

All EIAs must be completed using the school's EIA proforma (appendix 6) and retained on file. The completed EIA provides an auditable record of the decision-making process and demonstrates compliance with the Equality Act 2010.

5 Risk assessment

We will carry out a full risk assessment before the start of all trips. This will be completed using the school's risk assessment template and in **appendix 3**, and approved by the Headteacher and EVC. Existing risk assessments or those provided by the destination itself might also be used to support this process. The risk assessment will include any specific medical issues and allergies (for staff and pupils), the role of additional support on the visit, specified activities to be carried out, as well as risks associated with transport to and from the destination. Where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process, but this is not mandatory. Trip leads will raise any concerns or questions about potential risks and safety measures with the Headteacher and, where appropriate, third party vendors. Every risk assessment will be approved by the Headteacher, and a copy taken on the visit, to share and circulate with staff and another copy left with EVC.

5.1 Staff ratios and first aid

Risk assessments for each visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

- At least 1 male and 1 female supervising adult is present where possible (for mixed pupil groups)
- At least 1 trained adult able to administer first aid is present on all trips
- Appropriate first aid equipment will be taken on all trips, in accordance with the school's first aid and health and safety policies.
- All supervising adults will be made aware of any medical issues or allergies at the start of the trip
- Adults without a DBS check will not be left alone with pupils at any time
- The trip lead will take regular headcounts and/or rollcalls

5.2 Transport

We will make sure pupils, staff and volunteers are transported safely and efficiently, with the required first aid provision.

Unless previously agreed with parents, transport for visits will leave from, and return to, the school site.

5.3 Use of external organisations

As part of the risk assessment process, we will check that any external organisations providing an activity have appropriate safety standards and liability insurance. This includes checking that organisations hold the Learning Outside the Classroom (LOtC) Quality Badge. Where an organisation does not hold this badge, we will check additional details as outlined in the DfE's guidance on health and safety on educational visits to make sure it's an appropriate organisation to use. We will have a written agreement in place with each external organisation outlining what everyone is responsible for during the activity.

6 Volunteers

Where appropriate, parents and carers may be asked to volunteer to attend and supervise pupils alongside staff members on trips. Where more parents/carers volunteer than required on the visit, those invited to attend will be selected as fairly and transparently as possible, whilst taking into consideration:

- The needs of the pupils going on the trip
- The setting and circumstances of the trip
- Volunteers' skills, attitude and past behaviour, including previous volunteer experience

Parents/carers selected to volunteer will be informed at least 2 weeks ahead of the visit, and asked to confirm their attendance in writing. They will also be asked to confirm they agree with the expected behaviour. See **appendix 4** for our volunteer code of conduct for educational visits. Volunteers will receive a full induction from staff members on the day of the visit, prior to departure, including on their responsibilities, expected behaviour, the process for raising concerns, emergency procedures and contact details, and the expected timetable of the trip.

All volunteers will be subject to the same safeguarding checks as outlined in our "Safeguarding and Child Protection Policy". Where practical and as required by the nature of visits (i.e. when volunteers may be left with children without staff members present), volunteers may be asked or required to undergo safeguarding checks, including DBS checks.

At no point will volunteers on whom no safeguarding checks have been carried out be left alone with pupils or given sole responsibility for the care of a pupil.

7 Communication and consent

We will endeavour to contact the parents and carers of pupils invited to take part in an educational visit at least 1 month before the proposed date of the trip. Communication will be via letter or email, and information provided will include the date, travel times, destination, purpose of the visit, and the size of the group attending.

We will also communicate:

- Times and details of travel, including drop-off and pick-up times and location
- Clothing and equipment required, and whether this is provided by the school
- Expected behaviour and consequences of pupils' failure to meet these standards

Where required, parents/carers will be asked to provide written or digital consent for educational visits by signing and dating a form on Wisepay, or to be returned to the school. Because most visits during the school day will be part of the curriculum, we will not always need written consent. However, we will always inform parents/carers as above about any off-site visits, and give an opportunity for them to withdraw their child.

Current and relevant medical information and dietary requirements will be taken from information already provided to the school, as well as emergency contact numbers where they can be reached.

In the case of overseas trips, they will be asked to provide passport information and European Health Insurance Card or UK Global Health Insurance Card information, if available.

8 Emergency procedures and incident reporting

Generally, emergency planning will be defined as planning for:

- Serious and unexpected risk
- Serious and life-threatening injury
- Individuals going missing
- A serious breach of safeguarding expectations

The trip leader will be familiar with these plans for each visit.

In the case of an emergency, the trip leader or other supervising adult will contact the school office. The school office will then contact parents/carers as required, and inform them of changes to plans or cancellations of trips and/or alternative travel plans. This will form part of a wider communication plan that covers how routine communications should be handled in such situations.

One member of staff will always accompany a pupil seeking medical treatment.

In a case of a pupil being unaccounted for, the trip leader will search the area while another member of staff remains in charge of other pupils. In the unlikely event that a pupil cannot be found within 30 minutes, the trip leader will contact

the school office who will notify the parents/carers. The trip leader will then contact the police and provide them with the relevant information so they can take over the search, staying with them to comfort the pupil when found. The remaining staff and adults will return to the school with the rest of the pupils.

All incidents and accidents will be reported in line with our health and safety policy, including required reporting to Ofsted and the Health and Safety Executive (HSE). Smaller incidents, accidents or near misses that do not require external reporting will still be covered by an internal report, to include steps that can be taken in the future to avoid similar incidents.

There will also be a clear process for evaluating all visits and trips once they have been concluded from the planning through to the visit itself. This will help with evaluating whether planning worked and to learn from any incidents that took place.

9 Charging and insurance

We will follow our charging and remissions policy at all times.

Parents/carers won't be asked to pay for any educational visit that takes place during school hours. They also won't be asked to pay for any educational visit that takes place outside of school hours **if** it is part of the National Curriculum, a syllabus for a prescribed public examination, or religious education.

Where necessary, we may ask for a voluntary contribution to the costs of educational visits, but this will be entirely optional (except for residential visits) and will not affect pupils' ability to take part fully in the trip.

We will make sure adequate insurance is in place for all trips, including, but not limited to: cancellation insurance for contracts with external providers, travel insurance, accident and medical cover, and loss of luggage and other personal items.

10 Residential visits

The Headteacher, together with the governing body, will approve all residential trips longer than 24 hours.

The planning and preparation laid out in this policy will apply to residential visits as well as 1-day visits. In addition, the trip lead will make sure:

- Staff have received any necessary training and guidance
- All necessary permissions and medical forms are obtained before the start of the trip
- All adults, including volunteers, have had adequate safeguarding checks. Where appropriate – e.g. if the volunteer will be in direct unsupervised contact with pupils – this will include relevant DBS checks

Parents and carers will be given information about the visit and asked for permission before the first day of the visit. Information shared with parents will include:

- The dates and time of departure and return to school
- The full address and contact details of the destination
- Planned activities and options
- Meal provision
- Costs and optional charges, including deposits and the date by which this must be received, in line with our charging and remissions policy (this will include information about exemptions)
- Clothing and equipment provided, and what pupils must bring themselves
- Public health requirements, including any required vaccinations
- Accommodation options and arrangements
- The names of staff attending

For visits abroad, we will make sure that any organisation providing activities hold the LOTC Quality badge or similar local accreditation. We will follow the [Foreign, Commonwealth and Development Office \(FCDO\)](#) guidance and foreign travel advice when organising these visits.

11 Review

This policy will be reviewed every year by the Assistant Headteacher responsible. At every review, the policy will be shared with the full governing board.

12 Links with other policies

This policy links with the following policies and procedures:

- Health and safety policy
- Charging and remissions policy
- Behaviour for learning policy
- Safeguarding and child protection policy
- Mobile Devices policy



Appendices

12.1 Appendix 1

WHS Trip Process

School Trip and Activity Process

TRIP LEADER (after checking with the Line Manager, Cover Manager and Exams Officer) shares the form as a Google sheet (viewing settings need to be set to all at 'Worthing High School') with the Cover Manager and submits trip proposal form to EVC, at least 6 weeks before the trip

EVC confirms if Trip/Activity has been approved by the Leadership team via email to Trip Leader and trips@worthinghigh.net

TRIP APPROVED BY SLT

- Trip Leader emails draft letter to their line manager
- Draft letter to be shared with EVC
- Send the list of students to Trips (trips@worthinghigh.net) to generate behaviour points, attendance, PP, SEN
- SSW to do a behaviour check
- Send the list to SENDCO (sendco@worthinghigh.net) to check if any pupils have specific needs requiring reasonable adjustments
- EIAs carried out if necessary
- Once authorised, letter to be sent to Trips and Finance along with the finalised student list
- Risk Assessment to be carried out and shared with Trips along with itinerary

Finance to put the letter on WisePay and then Trips will send an email to parents/pupils via Schoolcomms.

Trip leader checks viability of the trip with voluntary contributions, communications to parents/carers to confirm trip

Trips puts the information on Evolve. They then complete the itinerary and risk assessment and get EVC and Headteacher to sign off.

TRIP APPROVED ON EVOLVE

Trips create trip pack for staff and the emergency officer, which includes, itinerary, register, medical and contact list, risk assessment and photo consent.

Prior to a residential, meeting to be held with staff team.

Trip Leader to collect medical bag from Student Services, mobile phone, and banner from the Office on the morning of the trip (or the day before if required).

TRIP REJECTED

Trip Proposal form is archived and kept for information only – no further action is taken.

RESIDENTIAL TRIP?

Trip Leader should arrange a meeting with Finance to discuss the trip, cost and travel arrangements in more detail

For further assistance or if you have any queries relating to School Trips and Activity process, please contact trips@worthinghigh.net

12.2 Appendix 2

Proposed visit planning information

Trips Master planning form ALL TRIPS 2025-26. PLEASE MAKE A COPY .XLSM ☆ 📁 ☁

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A1:F1 Proposed Trip/ Activities form (v.14)

	A	B	C	D	E	F
1						
2	Summary information		Yes/ No	Detail	Date:	Confirmed by:
3	1	Has this trip been discussed with your line manager				
4	2a	Has this trip been discussed with SLT link?				
5	2b	Have cover implications been discussed with AAL in person?				
6	2c	AAL calendar notes for completion before SLT authorisation				
7	3	Date of trip				
8	4	Destination				
9	5	Trip leader (going on trip)				
10	6	SLT lead responsible				
11	7	Emergency officer				
12	8	Brief summary & educational rationale for trip				
13	9	Timings				
14	10	Subject area				
15	11	Educational outcomes/ benefits of trip/ activity?				
16	12	Proposed numbers of students involved				
17	13	Student names pasted into 3. Student Names				
18	14	Year groups involved				
19	15	No of staff required (list names on 4. Staff names)				
20	- WHS requires ratio of 1:15 for trips to London. Adventurous trips may require different ratios. Seek advice from WSCC handbook - SLT will confirm final list of staff attending once cover checked, etc					
16	All students expected to attend all trips in full school uniform. Mobile phones are not permitted to be used					

+ ≡ 1. Trip proposal 2. Financial planning 3. Student Names 4. Staff names

12.3 Appendix 3

Risk assessment template

Stage 1	Stage 2	Stage 3	Stage 4				Stage 5	Stage 6
Identify all the hazards that are foreseeable.	Identify who may be harmed.	Identify what control measures are already in place to prevent harm being realised.	Evaluate the risk. Likelihood of harm being realised and likely severity of harm				Put into place pragmatic measures that reduce the risk.	Evaluate the residual risk factor
A hazard is something with the potential to cause harm to people, plant, machinery, property or the environment	Those directly involved with the activity Those who whilst remote from the activity are within range of the outcome of the activity Those who may be innocent bystanders	Workplace rules Workplace procedures Training Qualifications Supervision	Likelihood	X	Consequence	=	Risk Extra controls or risk control systems that: E liminate risk SFAIRP R educes risk SFAIRP I solates people from risk SFAIRP C ontrols risk SFAIRP P ersonal Protective Equipment D iscipline	Recalculate the risk factor after all



Signed		Printed Name: Alex Simpson, Headteacher				Date		
Signed		Printed Name: Hayley Thomson, EVC				Date		

Likelihood		Consequence	
1	Very unlikely	1	Minor injury scratches bruises, no noticeable damage to property or insignificant affect on the environment.
2	Unlikely	2	Moderate injury shock, superficial damage to property or minor damage to the environment.
3	Likely	3	Serious – Person injured causing loss of work or time away from school or damage to property which needs repairing or easily repairable damage to the environment.
4	Very likely	4	Significant – person taken to hospital or major damage to property or environment.

Overall Score	Risk Factor
1 - 2	Low
3 - 6	Moderate
8 - 12	High
16	Very High

Risk factor matrix

Consequence	Likelihood			
	1	2	3	4
1	Low	Low	Mod	Mod
2	Low	Mod	Mod	High
3	Mod	Mod	High	High
4	Mod	High	High	Very High

12.4 Appendix 4

Volunteer behaviour and code of conduct

This code of conduct sets out the expected behaviour for volunteers attending school trips. Volunteers should read and sign this form, showing that they understand and agree to follow this code while acting on behalf of the school. If you feel you cannot agree with this code, please speak to the trip leader at the earliest opportunity and withdraw from the trip.

A copy of this form will be kept in the school office, and you may ask for a photocopy to keep for yourself.

This volunteer code of conduct will be used alongside the school's parental code of conduct.

Volunteers agree to:

- Remain professional and respectful with staff and pupils at all times
- Listen to and act on instructions from staff
- Dress appropriately for the trip
- Arrive at the agreed time and remain until the trip is concluded and they are told they may leave by staff
- Pay attention to potential dangers and raise concerns with staff
- Act responsibly and demonstrate good behaviour to pupils
- Report any concerns about the safety or wellbeing of a pupil to staff as soon as possible

Volunteers agree **not** to:

- Exchange contact details with pupils unless told to by a member of staff
- Engage in physical contact with pupils unless appropriate or required
- Share inappropriate personal information (i.e. personal beliefs, religious views, relationship status)
- Use demeaning, offensive, abusive or insensitive language
- Smoke, drink alcohol, or use drugs (other than those required for medical reasons) or be under the influence of alcohol or drugs (other than those required for medical reasons) for the duration of the visit
- Allow themselves to be left alone with a pupil unless previously agreed with staff
- Take photographs or record pupils without the permission of pupils and staff
-



As a volunteer, I have read and agree to this code of conduct, and will follow the rules set out above. **Signed:** **Date:**

12.5 Appendix 5

Mobile Phones: Acceptable Use for Residential Experiences

Purpose

- Students, their parent(s)/carer(s) must read the policy and understand the acceptable use policy as a condition upon which permission is given to bring brick/simple mobile phones on residential trips.

Rationale

- It is recognised the mobile phone technologies provide the opportunity for students to be able to capture memories from their experience.

Responsibility

- The decision to provide a brick/simple mobile phone to their children should be made by parent(s)/carer(s). It is incumbent upon these parties to understand the capabilities of the phone and the potential use/misuse of those capabilities.
- Parent(s)/carer(s) should be aware that if their child takes a brick/simple mobile phone on a residential trip, the school cannot accept responsibility for any loss, damage or costs incurred due to its use.
- Safe storage of the brick/simple mobile phone on the trip is the responsibility of the student.
- Parent(s)/carer(s) are reminded that in case of emergency, the emergency officer is your first point of contact and can ensure your child or trip staff are contacted quickly and assisted in the relevant way.
- It is the responsibility of students who bring brick/simple mobile phones on school trips to abide by the guidelines.

Storage

- Whilst on excursions and sightseeing students must have their brick/simple phone on silent and in airplane mode to enable them and others to concentrate on what they are seeing and hearing.
- Phones should be kept concealed whilst in the public domain unless being used to take photos/videos.
- Phones should be switched off and stored away in a safe location whilst not on excursions.
- Safe storage of the brick/simple mobile phone is the responsibility of the student.

Acceptable Uses

- Photos and videos to capture moments on their residential experience are permitted. These images must abide by the school's ethos and their use be in line with the school's behaviour policy.

Unacceptable Uses

- Mobile phones are not permitted for use other than to capture photos or videos during excursions within the country of destination.

- Associated paraphernalia linked to the brick/simple mobile phone device e.g. Headphones and chargers are not permitted for use on excursions.
- Unless express permission is granted, brick/simple mobile phones should not be used to make calls, send messages, internet usage, or any other associated application. Parent(s)/carer(s) are reminded that in case of emergency, the emergency officer is your first point of contact and can ensure your child or trip staff are contacted quickly and assisted in the relevant way. Your child will also be made aware that staff on the trip are the first point of contact if any concerns arise.
- Using brick/simple mobiles to bully and threaten is unacceptable. Cyber bullying will not be tolerated.

Sanctions

- Students who infringe the rules will have their phone confiscated and parent(s)/carer(s) informed. Phones will be kept in named envelopes in a safe location.
- On the first infringement, the mobile phone will be confiscated. The student will be able to collect their mobile phone at the end of the day.
- On the second infringement or for matters of greater concern such as bringing the school into disrepute or bullying: parents will be contacted and phones will be kept in named envelopes in a safe location for the remainder of the trip.
- Members of staff have been asked to implement the policy consistently and therefore there should be no cause for argument.
- Misuse of a mobile device will result in a review on future attendance of school trips and Y11 Prom.

Brick/Simple Mobile Phones: Acceptable Use Policy for Residential Experiences

I have read and understand the above information about appropriate use of mobile phones on residential trips. I give my child permission to take a brick/simple mobile phone on the school trip and understand that my child will be responsible for ensuring that the mobile phone is used appropriately and correctly while under the staff's supervision, as outlined in this document. I understand that the school will not accept any responsibility for loss, damage or theft of a mobile phone.

Parent/carers:	Parent/carers signature:
----------------	--------------------------

I have read and understand the above information about appropriate use of brick/simple mobile phones on residential trips. I am responsible for ensuring that the mobile phone is used appropriately and correctly while under the staff's supervision, as outlined in this document. I understand that the school will not accept any responsibility for loss, damage or theft of a mobile phone.



Child name:	Child signature:
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Appendix 6:
Worthing High School: Equality Impact Assessment

Date completed:

Name:	Tutor Group:	SEN:	DP/ PP:	Attendance:	Beh:	Protected Characteristic	Trip Applied To:

Multi-team Area:	Area of Concern	Discussion Notes:	Reasonable Adjustment considered:	Implemented (Y/N)
Behaviour Staff:				
SEND Needs Staff:				
Safeguarding / Pastoral				



Staff:				
Medical Staff:				

Final Decision:	Actions:	By whom:	By when:
Parent/Carer /Student meeting notes			

Appendix 7: Multi-Team Student Selection Process / Trips & Residential

Stage 1: Initial Assessment (Trip Leader)

- Define trip objectives and requirements
- Identify any specific skills/experience needed (e.g., swimming ability for water sports)
- Determine capacity limits
- Create a current data report on students who have shown interest from SIMS to check attendance and behaviour (ask JMA for this). Share with SENCO, DHT Pastoral and Progress Leader for input (please use 'Student names' tab on the Trip Form to record this information)

Stage 2: Multi-team Input Deputy Headteacher Behaviour and Standards Input

The DHT should provide:

- Comment on safeguarding, behaviour records and patterns
- Assessment of whether the pupil can safely participate
- Any specific support needs or risk mitigation strategies

Important: Focus on whether behaviour can be managed safely, not automatic exclusion

SENCO Input

The SENCO should assess:

- Additional barriers that may exist for children with SEND
- Reasonable adjustments needed to enable participation
- Support requirements (staffing, equipment, medication)
- Risk assessment for individual needs
- Seek Parent/Care Voice where appropriate

Important: Start from the position of inclusion, not exclusion

Pastoral/Safeguarding Input

DSL/DHT/Progress Leader/Pastoral Leader should consider:

- Any safeguarding concerns that need managing
- Vulnerability factors
- Support networks needed
- Parent/carers engagement - Seek Parent/Carer Voice where appropriate

Stage 5: Final Decision Panel - Complete EIAs if necessary

A panel - may include:

- Trip leader
- EVC
- SENCO (where SEND pupils involved)
- DSL (where pupils with safeguarding concerns involved)
- Deputy Headteacher - Behaviour and Standards
- Headteacher

Stage 6: Informing parents/carers/students

1. Trip Leader to inform students that are unsuccessful **first**. Parents to be offered a face to face meeting if required with Trip Leader and EVC
2. Students who are successful to be contacted

EIA Proforma used to record the decision process:

[EIA 2026 MASTER \(Please make a copy\)](#)