



Academy Trips and Visits Policy

Document provenance

This policy was approved by Trustees as follows –

Approver: Audit and Risk Committee

Date of Approval: 30 June 2021

Executive Leadership Team (ELT) Owner:
National Director of Education

Date of Review: June 2023

Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every two years. Should no substantive changes be required at that point, the policy will move to the next review cycle.

Summary of the policy

This policy details E-ACT's requirements for academies providing educational trips and visits for their pupils. It must be read in conjunction with the Outdoor Education Adviser's Panel (OEAP) national guidance.

Summary of changes at last review:

- Removal of reference to E-ACT trips and visits procedure as this is not in use and is now achieved through EVOLVE – Modification of section 5 to demonstrate EVOLVE process.
- Removal of expectation that trip leader is a serving teacher at an academy and emphasis on OEAP guidance around assessing that they are accountable, confident and competent.
- Specific reference to trips and visits categories being either standard or enhanced (including residential trips, adventurous activities and trips aboard).
- Risk assessments include a bespoke adventurous activity risk assessment through the external provider.
- Criteria to support the assessment of trip leader accountability, confidence and competence.
- Reference to additional medical expertise beyond first aid training where appropriate (i.e. administration of medication).
- Reference to volunteers needing appropriate safer recruitment checks.
- Inclusion of trip leader signing to confirm that they have read and understood this policy.
- Clarity that the OEAP responsibility definition of 'Outdoor Education Advisor' relates to RED/ROD/Regional Safeguarding Lead and key responsibilities detailed.
- Updated pupil expectations (within 16: Responsibilities) to include not bringing the academy into disrepute, dynamically assessing risk and raising concerns about safety of self or others.
- Reference to EVC checklist and trip leader checklist within EVOLVE.
- Inclusion of COVID-19 considerations section for ongoing awareness.
- Removal of dated OEAP appendices with multiple and therefore ambiguous emergency templates and replacement with OEAP template 4.1g ('Emergency Procedures for Visit Leaders').
- Minor changes to ensure consistency in terminology and improve the flow of the

document.

Related policies:

- Charging and Remissions Policy
- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy
- Health and Safety Policy
- Safer Recruitment Policy
- SEND and Learning Policy
- Supporting Students with Medical Needs Policy
- Equal Opportunities Policy
- Data Protection Policy

Educational Visits Coordinator (EVC)	Cesare Nocera
Deputy EVC	Benise Hale

Trips and Visits Policy

1. Introduction and purpose

- 1.1. This Policy supports, develops and promotes the achievement of learning through purposeful and planned extra-curricular experiences. Such experiences should: enhance pupils' understanding of curricular activities; provide opportunities to practise skills; and develop pupils' social skills, self-awareness, understanding and tolerance of others.
- 1.2. These experiences can also promote the three core E-ACT Values as opportunities will be offered to develop: Team Spirit, Doing the Right Thing and Thinking Big. These trips and visit experiences will always be offered by trained staff acting in full accordance with the need to keep all those involved safe at all times.

2. Scope

- 2.1. This policy applies to employees whose work involves any one of the following:
 - Direct supervision of young people undertaking experiences beyond the boundary of their normal operational base i.e. within the remit of Learning Outside the Classroom (LOtC)¹;
 - Facilitating experiences for young people beyond the boundary of their normal operational base;
 - Deploying staff (i.e. Headteacher/EVC) who will supervise or facilitate experiences of young people beyond the boundary of their normal operational base.
- 2.2. This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

3. Legislation and regulation

- 3.1. This policy complies with the following current guidance and regulations:
 - Department for Education (DfE 2018) Health and Safety: Responsibilities and Duties for Schools²
 - The Department for Education (DfE 2018) Health and Safety on Educational Visits³
 - The Health and Safety Executive (HSE 2011) School Trips and Outdoor Learning Activities⁴
 - The Health and Safety Executive (HSE) guidance on Adventure Activities Licensing Authority (AALA)⁵.
- 3.2. In addition to the above, the following guidance documents have been used in developing the framework:
 - E-ACT has formally adopted the Outdoor Education Advisors' Panel (OEAP) National Guidance⁶ as its framework for trips and visits. This policy should therefore be read in conjunction with the OEAP National Guidance. As a result, some key policy templates have been obtained from OEAP and are referenced within this policy.

¹ <https://www.lotc.org.uk/>

² [DfE Health and Safety guidance for schools](#)

³ <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

⁴ <http://www.hse.gov.uk/services/education/school-trips.pdf>

⁵ <https://www.hse.gov.uk/aala/>

⁶ <https://oeapng.info/downloads/all-documents/>

4. Policy statement

- 4.1. E-ACT expects its employees to work within the requirements of this policy (including the OEAP National Guidance). Where there is any variance of expectation between the E-ACT policy and the OEAP National Guidance then the policy requirements take precedence.
- 4.2. Where any E-ACT employee commissions a Learning Outside the Classroom (LOtC) activity, they must ensure that the activity has systems and procedures in place where the standards are not less than those required by OEAP National Guidance.

5. EVOLVE

- 5.1. E-ACT uses the EVOLVE online system for trips and visits. Levels of access are provided to enable staff to request a trip or visit that automatically notifies those staff with access to approve. Only an approved visit leader can organise/plan a visit through EVOLVE. When a visit is approved, all relevant staff are informed. All visits must be approved by the Headteacher (or SLT EVC link where delegated or where required to support EVC) and Educational Visits Coordinator (EVC) before a visit is advertised to pupils or parents/carers.
- 5.2. EVOLVE will provide the clear framework for academies to follow when implementing a trip or visit from the initial request, organisation/planning, review of planning including all relevant documentation, approval, and evaluation following.
- 5.3. Trips and visits can be categorised as either: (1) Standard: Routine trips or visit with generic low risk management or 'lessons in a different classroom' (2) Enhanced: Trips or visits requiring additional planning and visit-specific risk assessment. This will include distance from the academy, the nature of the activities or environment, or the nature of the cohort attending. Residential trips, adventurous activities and trips abroad are all examples of the enhanced category. These examples all require final 'sign-off' from the Regional Education Director (RED)/Regional Operations Director (ROD)/Regional Safeguarding Lead (RSL) on EVOLVE.
- 5.4. Sport fixtures and events will follow the EVOLVE process where trip leaders are Physical Education staff who adhere to guidance from AfPE⁷.

6. Risk management

- 6.1. E-ACT requires that proportional (suitable and sufficient) risk management systems are in place and E-ACT will provide such support, training and resources to its employees as is necessary to implement this policy.
- 6.2. The risk management of an activity should be informed by the benefits to be gained from participating. E-ACT promotes a Risk-Benefit Assessment approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes.
- 6.3. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is "acceptable".
- 6.4. All academies will produce a risk assessment using a standardised trust risk assessment template within EVOLVE. There is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e. those that may cause serious harm to an individual or harm several people.
- 6.5. Risk assessments will include consideration for whether a trip or visit is standard or enhanced. Where adventurous activities form part of a trip or visit then bespoke risk assessments from any external provider will also form part of the risk assessment process. The trip leader and those

⁷ <https://www.afpe.org.uk/physical-education/>

reviewing/approving documentation will have due regard to these risk assessments in the same manner to E-ACT risk assessments.

- 6.6. All trip or visit documentation including comprehensive risk assessments must be approved according to the deadlines outlined by EVOLVE. Sufficient notice (at least 1 week) is essential to enable any adaptations or additional documentation to be completed in time to confirm that a trip or visit is safe to proceed. Additional consideration should be given for enhanced trips or visits (at least 2 weeks) given the increased level of review/approval.

7. Emergency planning and critical incident support

- 7.1. A critical incident is an incident where any member of a group undertaking an off-site activity has:
- either suffered a life-threatening injury or fatality;
 - is at serious risk; or
 - has gone missing for a significant and unacceptable period.
- 7.2. E-ACT is committed to providing emergency planning procedures to support establishments in the event of a critical incident.
- 7.3. All E-ACT Trip Leaders are provided with Appendix 1 of this policy detailing our emergency procedures and contact details. The trip leader is responsible for ensuring all staff are clear on these procedures prior to the trip or visit and that children have a clear process to follow in the event of an emergency.
- 7.4. All residential trips have a nominated Critical Incident base contact who has access to all trip details through EVOLVE and is 'on call' at all times. The base contact will be a nominated member of the Senior Leadership Team (SLT) and must also be provided with a paper copy of all emergency contact details by the Trip Leader.
- 7.5. When planning visits, consideration must be given to the likelihood of the destination, venue or transport hubs being at risk of a terrorist attack⁸. This must be included within your risk assessment and included within visit emergency plans.

8. Assessment of leader competence

- 8.1. In line with OEAP national guidance, a trip leader must be: accountable, confident and competent.
- 8.2. All leaders and assistants will have been assessed as competent to undertake such responsibilities as they have been assigned in line with national guidance before they can undertake the duties.
- 8.3. This assessment includes:
- Observations of their group management and supervision skills within their day-to-day work in the establishment
 - Evidence of relevant experience – e.g. assisting on visits or leading visits in a previous establishment
 - Their personal interests and experience relevant to the proposed activities and environments
 - Evidence of having undertaken appropriate training
 - Evidence of relevant qualifications, including any specific qualification required by the law, the employer or the establishment (e.g. in adventure activities or First Aid)
 - A judgement on how they would respond in a crisis

⁸ For UK based trip MI5 provide information on threat levels - <https://www.mi5.gov.uk/threat-levels>. For travelling abroad, the Foreign and Commonwealth Office provide information on every country - <https://www.gov.uk/foreign-travel-advice>

- 8.4. All staff involved in leading off-site activities must complete a 'Certification of Competence' form through EVOLVE. Based on their experience the EVC decides which of four levels (assist, lead day, lead residential, lead residential overseas) the member of staff can operate at. The competence of the visit leader is the key component in ensuring the safety of the participants. Assessment, training and support of visit leaders are a priority of the EVC.
- 8.5. Staff competence in first aid, specific medical needs (i.e. administration of medication or blood glucose monitoring), minibus driving, life-saving etc may also be needed, depending on the activity. Any volunteers will require induction training prior to a specific visit alongside the relevant safer recruitment checks. Training requirements in these areas should be identified as part of the risk assessment process.
- 8.6. The trip leader must sign to confirm they have read and understood this policy and the associated OEAP national guidance through EVOLVE.

9. Charges for off-site activities and visits

- 9.1 Each trip proposal is judged on its merits by the EVC and Senior Leadership Team. Decisions on charging and remissions for allowable trip costs will be made in line with E-ACTs Charging and Remissions Policy.

10. Requirement to ensure effective supervision

- 10.1. E-ACT require that activity-specific staffing ratios, level of supervision, and group management is "effective". Effective supervision should be determined by proper consideration of:
 - Staffing requirements/competence – the trained to experienced/ratio;
 - Activity characteristics - nature and location (including the type of activity, duration, skill levels involved);
 - Group characteristics – age (including the developmental age) of the group, prior experience/ability/behaviour/special educational and medical needs;
 - Environmental conditions - nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions);
 - Distance from support mechanisms in place at the home base (as detailed in the Trips and Visits Procedures)
- 10.2. However, as an exception to the above, Ofsted and DfE Guidance prescribe ratios for Early Years⁹. Any trip with under 5's must also have a staff member who has Paediatric First Aid Training and the risk assessment must take into account the impact on staffing on the base site.

11. Insurance for off-site activities and visits

- 11.1. Employer's Liability Insurance is a statutory requirement and E-ACT Academy XXX have arranged a policy that will respond and, if appropriate, indemnify against all claims for compensation for bodily injury suffered by any person with a contract of employment. This cover also extends to those persons who are acting in an authorised voluntary capacity as assistant supervisors.
- 11.2. E-ACT Academy XXX also holds Public Liability Insurance which will indemnify the academy against all claims for compensation for bodily injury from persons not in its employment, as well as for the accidental loss of, or damage caused to, third party property where E-ACT Academy XXX are deemed to have been negligent. Employees (as agents of the employer) are indemnified

against all such claims, as are voluntary helpers acting under the direction of the employer's staff if they commit a negligent act. The indemnity includes activities such as off-site activities and outside visits organised by all departments for which **E-ACT Academy XXX** may be considered responsible.

- 11.3. The **E-ACT Academy XXX** will provide comprehensive travel insurance for staff and pupils. Details of the Policy are available to trip leaders and parents on request. (Refer to document: "[Insurance](#)" see Appendix 2).

12. Inclusion

- 12.1. Every effort should be made to ensure that trips and visits are available and accessible to all, irrespective of special educational or medical needs, or protected characteristic, in line with the Equality Act 2010. If a visit needs to cater for pupils with special needs, every reasonable effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.
- 12.2. Establishments should take all reasonably practicable measures to include all young people. The principles of inclusion should be promoted and addressed for all visits for E-ACT pupils, ensuring an aspiration towards: an entitlement to participate; accessibility through direct or realistic adaptation or modification; and integration through participation with peers.
- 12.3. Employers, Headteachers, Curriculum Planners, EVCs and Trip Leaders should be aware of the extent to which Inclusion is or is not a legal issue. Under the Disability Discrimination Act 1995¹⁰, it is unlawful to: treat a disabled young person less favourably; or fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.

13. Medical

- 13.1. Medical details for pupils and staff taking part in trips are collected by the trip leader through: reference to records on existing medical conditions in the planning stage; and a specific additional medical consent form for every trip. All staff need to be aware of medical issues. Any specific student medical issues are to be included in the trip risk management planning specifically with regard to their existing Individual Health Care Plan (IHCP) and/or medical condition.
- 13.2. Trip specific first aid information is provided for the staff who will be leading the trip by suitably qualified staff. It is desirable that all staff supervising pupils on a school trip have knowledge of appropriate first aid.
- 13.3. When taking medical details outside of the Academy, staff must ensure that the records are securely protected at all times to safeguard the sensitive personal data of the pupils in line with GDPR.

14. Consent

- 14.1. When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then additional formal consent is not necessary as it is already given on the new entrant form, however it is good practice to do so where possible.
- 14.2. All other trips require communication with parents/carers as specific information needs to be given on timings, equipment etc. and consent to payment gained.
- 14.3. All residential trips and adventurous activities require specific written parental consent.

15. Training

¹⁰ <http://www.legislation.gov.uk/ukpga/1995/50/contents>

- 15.1. As employers, E-ACT and all its academies are required to ensure that its employees are provided with: appropriate guidance relating to visits and LOfC activity; employer-led training courses to support the guidance to ensure that it is understood; suitable systems and processes to ensure that those trained are kept updated; access to advice, support and further training from an appointed adviser that has proven expertise and professional understanding of the guidance, the training and expectations set by current good practice.
- 15.2. In support of this, specific signposting is in place from this policy to the OEAP National Guidance.
- 15.3. The relevant training courses are: Educational Visit Coordinator (EVC) Training (including for the Deputy EVC) – All E-ACT academies are required to have a current, trained EVC in post. The Deputy EVC and academy SLT should also offer advice and guidance to staff if the EVC is unavailable; Educational Visit Coordinator (EVC) Revalidation – all Academy EVCs are required to undertake a formal revalidation from time to time (3-5 years is suggested); Visit Leader Training - all visit leaders have training and support from the EVC/Deputy EVC and an 'apprenticeship' system is operated with experienced staff mentoring staff with less trip experience. All new staff to be offered 'visit leader training' as part of their induction programme.
- 15.4. When an employee experiences problems with finding the material they are looking for, or require clarification or further help and guidance, they should consult the EVC or Deputy EVC.

16. Responsibilities

- 16.1. E-ACT adopts the OEAP responsibility definitions for the following roles:
 - [Headteachers](#) (or SLT EVC link where delegated or where required to support EVC)
 - [Educational Visit Coordinators](#)
 - [Trip Leaders](#)
 - [Assistant Trip Leaders](#)
 - [Outdoor Education Advisor](#)
 - NOTE: For E-ACT this relates to the Regional Education Director (RED)/Regional Operations Director (ROD)/Regional Safeguarding Lead (RSL) where the individual responsibilities are:
 - RED: Overall sign-off of trip or visit to ensure risks are effectively managed and trip or visit is appropriate to proceed.
 - ROD: COVID-19 considerations and additional risks in relation to H&S and insurance etc.
 - RSL: Safeguarding considerations and vulnerable children.
 - Appropriate training will be provided by E-ACT to REDs/RODs/RSLs to ensure they can perform this role.
 - [Parents/Carers](#)
- 16.2. Pupils also have a key role to play in the success of any trip. The Visit Leader must make it clear to pupils that they must:
 - Follow all instructions from all identified trip staff during the visit;
 - Behaviour as respectful, responsible and active citizens and not display any behaviour that brings the academy into disrepute
 - Dress and behave sensibly and responsibly, using safety equipment as instructed;
 - Be sensitive to local customs;

- Wear school uniform or kit unless permission has been given for other clothing, when they must bring clothing that is appropriate to all anticipated temperature and weather conditions;
- Be vigilant to and regularly assess risks in their environment including weather, equipment, premises, peers, staff, members of the public or ineffective systems and processes.
- Raise any concerns (with the EVC or an appropriate adult) that they have in relation to their safety or the safety of their peers, staff or others.

16.3 The EVC and trip leader are responsible for completing the EVC checklist and trip leader checklist within EVOLVE respectively (template 3.3a and 3.3e of the OEAP national guidance).

17. Monitoring and compliance

- 17.1. Each Academy will ensure that there is monitoring of the visits and LOTC activities undertaken by its staff. The monitoring function is a delegated task put in place by the EVC and principally carried out by experienced staff acting as mentors/advisors for colleagues.
- 17.2. In addition, the implementation of this policy is subject to an internal audit during the three-year audit cycle.
- 17.3. Additional support or guidance is available from the Regional Education Director (RED)/Regional Operations Director (ROD)/Regional Safeguarding Lead (RSL) at the discretion of the EVC.

18. COVID-19 Considerations

- 18.1. These considerations will be reviewed at the point of planning a trip or visit in line with the roadmap, which is the government approach to the easing of COVID-19 restrictions.
- 18.2. All trips and visits should be conducted in accordance with the latest government guidance, which should be checked 1 week before and 1 day before the trip or visit.
- 18.3. All trips and visits require a separate COVID risk assessment identifying the protocols in place to minimise the risk of infection. These protocols should include consideration of the use of face coverings, hand hygiene, social distancing, maintaining bubbles and use of public and private transport.
- 18.4. Planning for all trips and visits must include clear instructions on what to do if a member of staff or pupil is symptomatic or tests positive, including how to self-isolate individuals during the visit and journey home, how to contact trace and how to access tests.
- 18.5. All staff must check in to the venue using the NHS COVID app where applicable.
- 18.6. Risk assessments for all residential trips must be conducted in accordance with Annex C¹¹ of the Department for Education (DfE 2021) Schools coronavirus (COVID-19) operational guidance.
- 18.7. All providers operating residential trips should adhere to the Department for Education (DfE 2021) Working safely during coronavirus (COVID-19) hotels and other guest accommodation guidance¹². Trip leaders will familiarise themselves with the content of this guidance in support of planning a safe residential trip in relation to COVID-19.
- 18.8. Trip leaders will familiarise themselves with any local restrictions in place that may impact upon the COVID risk assessment for a trip or visit.

¹¹ <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance#annex-c-domestic-residential-educational-visits>

¹² <https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/hotels-and-other-guest-accommodation>

Appendix 1: OEAP Guidance

Emergency Procedures for Visit Leaders

These procedures are based on the guidance in document [4.1c "Emergencies and Critical Incidents – Guidance for Leaders"](#). You should tailor them for your establishment and the types of visit that it organises. In doing this, you should consider the SAGE variables:

- Staff – size and experience of the leadership team, participant/staff ratio;
- Activities – what you plan to do;
- Group – number of participants and their age, behaviour, needs, abilities etc.;
- Environment – remoteness from help and from the establishment, possible weather, nature of the venue/location/terrain.

You may find it useful to have standard procedures tailored for the different types of visit that the establishment organises (e.g. local visits, day visits further afield, activities in wild country, residentials, overseas visits).

All members of the visit leadership team should have easy access to a copy of the procedures throughout a visit (e.g. on laminated cards) and be able to take action if there is a problem. If a visit involves remote supervision, participants should have an appropriate version of the procedures and be able to use them.

Emergency Procedures

The sequence of actions depends upon the nature of the emergency.

Immediate Action

1. Ensure your own safety.
2. REMAIN CALM - Assess the situation.
3. If possible, delegate actions to other leaders and participants so you can keep an overview, and to allow concurrent activity.
4. Ensure the safety of the group. Make sure everyone is accounted for and adequately supervised.
5. Call relevant emergency services if necessary (see phone numbers below).
6. Carry out first aid to the best of your abilities.

First Aid

The aims of first aid are to

1. Preserve life:
 - a. Casualties need to be able to breathe – if they are unconscious put them into a safe airway position.
 - b. Try to find and stop any serious external bleeding.
2. Prevent the condition worsening:
 - a. Protect the casualty from the environment - keep them warm and dry.
 - b. Monitor their condition.
3. Promote recovery:
 - a. Talk to them, reassure them, hold their hand, provide emotional support.

Urgent Action

Take stock and plan, delegating where possible.

Call your establishment's Emergency Contact (or if unavailable, your employer's Emergency Contact) if any of the following apply (see phone numbers below):

- You need support;
- The emergency services are involved;
- The incident is serious;
- The press/media are involved.

They could need the following information:

- Who you are, which establishment you are from and what your role is within the group;
- The number you can be called back on;
- The nature of the emergency and details of the incident;
- What help you need;
- Whether the emergency services are involved;
- How many casualties there are and their status;
- The number of people in your party;
- Your location, and whether you plan to move.

Liaise with, and take advice from, the emergency services if they are involved.

Address the urgent needs of the group:

- Ensure adequate supervision;
- Ensure they understand what to do to remain safe;
- Physical needs, e.g. shelter, food and drink, transport;
- Emotional needs, e.g. remove them from the scene, provide reassurance and emotional support (they can often do this for each other), give them useful things to do, protect them from intrusion.

Control communications - prevent group members from using phones or social media unsupervised or until approval is given.

Start a written log of actions taken and conversations held, with times.

Further Actions and Follow-Up

Take stock again and re-plan the next phase – what have you forgotten?

Deal with any casualties who are in the care of the emergency services:

- Accompany them to hospital;
- Keep track of who is where.

Consider the needs of yourself and fellow leaders – are you/they coping?

Liaise with your establishment or employer – hand over what you can to them, to reduce the stress on you.

Continue the written log with all details of the incident of the actions taken, including names and contact details of any witnesses.

Address the further needs of the group, for example:

- Toilets, washing facilities, clean/dry clothes;
- Transport;
- Accommodation;
- Contact with home.

Refer all media, parental or other enquiries to your establishment or employer.

Contact relevant agencies as necessary (via your establishment/employer if possible), for example:

- Tour operator/travel company/activity provider/accommodation provider;
- Travel insurance emergency assistance;
- Social services;
- Consular Assistance Team (if overseas).

Emergency Numbers

Visit Leader	
Assistant Leader	
Establishment Emergency Contact	
Establishment – alternative numbers	
Employer Emergency Contact	
Employer – alternative numbers	
Emergency Services in UK	999 or 112 <i>You can text 999 if you have previously registered to do this</i>
Emergency Services in countries to be visited <i>(in some countries there are different numbers for different emergency services)</i>	
Foreign Office Consular Assistance	+44 20 7008 1500
Travel Insurance Emergency Assistance	
Other useful numbers	



INFORMATION ONLY

Confirmation of Risk Protection Arrangement (RPA) Overseas Travel

The Department for Education's risk protection arrangement (RPA) is a voluntary arrangement for academies and free schools. It is an alternative to insurance through which the cost of risks that materialise will be covered by government funds.

The following academy trust or multi-academy trust is a member of the RPA.

NAME OF MEMBER ORGANISATION:	
MEMBERSHIP NO/URN:	
MEMBERSHIP PERIOD:	

The RPA includes cover for school trips overseas travel which is summarised below. Please see membership rules for full cover.

OVERSEAS TRAVEL INCLUDING WINTER SPORTS		Limit
Medical Expenses, Repatriation and Emergency Travel	Per person	£10,000,000
Baggage	Per person	£2,000 in total (inner limits apply)
Money	Per person	£750
	Per event	£5,000
Cancellation, Curtailment, Replacement, Rearrangement and Change of Itinerary	Per person	£4,000
	Per trip	£250,000
Political and Natural Disaster Evacuation	Per person	£10,000
	Per trip	£80,000
Missed Departure	Per person	£1,000
Disruptive Pupil Expenses	Per event	£5,000
Loss of Passport/ Travel Documents	Per person and/or trips	£2,000
Search and Rescue Expenses	Per event	£100,000
Kidnap Consultants Costs	Per person and/or trips	£250,000
Piste Closure	Per day per person	£35 per full day of closure
	Total Per person	£350
Legal Expenses	Per person	£50,000
Personal Liability	Per occurrence	£5,000,000
Personal Accident	Per Person	Death and capital benefits £100,000

NOTES:

1. Indemnity is subject to the RPA Membership Rules.
2. Cover applies to any school trip, excursion or work experience placement anywhere in the world which is related to education; commences during the RPA Membership Year and involves travel outside of the school boundaries. Includes winter sports trips.
3. **Emergency Contact Details: 0203 475 5031**

Signed:

