



# CITY OF LONDON SCHOOL FOR GIRLS

## EDUCATIONAL VISITS POLICY

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| Policy last reviewed by:   | Rosie Lockyear             |
| Date policy last reviewed: | March 2023                 |
| Approved by:               | Board of Governors         |
| Date approved:             | 6 <sup>th</sup> March 2023 |
| Next review due:           | March 2026                 |

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# 1. Introduction

- 1.1 Learning is enriched by the provision of well-organised and well-led co-curricular and educational visits, both residential and non-residential. The School has a history of operating a successful and broad programme of such activities. Visits and trips can directly support and stimulate curriculum learning or be provided to help support co-curricular objectives and the general social, cultural and spiritual development of students. The Governors of the School recognise the value of educational visits and are grateful for the energy, commitment and professional skills of the staff involved.
- 1.2 It is essential that the utmost care and attention is given to the planning and running of educational visits to ensure the safety of pupils and staff involved is fully protected. Safety is the top priority for the School, and each Visit Leader understands that they have a duty to act as a responsible parent would in looking after the pupils in his / her care under the particular circumstances of the visit; there is also a responsibility within the conditions of employment to maintain order and discipline and for safeguarding the health and safety of the pupils, whether on School premises or on authorised activities elsewhere.
- 1.3 The Educational Visits Policy and the Educational Visits Handbook have been written with reference to Department for Education guidance: Health and Safety: Responsibilities and Duties for School (Updated November 2018), Guidance on Health and Safety on Educational Visits (November 2018). The School also makes extensive use of National Guidance (for the management of outdoor learning, off-site visits and learning outside the classroom) produced by the Outdoor Education Advisers Panel. All staff organizing and running trips, particularly those which carry a higher-level of risk are encouraged to use the National Guidance Website [www.oeapng.info](http://www.oeapng.info). Whilst it is applicable, staff organising trips should also refer to the DfE's [Coronavirus Schools Operational Guidance on Educational Visits<sup>1</sup>](#) and OEAP's [Coronavirus guidance](#)
- 1.4 This policy should be read in conjunction with:
- Safeguarding and Child Protection Policy
  - Health and Safety Policy
  - First Aid Policy
  - Medical Conditions, Medicine and Infection Control Policy
  - Risk Assessment Policy
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<sup>1</sup> <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance#educational-visits>

- 1.5 This policy has regard to Part 3 (Welfare, health and safety of pupils), Paragraph 16 (Risk Assessment) and Part 4 (Suitability of staff, supply staff, and proprietors) of the Independent School Standards Regulations.

## 2. Roles and Responsibilities

### 2.1 Governors

Governors have oversight of the Educational Visits Policy, procedures and implementation as part of their overview of Health and Safety.

Further information on the role of the Governors can be found at:

<https://oeapng.info/governors/> (National Guidance 3.4f)

### 2.2 The Headmistress

The Headmistress delegates some of the responsibilities for educational visits to the Educational Visits Coordinator (EVC)<sup>2</sup>

No residential or overseas educational visit can take place without the preliminary and final approval of the Headmistress. For Day Visits, the Headmistress is notified but delegates preliminary and final approval to the EVC.

The Headmistress has the following principal functions. To:

- Ensure that arrangements are in place for informing the governing body about visits
- Ensure that the governing body has approved the Educational Visits Policy and receives reports on visits as appropriate
- Ensure that visit arrangements and outcomes are evaluated to inform future visits and staff training needs
- Arrange for the reporting of accidents and incidents as required. Records of these should be reviewed regularly, and the information used to inform future visits.
- Ensure that proper support systems are in place to cope with incidents, emergencies and critical incidents, including the means of contacting the relevant parties in the event of an emergency

- Provide a rich and varied programme of opportunities for young people to learn outside the classroom. The programme of visits should be structured and progressive to gradually develop young people’s confidence, independence and responsibility.

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<sup>2</sup> This role is currently performed by the Deputy Head Partnerships and Co-curricular

- Make sufficient time and resources available for the EVC to arrange induction and training of staff and volunteers. This should include opportunities for staff to develop competence in dynamic risk management by assisting more experienced colleagues on a range of educational visits and by attending relevant training courses
- Check that the EVC has designated an appropriately competent visit leader who will meet the employer’s criteria for ensuring the best interests of the pupils. The Headmistress should make a judgement on a member of staff’s competence and suitability to lead a visit. It should be borne in mind that discipline on an educational visit may have to be stricter than in the School

Ensure that appropriate provider assurances are in place Check that the visit leader or another leader is familiar with the location where the activity will take place

- Ensure that the educational objectives of a visit are fully inclusive, are set out in the pre-visit documentation, and are made known to all relevant parties
- Ensure that charging procedures for visits are implemented and comply with the establishment policy and legal requirements
- Ensure that the visit emergency contacts are part of the critical incident team and are clear about their roles
- Ensure GDPR compliance
- Ensure that an incident management contingency plan is in place for each visit and that all responsible adults are fully conversant with its content

Further information on the role of the Head can be found at:

<https://oeapng.info/head-manager> (National Guidance 3.4g)

## 2.3 The Educational Visits Coordinator

The Educational Visits Coordinator has the following principal functions. To:

- Promote an understanding of how outdoor learning, off-site visits and Learning Outside the Classroom can support a wide range of outcomes for pupils, and raise achievement
- Liaise with the Governors over all matters relating to educational visits
- Ensure that all activities and visits meet guidance requirements
- Ensure that all staff have access to an appropriate level of training to ensure that educational visits procedures are properly understood
- Maintain the Educational Visits Policy and Handbook
- Support the Headmistress with approval of visits and other decisions
- Support the Headmistress in ensuring that all members of visit leadership teams are competent
- Monitor Visit Leaders' planning, and sample monitoring of visits
- Organise the training of members of visit leadership teams
- Ensure that where the visit leadership team includes someone with a close relationship to a group member, there are adequate safeguards to ensure that this will not compromise group management
- Ensure that DBS checks are in place as required
- Ensure that the School's policy and handbook provides sufficient guidance to Visit Leaders about information for parents and parental consent
- Check that there are 24/7 School emergency contacts for each and every visit and that emergency procedures are in place
- Ensure that medical and first aid issues are addressed
- Ensure that emergency arrangements include Emergency Contact access to all relevant records, including medical and next of kin information for all members of the party, including staff
- Ensure that individual activities and visits are reviewed and evaluated and that this process includes reporting of accidents and incidents, complying with Employer requirements and Reporting Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)

- Ensure that policies and procedures are reviewed regularly. A review should follow any serious incident or systems failure. Risk management documentation must be updated if necessary
- Ensure that there is a School procedure for recording “near accidents/near misses”, including any resulting learning points and action.
- Keep a record of all educational visits
- Ensure ‘Final Paperwork for Educational Visits’ is available to the Headmistress, Reception and any emergency contact
- Ensure GDPR compliance
- Ensure that an incident management contingency plan is in place for each visit and that all responsible adults are fully conversant with its content

Further information on the role of the EVC can be found at:

<https://oeapng.info/evc> (National Guidance 3.4k)

## 2.4 The Visit Leader

The Visit Leader has the overall responsibility for supervision and conduct of each visit. To ensure accountability and to avoid potential confusion, there is a single Visit Leader for each visit.

The Visit Leader’s primary responsibilities are as follows. To:

- Liaise with the Educational Visits Coordinator (EVC)
- Be formally approved to carry out the visit
- Be specifically competent
- Plan and prepare for the visit, taking a lead on risk management
- Define the roles and responsibilities of other staff (and young people) to ensure effective supervision, appointing a deputy wherever possible
- Ensure that child protection issues are addressed (e.g. good safeguarding practice is followed, and adults are appropriately vetted and checked)
- Provide relevant information to supporting staff, including about the nature and location of the visit and about the participants (age, health information, capabilities, special needs, safeguarding and behavioural issues)

- Ensure that informed parental consent has been obtained as necessary
- Provide relevant information to parents and pupils, and arrange pre-visit information meetings where appropriate
- Make sure there is access to first aid at an appropriate level
- Ensure the activity/visit is effectively supervised. Ensure that all staff and any third-party providers have access to emergency contact and emergency procedure details
- Evaluate all aspects of the visit, both during and after the event
- Report any accidents, incidents or near misses
- When working with third-party activity providers it is imperative to avoid 'grey areas', so there should be a clear handover before and after any activity led by a provider. Should a provider run an activity in a way that causes concern, the accompanying staff should consider stopping the activity at the first appropriate moment. Such an intervention should be done with sensitivity and discretion to ensure that it does not result in young people being put at greater risk.
- Ensure GDPR compliance

### **3. Procedural Requirements**

3.1 An Educational Visits Handbook is maintained which details all the key procedures relating to the running of educational visits. This is available to staff in Evolve.

3.2 The Educational Visits Handbook covers the following areas:

- Preliminary Approval
- Parental Consent
- Ratios
- Information for Parents
- Information for the EVC
- Risk Assessments
- Medical Issues
- Hazardous Activities
- Safeguarding
- Transport
- Researching Providers, Facilities and Venues

- Further Guidance for Residential Trips
- Further Guidance for Overseas Trips
- Critical Incidents
- Insurance and Finance
- Data Protection
- Visit Evaluation
- Sources of Advice

## **4. Monitoring and Evaluation**

- 4.1 The School understands the need to monitor all aspects of the educational visits process in order to:
- Enable the School to celebrate success and share good practice
  - Help identify areas to improve and CPD requirements
  - Help to ensure high quality learning experiences
  - Help to keep young people safe

The EVC has the primary responsibility for the monitoring of educational visits and reviews the arrangements for all visits. This supports the role of the Headmistress in facilitating Educational Visits within the school.

A record is kept of the relevant paperwork for all educational visits in Evolve (and any non-Evolve versions by the Deputy Heads' PA).

- 4.2 Evaluation after an educational visit is an important aid to planning future visits and should be completed by the Visit Leader as prompted in Evolve. This should include a record of any incident that occurred that could have had severe consequences to the welfare of any participant or staff member, and any failure of the services offered by a provider. On return to School, any accident should be reported via the Health and Safety Reporting Helpline Number: 020 7332 1920. Further information on an Accident Reporting may be found in the Health and Safety Policy.

## **5. Training and Competence**

- 5.1 The EVC must have an appropriate level of experience and training to discharge the principal functions of the role.



Further information on leader competence can be found at:

<https://oeapng.info/evc> (National Guidance 3.2d)

- 5.2 The key requirements for Visit Leaders are that they must be accountable, confident and competent to lead the visit/activity, not that they hold a particular post, title or job description.

Being confident includes leaders having the ability to take charge of a situation while being aware of, and understanding, their abilities, as well as their limitations.

Being competent means that the leader has demonstrated the ability to operate effectively, and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which the visit will take place. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the School. It is situational – a leader who is competent in one activity or environment may not be so in another, and it involves breadth as well as depth. Relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments.

- 5.3 Training on educational visits forms part of the new staff induction workshops.

For all staff regular updates are provided for staff on educational visits procedures and an Educational Visits Handbook is available in Evolve. Online training is available through iHASCO.

An appropriate level of training is required for those leading or participating in visits involving potentially hazardous activities. As part of their CPD, staff are encouraged to take advantage of specialist training courses that are available.

## **6. Risk Management**

- 6.1 The School recognises that risk management in the context of educational visits is a two stage process:

1. The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved.
2. The implementation of a plan to best realise these benefits, using professional judgements to ensure that the level of risk does not exceed that which can be justified by the benefits.

- 6.2 Most human activity involves benefits and risks. It is impossible to have all the benefits without the risks. Risk can only be eliminated by stopping the activity, but then all the benefits are lost.

This is recognised by both the Health and Safety Executive (HSE) and the Department for Education (DfE).

- 6.3 It is a requirement that the Visit Leader carries out a Risk Assessment for every educational visit.  
Further information on risk assessments can be found at:  
<https://oeapng.info> (National Guidance 4.3 c/f/g)
- 6.4 The following principles underpin all risk assessments:
- Risk assessment documentation considers the nature of the specific group and the particular venue(s) to which they will be taken. It also addresses the ‘STAGED’ variables (Staff, Timing, Activity, Group, Environment, Distance)
  - All those involved in the visit understand the risk assessment as much as they need to, particularly their role and responsibilities within it and what they need to do
  - What is recorded happens in practice
- 6.5 There must also be on-going risk assessment by Visit Leaders and staff as the visit progresses and as circumstances require. On expeditions and visits which involve any hazardous activity, Visit Leaders and staff should always have and be prepared to revert to a ‘Plan B’.
- 6.6 Generic risk assessments are available in Evolve, although they must be adapted to the specific visit and signed by the Visit Leader.

## **7. Assessing Venues and Providers**

- 7.1 Visit Leaders have a responsibility to thoroughly research the suitability of venues and check that facilities and third-party provision meet the group’s needs and expectations.
- 7.2 Researching Providers

Visit Leaders are encouraged to take advantage of nationally accredited provider assurance schemes. Examples of such schemes include:

- Learning Outside the Classroom (LOtC) Quality Badge (covers both quality and safety of all activities offered – consider due diligence completed).
- Adventure Activities Licensing Authority (AALA) licence (this statutory scheme covers only safety management).
- Adventuremark (covers only safety).

- National Governing Body centre approval schemes (applicable where the only provision is a single, specialist activity).
- Duke of Edinburgh Award Scheme Approved Activity Providers

7.3 If an organisation does not hold a LOTC Quality badge, the following will be considered in making a judgement if they are an appropriate organisation to use. These are detailed in the Educational Visits Handbook and include requesting the organisation complete a Provider Form and considering:

- their insurance
- that they meet legal requirements
- their health and safety and emergency policies
- control measures and risk assessments
- their use of vehicles
- staff competence
- safeguarding
- accommodation
- any sub-contracting arrangements they have
- that they have a licence where needed

Further guidance on assessing the suitability of a Provider is in the Educational Visits Handbook.

The EVC will require a copy of the Provider Form and a preliminary risk assessment before authorising the trip.

#### 7.4 Researching Facilities or Venues

Where reasonably practical Visit Leaders should carry out a preliminary visit to any unfamiliar facility or venue, including those used by a provider. The cost of this can be built into the pricing of the visit.

Where a preliminary visit is not reasonably practicable, the Visit Leader should consider how they can gather sufficient information to make an adequate assessment of the venue, facilities or provider. In the absence of first-hand observations and credible assurances as set out above, they should seek information from reliable sources such as:

- The EVC
- Colleagues
- Similar groups that have recently visited the venue or used the facility/provider

- Reputable organisations such as tourist boards
- Expedition Providers Association (EPA)

## **8. Inclusion**

- 8.1 The Equality Act 2010 states that the responsible body of a school or, for other provision, the service provider, must not discriminate against, harass or victimise a pupil or young person because of one of the protected characteristics (disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation) in the way that it provides (or not) a benefit, facility or service. There is a duty to make reasonable adjustments. Activities should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics.
- 8.2 The School undertakes, when a visit or activity is being planned, to take all reasonably practicable measures which must be taken to include all young people. Every reasonable effort is made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

## **9. Safeguarding**

- 9.1 All staff have a responsibility to safeguard and promote the welfare of pupils during educational visits. Further guidance regarding safeguarding is in the Educational Visits Handbook.
- 9.2 This policy should be read in conjunction with the School's Safeguarding and Child Protection Policy. Every educational visit must operate within the statutory protocols detailed in Keeping Children Safe in Education.
- 9.3 **Vetting Suitability**  
The suitability of all volunteers (including parents) must be vetted following all the relevant procedures required by the School's HR departments and stipulated in Keeping Children Safe in Education.  
Anyone on an educational visit who engages in regulated activity with pupils must have undergone an enhanced DBS check, with barred list check.  
Visit Leaders must always consult with the HR department about the need for an enhanced DBS check for volunteers. The Visit Leader must provide specific information to the HR department regarding the roles and detailed responsibilities of volunteers.

## 9.4 Exchange Visits

### In the UK

In arranging for children from other schools (including those abroad) to stay with a host CLSG family, the School understands that it is considered to be the regulated activity provider and should consider the suitability of the adults in the respective families who will be responsible for the visiting child during the stay.

The School undertakes to draw on available evidence to make an assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay. This always includes obtaining an enhanced DBS check with barred list information for (where appropriate) both parents and any other adults in the home who are over 16 years old. Further information on the arrangements for homestays can be found in the Educational Visits Handbook.

### Overseas

We are aware that when arranging for pupils to stay with families overseas the DBS cannot access criminal records held. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when children stay abroad. We undertake to work with partner schools and organisations abroad to ensure that similar assurances are undertaken prior to a visit. This includes contacting the relevant foreign embassy or High Commission of the country in question and finding out if similar checks can be done in that country.

On overseas trips which involve a homestay, pupils are not directly supervised by the Visit Leaders whilst they are with host families. Therefore, home stays require careful planning to ensure everyone involved is clear about both their responsibilities and the supervision arrangements. This planning should form part of the Risk Assessment.

It is essential that all parties (particularly parents) involved fully understand the management and supervision arrangements and are clear about who is responsible for what and when. Pupils must be appropriately supervised throughout, and parents must be able to give, or withhold, consent based on a clear understanding of how the visit will be managed.

Further guidance is provided in the Educational Visits Handbook, including a comprehensive checklist for Visit Leaders.

## 10. Medical Issues

- 10.1 On all trips the Visit Leader and staff carry a copy of relevant medical details. For ALL trips the Visit Leader is expected to collate medical information from Evolveto liaise with the School Nurse, and parents when necessary, to discuss the specific medical needs of the group.
- 10.2 If required, the Visit Leader must ensure appropriate emergency medication is taken on the trip.  
Pupils cannot attend a visit of any kind without the appropriate emergency medication.  
Further information on medical issues can be found in the Medical Conditions, Medicine and Infection Control Policy, and the First Aid Policy.
- 10.3 For visits involving adventurous training and similar activities, at least one of the group's members should be a fully qualified first aider.
- 10.4 In giving consent for their daughter to take part in trips, parents declare that the medical information they have supplied is accurate and up-to date and the teachers leading the trip may take a copy of this information with them. They also consent to their daughter receiving emergency medical treatment in the event that they cannot be contacted.

## **11. Emergency Procedures**

- 11.1 Critical incidents on educational visits are rare but they do happen. Minor incidents, whether accidents or other emergencies, are more common. Effective planning means that the likelihood of any of these is reduced, and that, when they do happen, their impact and consequences are minimised.
- 11.2 Deciding what to do in the event of an accident or emergency should form part of the planning and preparation of every educational visit. Detailed instructions of what to do if an incident, serious accident, or a fatality should occur during a visit forms part of the School's Critical Incident Plan and is in the Educational Visits Handbook.
- 11.3 All staff are briefed to carry a copy of the Educational Visits Handbook and Emergency Procedures. These are contained in each First Aid Kit with emergency contact numbers.
- 11.4 As a matter of routine, for non-day trips the emergency contacts, Reception and Deputy Heads' PA will all have key information, including contact phone numbers. All information can be accessed in Evolve.  
For day trips, Reception has copies of trip paperwork. In line with guidance, this information is not kept in only one place or only electronically.

## **12. Code of Conduct**

- 12.1 On all visits, pupils should be reminded of the basic requirements of safeguarding the safety of each other, courtesy and consideration towards member of the public and conduct that enhances the reputation of the School. As far as possible, normal School rules apply.
- 12.2 All pupils participating in visits should be aware of the Code of Conduct for Educational Visits. This should be imported from Evolve and adapted for each visit.
- 12.3 Generic and specific consent forms require parents to acknowledge that they have read and understood the Code of Conduct for Educational Visits. For foreign visits parents are aware that in the unlikely event of a gross breach of the Code of Conduct, a pupil might be repatriated. This would be the decision of the emergency contact and Headmistress and would be at the parent's expense.

## **13. Insurance**

- 13.1 The School's insurance policy provides group cover for all members of parties involved in trips. Details can be obtained from the Finance Office or Bursar.
- 13.2 Trips involving hazardous activities may require separate insurance and this should be discussed by the Visit Leader with the Finance Office and Bursar.

## **14. Finance**

- 14.1 The School's Terms and Conditions state:  
Consent to educational visits. Unless you notify us to the contrary, you consent to your child participating in a variety of educational visits. Information about educational visits and the process for seeking parental consent for individual trips will be sent to parents by the visit leader, via Evolve. After consent has been granted, it will not be possible to refund the cost of an educational visit if your daughter is unable to attend. Your child will be subject to the Pupil Code of Conduct during all educational visits. The costs of educational visits (including medical costs, taxis, air fares, and professional advice) incurred to protect your child's safety and welfare or to respond to breaches of discipline are supplemental charges and will be charged in advance or arrears as appropriate (e.g. in arrears for medical costs incurred on a trip but otherwise in advance). Whilst every effort is made to launch a trip with accurate information,

in some cases, the cost of a trip may increase slightly due to changes made by external providers such as airlines, which are outside of our control.

- 14.2 Visit Leaders should liaise carefully with the EVC and Bursar regarding the financing of all educational visits. For residential and overseas trips, the budget should be approved by the Bursar.
- 14.3 Where parents are required to make a payment for a visit, every effort should be made to keep the cost reasonable. However, it is expected that the cost of the trip should reflect the requirement for it to run safely and for there to be a contingency fund.
- 14.4 For residential and overseas trips contingency and other funds not spent should be returned to parents.

## **15. Data Protection**

- 15.1 The Corporation of London and City of London School's data protection policies apply to all aspects relating to educational visits.
- 15.2 In light of the new GDPR legislation, which came into effect on 25 May 2018, staff are required, as part of the standard risk assessment process for educational visits, to evaluate the risks associated with the handling and sharing of data. The generic risk assessment should be used. Visit Leaders and staff are required to be familiar with the guidelines provided in the generic risk assessment and Educational Visits Handbook. Staff are responsible for ensuring that all data is safely disposed of following a trip (for example, shredding paperwork and removing files carrying pupil/parent/staff information relating to the trip from devices).
- 15.3 Visit Leaders are not required to complete an additional GDPR risk assessment for each individual trip. However, if the data / information requirement for a trip exceeds simple contact/medical information, then a separate Data Protection Risk Assessment is likely; e.g. if there is a contract with a third-party who processes data on the School's behalf, sharing passport information with a travel agent, etc. This can be found in the General Staff Documentation Team.

Visit Leaders should consult the Educational Visits Coordinator and the Data Protection Coordinator for advice.



## **Appendix 1: Guidance for Homestays (in the UK)**

### 1.1 Keeping Children Safe in Education (KCSIE)

KCSIE (Annex E: Host Families) states:

When a school or college arrange a homestay, it should consider what intelligence / information will best inform its assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay. It will be for the school or college to use their professional judgement to decide what it considers what will be relevant.

However, to help inform that assessment, schools and colleges should obtain a DBS enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed it will also allow the school or college to consider, alongside all other intelligence that it has obtained, whether the adults would be a suitable host for a child.

In addition to those engaging in regulated activity, schools and colleges are free to decide whether they consider it necessary to obtain a DBS enhanced certificate in respect of anyone aged 16 or over in the household where the child will be staying.

### 1.2 Arranging Homestays

1.2.1 Where the School is arranging a homestay, the School will obtain a DBS enhanced certificate with barred list information in order to establish whether the adults are barred from engaging in regulated activity relating to children and to consider, in cases where criminal record information is disclosed, alongside other intelligence obtained, whether the adult will be a suitable host for a child. The School will also consider whether it is necessary to obtain a DBS enhanced certificate in respect of others aged 16 and over in the household where the child will be staying.

1.2.2 When an exchange is advertised, parents will be alerted that we are required to make DBS checks on families in the UK who are hosting foreign exchange students. This will apply to any adults in the home with parental responsibility. Parents will be alerted that they will receive a communication from the HR department (which will include all relevant information) once participation in an exchange is confirmed. Parents will also be informed that having a disclosure on their DBS would not necessarily disbar them from acting as a host family, but we should be informed of this in advance. Where this is the case, the School would proceed on the basis of a risk assessment completed by the Deputy Head Partnerships and Co-curricular and Deputy Head Pastoral and signed by the Head.

1.2.3 Once participation in an exchange is confirmed, parents will receive from the HR department a 'Language Exchange: Enhanced DBS Check Details Form' to complete. On receipt of this form

the School will decide for whom it is necessary to obtain a DBS enhanced certificate. This will always include the adults in those families who will be responsible for the visiting child during the stay.

- 1.2.4 The HR department will inform the EVC and Visit Leader when clearance has been received for all those for whom it has been deemed necessary to obtain a DBS enhanced certificate with barred list information. If clearance has not been received in advance of the homestay it will be dealt with on the basis of a risk assessment.

### 1.3 Communication with parents

The following standard wording is to be included in the initial letter to parents:

“Following clarification from the DfE and ISI on safeguarding regulations (Keeping Children Safe in Education) we are required to make Disclosure and Barring Service (DBS) checks on families in the UK who are hosting foreign exchange students. This would apply to any adults in the home with parental responsibility. Having a disclosure on your DBS would not necessarily disbar you from acting as a host family, but we should be informed of this in advance. If you have any queries, or need to disclose anything, please contact by phone or email either our HR department ([HR@clsg.org.uk](mailto:HR@clsg.org.uk)) or Rosie Lockyear, Deputy Head Partnerships and Co-curricular and EVC ([lockyearr@clsg.org.uk](mailto:lockyearr@clsg.org.uk)) for a confidential discussion. Nothing needs to be done at this stage – we will send all the relevant information once participation in the exchange is confirmed. We appreciate this is an additional administrative task, but we have no control over the requirements which are made on us by government guidelines.

Without completing this process, the exchange would not be able to take place, and we hope that by making it relatively straightforward no-one will be deterred from taking part.”