



Academy Trips and Visits Policy

Document provenance

This policy was approved as follows –

Executive Leadership Team

Date: August 2019

Frequency of review: Every two years

Next review date: August 2021

ELT Owner: National Director of Education

Summary of the policy

This policy details E-ACTs requirements and framework 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, and E-ACTs trips and visit procedure. All three together form the E-ACT trips and visit framework.

Summary of changes at last review:

- New Trips and Visit procedure to separate out policy from the implementation of policy
- Decision made to use the online system Evolve across the Trust to ensure standardisation of paperwork and system
- Specific requirement for Academy trip risk assessments to be conducted using EVOLVE format.
- Additional layer of accountability/checking added for any residential trips or adventurous activities, with a check now required by either the Regional Education Director (RED) or the Regional Safeguarding System Leader (RSSL), in accordance with National Guidance on the role of governors.
- Specific reference now to the requirement to ask for copies of provider risk assessments.
- Specific requirement to evaluate all trips and visits, as recommended by the Trust EVC Audit 2018
- Inclusion of more specific references to Medical Needs and Administration of Medication.
- Clear expectations set out for what is expected of parents and pupils on the visit as well as the staff.
- Specific reference to EYFS guidance on ratios and supervision added.
- Specific reference to EYFS guidance on Paediatric First Aid trained staff added.
- Specific guidance added to consider a possible terrorist attack in all Risk Assessments.

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
- Trips and Visits Procedure
- Mini Bus Policy

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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 visits 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;
 - Direct supervision of young people undertaking experiences that fall within the remit of Educational visits and Learning Outside the Classroom (LOtC);
 - Facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base;
 - Deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences 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 current guidance and regulations specifically the following:
 - The Department for Education (DfE 2018) Health and Safety on Educational Visits¹
 - Guidance issued by the Health and Safety Executive² about school trips and what the law requires for adventure activities and licensing³.
- 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 Guidance⁴ as its framework for trips and visits. This policy should be read in conjunction with the OEP National Guidance to provide procedural

¹ <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

² <http://www.hse.gov.uk/services/education/school-trips.pdf>

³ <https://www.hse.gov.uk/aala/>

⁴ [OEAP National Guidance](#)

information on implementation.

- Department for Education (DfE 2018) Guidance for Health and Safety in Schools⁵

3.3. This policy should also be read in conjunction with the E-ACT Trips and Visits procedure.

4. Policy statement

4.1. E-ACT expects its employees to work within the requirements of this policy and adopted guidance document. Where there is any variance of policy between the national guidance and the E-ACT policy 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. Approval and notification of activities and visits

5.1. E-ACT uses the EVOLVE online system for approval. When a visit is approved cover, finance, catering and all relevant staff are informed. All visits must be approved at Headteacher and Educational Visits Coordinator (EVC) Level before a visit is advertised to parents/carers.

5.2. New ventures for the Academy can be put to the Regional Education Director (RED)/Regional Safeguarding Lead (RSL) at the discretion of the EVC.

5.3. The approval process and procedures for day, adventurous and residential visits are set out in detail by EVOLVE and shared resources (consent forms, emergency cards, trip letters risk assessment forms) are available.

5.4. Only an approved Visit Leader can organise a visit through Evolve. All school trips have a named leader who must be a serving teacher at the Academy the trip is being organised for.

5.5. Sport fixtures and trips are approved by the Personal Education Subject Lead/appropriate member of the Academy Senior Leadership Team with the EVC notified through EVOLVE.

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

⁵ [DfE Health and Safety guidance for schools](#)

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 the EVOLVE format. 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. All risk assessments must be checked according to the deadlines outlined by EVOLVE and the EVOLVE resources section used to store appropriate examples for the Academy.

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 a Critical Incident Card (CIC) detailing our emergency procedures and contact details for the Academy Emergency contact team. This information must also be stored on EVOLVE.
- 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 attack⁶. This must be included within your risk assessment and included within visit emergency plans.

8. Assessment of leader competence

- 8.1. 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. To be competent also includes completing School Trip First Aid and Minibus driving qualifications if required.
- 8.2. 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. All Academy trips have a named leader who must be a serving teacher at the Academy.

⁶ 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>

8.3. Staff competence in first aid, minibus driving, life-saving etc may also be needed, depending on the activity. Volunteers will also require induction training prior to a specific visit. Training requirements in these areas should be identified as part of the risk assessment process.

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 Years⁷. 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 Danetre and Southbrook Learning Village] 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. Danetre and Southbrook Learning Village] 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 Danetre and Southbrook Learning Village] are deemed to have been negligent. Employees (as agents of the employer)

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

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 [insert Academy name] may be considered responsible.

- 11.3. The Danetre and Southbrook Learning Village 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 outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. 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/Visit Leaders should be aware of the extent to which Inclusion is or is not a legal issue. Under the Disability Discrimination Act 1995⁸, 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 administering medication.
- 13.2. Trip specific first aid training is provided for the staff who will be leading the trip by suitably qualified training 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.

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.

⁸ <http://www.legislation.gov.uk/ukpga/1995/50/contents>

- 14.2. All other trips require communication with parents 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

- 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 LOTC 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. The appropriate guidance for the management of outdoor learning and LOTC at EGS is the Employer Guidance website OEAP National Guidance.
- 15.3. The relevant training courses for Danetre and Southbrook Learning Village are: Educational Visit Coordinator (EVC) Training – Danetre and Southbrook Learning Village is required to have a current, trained EVC in post. Any other named Middle Leader/or named Deputy EVC 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](#)
 - [Educational Visit Coordinators](#)
 - [Trip Leaders](#)
 - [Assistant Trip Leaders](#)
 - [Outdoor Education Advisor](#)
 - [Parents](#)
- 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 during the visit;
 - 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;
- Look out for anything that might hurt or threaten themselves or anyone in the group and tell the Visit Leader or another adult about it.

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.



National
Guidance

Visit Leader Emergency Action Card

If an Establishment decides to adopt this 'card', it should be carried by all staff accompanying a visit.

It is recommended that this is printed, laminated, and also placed in first aid kits.

Emergency Procedure

In the event of an incident overwhelming your team's coping mechanisms, use the following to guide your actions:

1. REMAIN CALM - Assess the situation.
2. Safeguard yourself and then any other uninjured members of the group. Make sure all other members of the party are:
 - ✓ accounted for
 - ✓ safe
 - ✓ adequately supervised
 - ✓ briefed to ensure that they understand what to do to remain safe.
3. Delegate Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.
4. Call emergency services as appropriate.
5. Carry out first aid to the best of your abilities. Remember the aims of first aid are to
 - a. Preserve life
 - b. Prevent the condition worsening
 - c. Promote recovery

Essential First aid:

1. casualties need to be able to breath - if they are unconscious this means being put into a safe airway position
2. you need to try to find and stop any serious external bleeding
3. you need to protect the casualty from the environment - keep them warm
4. Monitor their condition, talk to them, reassure them, hold their hand and provide emotional support

1. Once the immediate situation is contained:

- Inform the school/Establishment Emergency Contact or, if unavailable, your Employer (e.g. the Local Authority) Emergency Contact. They will need the following information:
 - Who you are, which Establishment you are from and what your role is within the group
 - What number can you be called back on?
 - What is the nature of the emergency?
 - How many casualties there are and their status
 - The total number of people in your party
 - Your current location
 - Whether you are staying where you are or moving - if you are moving where to?
 - What time did the accident/incident happen?
- Liaise with, and take advice from, emergency services if they have attended the scene.
- Consider the physical needs of the group and casualties in terms of shelter, refreshments, transport/repatriation.
- Consider the emotional needs of the group such as removing them from the scene, providing emotional support (they can often do this for each other), giving them useful things to do.
- Control communications - prevent group members from using phones or going online unsupervised or until approval is given.
- Keep a written log of all actions taken, conversations held and a timescale.
- Refer all media, parental or other enquiries to your employer's press office.
- Inform the Foreign Office Consular Assistance Team if abroad.

2. Emergency Numbers

Name	Telephone	Mobile
My telephone number		
School/Establishment		
Nominated base contact		
Head/Manager		
Employer (e.g. LA) (office hours)		
Employer (out of hours)		
Emergency Services (if travelling abroad)		

Foreign Office Consular Assistance	+44 20 7008 1500	
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National
Guidance

First Contact Emergency Action Card

If an Establishment adopts this 'card', it should make it available to any staff likely to take incoming phone calls from a Visit Leadership Team.

It is recommended that the card is printed, laminated, and a copy placed visibly in any office where such calls may be received.

On receiving a call

In the event of receiving an emergency call from a group on a Visit, remember they will be very stressed. You need to remain calm to be able to take down some key information without missing anything. Carry out the actions below, as appropriate:

1. Take down the following information:

Who is calling?
If you have more than one Establishment, which one are they from?
What is their role in the group (Visit Leader, Assistant Leader, Helper, Participant)?
What number can they be called back on should you be disconnected?
What has happened? What is the nature of the emergency?
What is the number and status of any casualties?
What is their current location?
What is the total number of people in the party?
Are they staying where they are or moving? If they are moving where to?



National
Guidance

Establishment Management Emergency Action Card

This card may be used by the Establishment's Emergency Contact and managers, when called upon to take charge of managing an emergency on an off-site visit.

It is recommended that this card is carried by the Emergency Contact for any visit, and that it is printed, laminated, and a copy placed visibly in the Establishment's office.

On receiving a call

In the event of being alerted to an emergency on an off-site visit use the following to guide your actions:

- **STAY CALM** - consider the actions you need to take and the people you need to contact to help you. Decide what immediate help you need and contact these people.
- **TAKE CHARGE** of the incident until relieved by a more senior colleague. It is essential that one person is clearly designated as controller of the emergency response, and that it is clear to all who this is.
- **CONTACT** the group in difficulty to reassure them, get up to date information and keep them informed of your actions.
- **RECORD** all information you receive and actions you take.
- **DELEGATE TASKS** as and when possible/appropriate to allow you to manage the situation and allow for 'concurrent' activity.

Depending on the circumstances and the support required you may need to consider some or all of the following:

- Inform your own senior managers
- Establish an Emergency Support Team, which may need to include the following roles (combine if insufficient staff are available):
 - Overall Controller
 - Coordinator/contact with group (consider keeping the same person to always speak to the group leader)

- o Communications (could be a number of people dealing with different aspects)
- o Logistics - arranging transportation, accommodation etc for group and any travelling team
- o Resources - e.g. office space, reception for any visitors (parents, media etc), refreshments / food - Site Service Officer(s), Admin support
- o Record/log keeper
- Inform your Employer (e.g. the Local Authority), governors, and, if media interest is possible, your Employer's communications team. If necessary, your Employer should implement a Critical Incident Plan to give support to you, the party, and the parents.
- Keep a log of all actions, communications and decisions, including people involved and times.
- Arrange alternate and additional phone lines so that incoming calls do not swamp communications. Consider other means of communication such as internet, email and text.
- Liaise with your employer over provision of links with emergency services, media, tour operators, insurance companies etc. - as necessary.
- Carry out the actions required to support the Visit Lead Team.
- Decide if a 'Travelling Team' is needed to provide support scene.
- Ensure the security of your site and ensure the access gates are staffed to control access (elements of the press may well seek to gain access wherever they can).
- Make arrangements for relatives etc. to be catered for on site or nearby, if possible, while they wait for news.
- Arrange for the return or onwards travel of the party, and/or arrange transport for parents to the scene/hospital
- Control communications and the flow of information to the affected group, parents, other Establishment staff (beware of other staff inadvertently starting rumours circulating).
- Control information to the media - use the expertise of your Employer's communications team and direct all media enquiries to them.
- Make arrangements for meeting the group back from the visit and returning children to parents.

- Consider the possible need for future emotional support and care for anyone involved (don't forget other staff, young people and the Emergency Support Team as well as those directly involved).



National
Guidance

Employer Senior Manager Critical Incident Action Card

If an Employer decides to adopt this card, it should be available to any Manager who may be alerted to an emergency on an off-site visit.

It is recommended that this card is printed, laminated, and a copy placed visibly in the Employer's office.

On receiving a call

In the event of being alerted to a Critical Incident on an off-site visit, please follow the actions below:

1. STAY CALM - consider the actions you need to take and the people you need to contact to help you. Decide what immediate help you need and contact these people.
2. Establish communications with the Establishment's Incident Controller and agree the support needed and the protocol for keeping communications open.

It is essential that one person is clearly designated as Controller of the incident response and that it is clear to all who this is. It is therefore the immediate priority to agree whether control lies with you as the employer's representative or whether you are acting in support of the establishment.

Delegate tasks, as and when possible/appropriate, to allow you to manage the situation and to allow for 'concurrent' activity.

Some or all of the following will need to be considered in conjunction with the actions of the establishment:

- Create a Critical Incident Response Team (CIRT)
 - Possible required roles/staff to include (combine if insufficient people - these roles may be shared with the establishment)
 - Incident Controller - with responsibility for overall control
 - Communications (a number of people dealing with different aspects?)
 - Resilience team/emergency planning officer
 - Press officer

- Logistics - arranging transportation, accommodation etc. for group and any travelling team, arranging payment for this
- Resources - e.g. office space, reception for any visitors (parents, media etc), refreshments/food
- Record/log keeper
- Travelling Team leader
- Establish a control room with unrestricted internet access and multiple telephone lines capable of calling worldwide. Consider other means of communication such as internet, email, text, amateur radio nets, etc.
- Agree with the Establishment Incident Controller a protocol for contacting the group and for maintaining links with emergency services, media, tour operators, insurance companies etc. - as appropriate.
- Keep a log of all actions, communications and decisions including people involved and times.
- For Local Authorities - Inform the Chief Executive's office and relevant elected members.
- Consider whether a 'Travelling Team' is needed to provide support at the scene/in country? (e.g. Outdoor Education Adviser, counsellors, translator/linguist).
- For an overseas incident - inform the Foreign & Commonwealth Office Consular Assistance team (020 7008 1500).
- If appropriate, contact the British Red Cross.
- Make arrangements for the return or onwards travel of the party.
- Arrange for the transport of parents (including provision of a suitable escort) to the scene/hospital.
- Control communications and flow of information to the affected group, parents, Establishment staff (beware of other staff inadvertently starting rumours circulating).
- Control information to the media - via Press Officer (you and the establishment need to be clear about who is issuing press releases, holding press conferences etc., and agree a protocol to agree any statements).
- Make arrangements for meeting the group on its return to base and for returning children to parents.
- Consider the possible need for future emotional support and care for anyone involved (don't forget other staff young people and the incident response team as well as those directly involved).





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 Per trip	£4,000 £250,000
Political and Natural Disaster Evacuation	Per person Per trip	£10,000 £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 Total	£35 per full day of closure
	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:



Department
for Education