



# WC16 - EDUCATIONAL VISITS AND FIELD TRIP

College Policy	
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## Introduction

Educational excursions and field trips play a vital role in Westerfield College's dedication to offering a comprehensive and immersive learning experience. These activities enable students to connect classroom knowledge with real-world scenarios, encourage personal development, and cultivate essential skills such as teamwork and adaptability. This policy outlines the framework for planning, executing, and evaluating educational visits and field trips to ensure alignment with our educational goals, compliance with safety standards, and promotion of inclusivity. Educational visits serve to connect theoretical learning with practical experiences by offering students hands-on opportunities that enhance their understanding and skills. At Westerfield College, the structured approach detailed below ensures that instructional visits are systematically planned and executed while adhering to academic, safety, and organisational standards.

This policy pertains to educational outings and field trips arranged by Westerfield College, encompassing day trips, excursions, overnight trips, international journeys, academic and extracurricular field activities, as well as virtual experiences. It is applicable to all individuals involved.

## Purpose

Westerfield College strives to enhance student education and personal growth through carefully planned educational visits and excursions.

Fostering a secure and welcoming environment for every participant.

Making certain that all activities adhere to health, safety, and safeguarding standards.

Promoting parental engagement and keeping stakeholders updated throughout the planning and implementation processes.

Regularly assessing trips to ensure that high standards of delivery are maintained.

## Definitions of Terms

- a. **Educational Visit:** A scheduled event occurring outside the classroom aimed at improving students' learning outcomes.
- b. **Field Trip:** An outing to a site beyond the classroom intended for research, observation, or hands-on learning experiences.
- c. **Trip Leader:** The appointed staff member in charge of organizing and overseeing the visit or trip.

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- d. **Risk Assessment:** The procedure of recognizing possible dangers and taking steps to reduce risks.
- e. **External Provider:** An outside entity responsible for facilitating activities or services during the trip (e.g., tour operators, museums).
- f. **Participants:** Students, staff, or other authorized individuals who are partaking in the trip.

## Procedure

### 1. Roles and responsibilities.

#### a. The Principal:

Responsible for approving all educational visits and excursions.

Ensures that resources are allocated adequately.

#### b. The Trip Leader:

In charge of organizing and managing the entire journey from beginning to end.

Performs risk assessments and ensures compliance with safety regulations.

Communicate with parents, students, and staff regarding the details of the trip.

#### c. Staff Supervisors:

Support the Trip Leader in supervising students and ensuring their safety.

Adhere to the instructions provided by the Trip Leader and report any incidents that occur.

### 2. Procedure

#### Step 1: Submit a trip proposal.

The process of preparing for an educational excursion begins with the submission of a detailed trip proposal. This phase is essential for ensuring alignment with educational objectives and institutional regulations.

#### Components of the proposal:

Outline the educational objectives of the journey, demonstrating how they align with the curriculum and extracurricular growth.

Provide a comprehensive itinerary, detailing locations, activities, and time distributions.

Include projected expenses for transportation, lodging, meals, entry fees, and insurance.

Preliminary Risk Analysis: Identify possible risks and present strategies for mitigation.

Submit the proposal to the Principal.

### **Step 2: Approval Process.**

The approval procedure ensures that the planned excursion aligns with academic standards and safety protocols.

Review by Principal: The Principal evaluates the plan to confirm:

Input and Adjustments: The Principal provides feedback for modifications before approval.

Final Approval: The trip receives official authorization, allowing planning to continue.

### **Step 3: Communication and Consent.**

Notification: Parents and students receive official letters, and emails, or attend meetings that detail the trip's goals.

Prepare the schedule and itinerary.

Parents/guardians are required to fill out consent forms to permit student participation. The forms include an acceptance of the trip's terms and conditions.

Supply medical details, including allergies, chronic conditions, and emergency contact information.

### **Step 4: Risk Evaluation and Strategy Development.**

Perform risk evaluations to pinpoint potential hazards unique to the region.

Establish plans for mitigation and emergency response.

Reservations and confirmations

Obtain comprehensive travel insurance to cover medical emergencies and trip cancellations.

### **Step 5: Pre-Travel Briefing**

Audience: Hold individual briefings for staff, students, and parents to cover their specific roles and responsibilities.

Content: Review objectives and the itinerary and also establish rules and expectations for behaviour.

Material distribution: Provide travel documents, emergency contact lists, and packing guidelines.

### **Step 6: Carrying Out the Trip**

Designate specific staff members to oversee groups and activities, ensuring continuous supervision and support.

Maintain appropriate staff-to-student ratios to meet safety guidelines.

Follow the itinerary closely while remaining adaptable to unforeseen events.

Promote frequent check-ins to ensure the safety of participants and address any issues promptly.

Create a communication method for emergencies, such as group messaging or dedicated hotlines.

### **Step 7: Post-Travel Review**

Gather feedback through surveys or structured interviews from students, parents, and staff members.

Evaluate the educational effectiveness, logistical performance, and overall satisfaction levels.

Hold a debriefing meeting with trip leaders to document insights and lessons learned.

Reporting: Deliver a comprehensive report to the Principal that includes financial reconciliation.

### **3. Special considerations for international trips.**

When planning travel between Nigeria and the United Kingdom, there are some important factors to keep in mind:

Confirm that all travellers possess valid passports and visas.

Check vaccination statuses and health advisories for international travel.

Explain the cultural norms and expectations in the UK.

## **Policy Principles**

### **1. Educational Significance**

School excursions should be directly aligned with the College's academic curriculum or extracurricular goals to enhance their benefits for students' learning and personal growth. Educational trips ought to complement classroom instruction by offering practical experiences like visits to museums, explorations of historical sites, and scientific fieldwork. Activities such as sports competitions, art showcases, and cultural exchange programs should promote skills like teamwork, leadership, and appreciation for different cultures. Trips need to be thoughtfully organized, with specific educational goals and evaluations after the trip to assess their impact on student development.

### **2. Inclusivity**

School trips should foster an atmosphere where every student, irrespective of their physical abilities, social background, or cultural heritage, feels included and valued. Organizers need to plan excursions with universal accessibility in mind, making sure that locations are wheelchair-friendly and that activities can be adjusted for various capabilities. Efforts should be made to lessen financial obstacles by establishing payment plans, seeking sponsorships, or holding fundraising events. Additionally, cultural and dietary preferences should be taken into account to provide a welcoming experience for all participants.

### **3. Safety and Welfare**

The protection and welfare of students and staff must be prioritized during both the planning and execution phases of the trip. Organizers should carry out comprehensive risk assessments for all activities and locations, pinpointing possible dangers and creating strategies for their reduction. Emergency procedures should be explicitly outlined, conveyed to participants, and rehearsed when feasible. Trips need to maintain an appropriate staff-to-student ratio, with qualified personnel such as first aiders present at all times. Consistent check-ins, accurate documentation, and access to healthcare facilities are essential to ensure a swift response in case of an emergency.

### **4. Parental involvement**

Clear and effective communication with parents plays a vital role in ensuring the success of school trips. Parents need to be informed in advance about trip details, including educational objectives, transportation arrangements, accommodations, daily schedules, and costs. Written consent from each participant is mandatory. Parents should also have access to contact information during the trip and receive timely updates regarding any changes or emergencies. Encouraging parental

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engagement, such as joining pre-trip meetings or contributing to fundraising activities, is important.

## 5. Financial Clarity

Costs associated with the trip must be itemised and transparent, covering transportation, accommodations, meals, and activities. Steps should be taken to promote affordability, such as providing group rates or emphasising budget-friendly options without compromising the quality of the trip. Students facing financial hardships should have access to financial assistance, which could be sourced from sponsorships, grants, or fundraising initiatives. Once the trip concludes, organizers are expected to provide a financial overview to stakeholders, fostering accountability and trust in the process.

## Policy Review

This policy will be reviewed every two years by the WC 16 Academic Board unless there are internal or legislative changes necessitating an earlier review.

## Version History

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