EDUCATIONAL VISITS POLICY

St James Haydock Church of England Primary School

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Contents

	Page
1. Induction	3
2. Accountability Structure	3
2.1 Legal Framework	3
2.2 Levels of Responsibility	3
2.3 Approval Procedure	7
3 Planning a Category 1 Educational Visit	9
3.1 Aim	9
3.2 Supervision	9
3.3 Insurance	10
3.4 Transport	11
3.5 Finance	11
3.6 Communication	13
3.7 Emergency Procedures	13
3.8 Risk Assessments	14
4 Planning a Category 2 Educational Visit	16
4.1 Aim	16
4.2 Supervision	17
4.3 Insurance	18
4.4 Transport	18
4.5 Finance	19
4.6 Communication	19
4.7 Emergency Procedures	21
4.8 Risk Assessments	22
5 Planning a Category 3 Educational Visit	24
5.1 Aim	24
5.2 Supervision	26
5.3 Insurance	27
5.4 Transport	27
5.5 Finance	29
5.6 Communication	30
5.7 Emergency Procedures	31
5.8 Risk Assessments	33
6. Staff Competency and Commitment Declaration	35
6.1 School Head Teacher Competency and Commitment Declaration	36
6.2 Educational Visits Coordinator Competency and Commitment Declaration	38
Appendices	
Appendix A – Category 1 Educational Visit check list	40
Appendix B – Category 2 Educational Visit check list	42
Appendix C – Category 3 UK Residential or Adventure Activity check list	44

1. INTRODUCTION

1.1 Rationale for educational visits

St James CE Primary School fully recognises that learning outside the classroom helps to bring our curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives. Striking the right balance between protecting pupils from risk and allowing them to learn from school trips is a challenge and one we do not take lightly.

Therefore, we will endeavour to follow the principles and philosophy underpinning the National Guidance https://oeapng.info/ :

- Well planned and facilitated opportunities to learn in the real world, away from the classroom, and to experience adventure, help to improve the lives of young people.
- Delivering learning outside or off-site does not need to be more difficult than delivering it inside a classroom. Planning and management should, therefore, be practical, proportionate and non-bureaucratic.
- The key to effective and successful outdoor learning and off-site visits is one that also encourages our pupils to:
    - Take responsibility for their own safety and that of others
    - Appreciate and understand different environments and cultures
    - Develop self-esteem and take responsibility for their actions
    - Cooperate and respect the needs of others
    - Understand the need for codes of conduct
    - Develop new skills, competences, values and attitudes
    - Build up a positive attitude to health, fitness and well being

2. ACCOUNTABILITY STRUCTURE

2.1 Legal Framework.

Keeping Children Safe in Education falls under the Health and Safety at Work Act 1974, Management of Health and Safety at Work Regulations 1999 and The Department of Education (DfE) statutory guidance for Educational Visits.

The legal obligation owed to staff and pupils are clear. Every employer is required by law to assess the risk to the health and safety of employees and others and take steps to eliminate or reduce those risks. This applies just as much to risks arising whilst off site whilst on an educational visit.

Therefore, we follow a full and comprehensive process taken from the Outdoor Education Adviser's Panel (OEAP) and record and save all documentation relating to the educational visit on EVOLVE.

2.2 Levels of responsibility.

Compliance Education will:

- Monitor safety policies and procedures and evaluate educational visits
- Provide guidance for the Headteacher and teachers. This guidance should be regularly reviewed in the light of evaluations completed
- Ensure that training of EVCs, group leaders and other school staff is provided and that these staff are competent to undertake their specific roles during educational visits

- Maintain a procedure for assessing proposals in order to approve visits or, where necessary, prevent them from taking place.
- Be a source of advice, particularly for adventurous activities and overseas visits. This advice will include help with assessing risk and implementing control measures particularly in relation to generic risk assessments
- Provide an emergency contact for use in the event of a serious incident during an educational visit

Head Teacher
The Head Teacher will bear ultimate responsibility for all educational visits.

Our Head Teacher ill ensure that:
- Approval procedures have been followed
- The Educational Visit Coordinator has correctly completed and submitted all relevant risk assessments and paperwork
- The Group Leader and additional staff are trained and sufficiently experienced and competent to manage the visit. In making this judgement consideration will be given to:
    - ✓ The number and age of the pupils
    - ✓ Any special educational and medical needs our pupils may have
    - ✓ Child protection
    - ✓ The knowledge of specialist activities
    - ✓ Providing 24-hour supervision on residential visits
    - ✓ Ensure sufficient First aid cover for the visit
    - ✓ Ensure the group leader has received training and is able to carry out on-going risk assessments
    - ✓ Ensure all staff are aware that the group leader has authority to make decisions in emergencies.
    - ✓ Ensure suitable insurance cover is in place
- Compliance Education are informed of arrangements in a timely manner (Category 3 visits are to be submitted 6 weeks in advance)
- Lines of communication have been established, including between the school and the visit while it is taking place and between parents and the group leader/school for emergencies and progress reports
- Emergency procedures have been written down with copies at school and with school contacts and all staff on the visit.
- Evaluation of the visit takes place and that this is used when considering future trips.
- Appropriate insurance arrangements are in place
- Ensure alternative arrangements are in place for pupils not taking part in the visit

Educational Visits Co-ordinator (EVC)
The Educational Visit Co-ordinator is responsible for Organising, Managing, and Implementing all school visits.

Our Educational Visits Coordinator will:
- Agree proposals with the Head Teacher ensuring that where necessary the Compliance requirements for approval and the regulations and guidance for educational visits are followed.
    - ✓ Category 1 (Standard) Head Teacher approval
    - ✓ Category 2 (Enhanced) Head Teacher approval
    - ✓ Category 3 (High Risk) Compliance Education
- Check insurance requirements and ensure all participates and activities are covered.
- Ascertain costs and agree with the Head Teacher how these costs will be covered.

Once approval has been granted the EVC will:

- Set about planning the educational visit. Each educational visit will start with a clear identification of the educational objectives. Once identified these objectives set the agenda for a detailed plan depending on whether they fall within Category 1, 2 or 3.
- Ensure that thorough risk assessments have been carried out and written down. This includes generic risk assessments for certain environments and activities and site specific or visit specific risk assessments. In some cases, it may be necessary to undertake a preparatory visit in order to carry out a risk assessment or obtain a risk assessment from the establishments.
- Ensure all information is uploaded correctly onto the school EVOLVE system in a timely manner so it can be signed off in accordance with the national guidance hierarchy structure.
  Note: *The Compliance Education require 6 weeks advance notice to sign off residential and overseas visits category 3*
- Ensure that sufficient appropriate and competent staff are available. One teacher will be designated as the Group Leader and take overall responsibility for the conduct of the visit.
- Organise induction, training or briefing for specific visits
- Work with the group leader to develop an emergency procedures plan. This will be done after considering what additional help may be available during the visit from national emergency services or others. The plan should include a school contact (24hrs for residential visits) and parental contact details. Written procedures for use in the event of a serious incident or accident will also be drawn up
  Note: *The Group Leader and The School Contact will have copies of this plan.*
- Have in place arrangements that will enable the visit to be stopped if considered necessary for the health, safety or welfare of pupils or staff
- Inform parents of the details of the visit. This should include the environments and activities (particularly outdoor adventurous activities) which are planned as well as the itinerary and costs. This may be done by holding a meeting for parents or may be done by letter. Parents can be asked to give consent for routine visits which take place during the school day in one letter covering a period of time rather than individual visits
- Keep records of visits including evaluations, accident reports and monitor procedures and practice. Inform the Head Teacher of the conclusions of evaluations
- Make sure that DBS checks have taken place

Administrative support

Administrative support maybe provided to assist the Educational Visits Coordinator and maybe asked to obtain the following information:

- Obtain venue risk assessment
- Obtain insurance
- Book travel tickets and arrange transport
- Obtain and collate all pupils medical and dietary information
- Collect parental consent forms and payments
- Issue school mobile phones
- Arrange packed lunches if required

Group Leader

Our group leader will:

- Assist the Educational Visit Co-ordinator in the planning and organising
- Brief other visit staff and allocate tasks to ensure adequate staff supervision, including first aid cover, is available at all times during the visit.
- Ensure that the proposed visit is suitable for all the pupils involved and that all staff have details of special educational or medical needs of pupils.

- Ensure sufficient first aid cover is provided.
- Have in place arrangements that will enable the visit to be stopped if considered necessary for the health, safety or welfare of pupils or staff
- Have sufficient knowledge of the trip so they can answer and address a parent's concern(s).
- Ensure they have collected or have access to all relevant documentation relating to the trip. (Parents' consent, contact details, risk assessments etc)
- Prepare a list of all the pupils who are scheduled to attend, take a register to confirm who has attended and throughout the day, periodically take the register or complete a head count to confirm all pupils are accounted for.
- Ensure their mobile phone is fully charged, they will carry with them a charger and as a backup they will prepare a list of emergency and non-emergency telephone numbers
- Inform the pupils of what is expected of them during the visit. Making sure that they understand what they should wear and what to bring with them.
- For visits outside the school day will detail travel plans and times and will be given in writing to pupils as well as parents.
- Ensure all non-school based staff (volunteers are DBS checked) unless suitable alternative arrangements are in place.

Other Staff

- One member of staff will be designated as a deputy group leader who would be able to take over the role of the group leader should that person be incapacitated during the visit.
- All staff will work as a team and do their best to ensure the safety of everyone in the group (pupils and adults).
- All staff will be responsible for supervising and monitor the activity and the pupils behaviour. If at any stage of the visit, the staff become concerned about the risk to the health, safety or welfare of pupils in their charge, the staff will notify the group leader who will assess and if necessary, have the activity or visit stopped.
- All Teachers and other adults on the visit will be made clear about their roles and responsibilities and will follow the instructions of the group leader and assist with the supervision and discipline of pupils

Pupils

The Group Leader will make it clear to pupils that they must:

- Follow the instructions of the group leader, other teachers and adults charged with their supervision
- Avoid unnecessary risks
- Dress and behave responsibly
- Take account of local customs and how to behave
- Take appropriate levels of responsibility for their own safety and that of others

Pupils whose behaviour is considered to be a danger to themselves, or others may be excluded from the visit.

The decision to exclude a pupil will not be taken lightly and we will endeavour to ensure all reasonably practicable steps have been taken to manage the pupils behaviour so that they can attend.

Parents

Parents have an important role in deciding if a visit is suitable for their child. In order to make their decision they will be given sufficient information in writing and invited to briefings and meetings.

The school will do what it can, to ensure special arrangements and translations are available to parents whom English is an additional language so they themselves can make an informed decision.

If parents give their consent, they must:

- Provide their consent via ParentPay or a signed form
- Provide emergency contact details
- Give the group leader information about the child's medical, emotional, psychological and physical health which may be relevant to the visit.

The support of parents will be sought in preparing pupils for visits and in particular reinforcing the code of conduct

Parents are required to be available in case they are called upon to collect their child from a visit due to a medical emergency or their child's behaviour.

2.3 Approval Procedure.

- ✓ Category 1 (Standard) Head Teacher approval include visits within the school day or extended school day not involving travel outside of the local area and not involving adventurous activities.

  This is intended to cover swimming and sports fixtures and regular or routine visits to local establishment and facilities that both visiting staff and pupils are familiar with, and any particular hazards are addressed in the standard operating procedures.

  As part of our educational visit's procedure, a blanket approval and parent consent will be obtained at the beginning of each academic year with parents being provided with information nearer to the time, as to the nature of these off-site visits (sports fixtures, visits to other educational establishments and libraries, etc.)

- ✓ Category 2 (Enhanced) Headteacher approval include visits within the school day or extended school day which involves traveling within or outside the local area and does not involve an overnight stay, overseas visit or adventurous activities.

  This includes trips to unfamiliar facilities, to facilities the school do not visit regularly, or the school have chosen to take part in a different activity whilst visiting a 'standard' establishment.

  An individual educational visit parent consent form will be sent out to each child's parent/guardian. If parents withhold their consent, then the pupil will not be taken on the visit but alternative arrangements for delivering the educational objectives of the visit will be made if possible.

- ✓ Category 3 (High Risk) Compliance Education approval includes all residential visits, overseas visits and visits involving adventurous activities.

  An individual educational visit parent consent form will be sent out to each child's parent/guardian. If parents withhold their consent, then the pupil will not be taken on the visit but alternative arrangements for delivering the educational objectives of the visit will be made if possible.

Once approval has been granted by the Head Teacher, the Educational Visits Coordinator will set about planning the educational visit. Each educational visit will start with a clear identification of the educational objectives. Once identified these objectives set the agenda for a detailed plan depending on whether they fall within Category 1, 2 or 3.

3. PLANNING A CATEGORY 1 EDUCATIONAL VISIT

3.1 Aim

Category 1 (Standard) include visits within the school day or extended school day not involving travel outside of the local area and not involving adventurous activities.

This is intended to cover swimming and sports fixtures and regular or routine visits to local establishment and facilities that both visiting staff and pupils are familiar with, and any particular hazards are addressed in the standard operating procedures.

Provider or Facilities.
The school has a list of 'providers' and 'facilities' that we have visited regularly over the years.

A 'provider' means any person or organisation external to your establishment contracted to organise and/or lead all or part of a visit or activity.

A 'facility' is a venue or resource external to your establishment which you use for a visit, but which does not organise or lead any part of the visit

These external providers and facilities have been chosen as they have in the past supported, enhanced or supplemented our schools' own resources and therefore maximises the learning outcomes our pupils receive from our visit, it has been judged suitable to meet the schools and group's needs and requirements, relevant safety standards have been checked and we have a good working relationship with the provider.

Equipment
As part of our visit planning, we will consider what activities are on offer to us from the 'provider' and choose the activities that will provide our pupils with the best learning outcome.
On occasion we may decide to visit a 'facility' and plan and run our own activities with the pupils, so we can tailor the activities to meet the needs of all our pupils and provide them with the best learning outcome.
When considering which activities to choose or run we will consider:

- What equipment will we need in order to deliver the activity ourselves?
- What equipment will the pupils need to bring with them?
- Will parents be expected to purchase specialist clothing or equipment for their child(ren) or will the 'provider', 'facility' or school provide.
- How will we transport this equipment to the location?

Food and Refreshments
If the pupils are going to be away from the school for most of the day, we have a duty of care to ensure they are all fed and watered.

- For most day trips, our pupils will be asked to bring a pack lunch, or we will ask our catering provider if they could make some up for us.
- When considering which 'provider' or 'facility' we will use. We will enquire as to whether the establishment will lay on food for our staff and pupils.
- Catering for staff and pupils with food allergies and intolerances will be considered when deciding or ordering food

3.2 Supervision

There are many variables which govern appropriate staffing ratios. In deciding the level of supervision, our Head Teacher will take into account the age, experience and maturity of the pupils as well as the capabilities and experience of the teachers and accompanying adults.

One teacher taking part in the visit will be designated as the group leader who will take overall responsibility for the conduct of the visit.
Staffing ratios for specific visits will depend on our risk assessments and will take into account the needs of our pupils. (Trained first aiders, staff trained to administer medication, one-to-ones, staff with specialist knowledge of a subject or activity etc)
Below is a table used as a guide to the minimum adult to pupil ratio we will follow.

Category One

- 1 adult for 2 children (Nursery - 2-year-olds)
- 1 adult for 3 children (Nursery - 3-year-olds)
- 1 adult for 4 pupils in Reception
- 1 adult for 6 pupils for pupils in Years 1-3.
- 1 adult for 15 for pupils for pupils in Years 4-6.
- 1 adult for 20 students for students in Year 7 onwards.

Supervision during the educational visit
Each adult will be aware at all times of which children they are supervising or helping to supervise. The following points will be included in our pre-visit meeting as a reminder of the responsibility entrusted to them when supervising our pupils.

- Each adult should carry a list of pupils and staff taking part in the visit and any relevant information on the pupils.
- Count heads regularly and particularly before moving on to a new location
- Pupils can be identified if wearing uniforms, caps, T-shirts or badges with name of school (not name of pupil)
- Establish a rendezvous point if appropriate

The Group Leader will be issued with the 'Educational Visit Pack' comprising of:

- ✓ Basic First Aid Kit
- ✓ Pupil's/Student's Medication and any relevant information
- ✓ A charged mobile phone
- ✓ A whistle
- ✓ A List of all Staff and Pupils attending, and their emergency contact numbers
- ✓ A Copy of the Parent/Carers Consent Form if appropriate
- ✓ A Copy of the Educational Visits Risk Assessments and documentation relating to the visit (venue address, contact details etc)
- ✓ A guide on what to do in an emergency.

3.3 Insurance

Our current insurance is with Department of Education. Our annual policy covers us to take our pupils out on Category 1 educational visits.

Motor Vehicles
Before a member of staff is allowed to drive their own vehicle or a self-drive vehicle, they will first check with their own insurers to check that their policy includes such use.

***Note**: It is advisable that every member of staff checks their motor vehicle insurance with their insurance company if they transport pupils, parents/carers and even other members of staff. This could be classed as official business not just social or domestic use and may render the insurance invalid. With many insurance companies there is no additional cost to add official business of this nature to the policy. It is recommended, however, that enquiries are made to individual companies and that the reply is confirmed in writing.*

3.4 Transport

As part of our visit planning, we look at ways in which we can safely transport our pupils and staff to and from the school, based on a number of factors.

- Travel distance and route to the location (motorway travel, busy roads, highly populated areas, or remote locations)
- Number of staff and pupils.
- Do any of the staff or pupils attending have mobility issues.
- The anticipated amount of luggage and equipment that will need to accompany us on our trip.

When considering what mode of transport will be best to use, we will conduct the following assessments:

- If we intend to hire a Coach or Minibus with driver
  In order to safeguard our pupils when travelling by hired coach/minibus, we will only employ authentic, reputable companies that can provide written assurances that suitable safety management systems are in place, and that appropriate operating procedures are followed.
- *(**Note:** Coaches must be fitted with seatbelts by law, but it is not the responsibility of the driver to ensure that they are worn unless the seats are in line with or in front of the driver. Staff should actively instruct pupils to keep their seatbelts fastened throughout the journey)*
- If we intend to hire a Minibus or use our own School Minibus which will be driven by a member(s) of our staff, we will ensure the nominated staff hold the correct 'Driving Category Entitlement' and that they are trained, confident and experienced in driving larger vehicles.
- If we intend to use Public Transport or Walk or a mixture of, we will compile a risk assessment which will highlight the risks surrounding our chosen mode of transport.

3.5 Finance

The Educational Visit Coordinator with the assistance of the Group Leader will ensure that parents receive written information about the cost of visits.

A clear distinction will be made between charges and requests for voluntary contributions. Sufficient time will be given to allow parents to prepare financially for the visit.

Our school educational visit accounting arrangements are separated from our other school funds.

Our charging follows the national guidance and follows the broad principle:

- No charge should be made for activities which form part of the normal curriculum
- Charges should be the minimum consistent with providing equality of access to activities and may never exceed the actual additional costs of providing the visit
- Charges shall be determined on the basis of the cost to each individual pupil participating in the visit
- All charges should be subject to the remissions policy set out below. A charge may be made in the following circumstances.
- For the cost of board and lodging for residential trips whether within or outside school hours
- The cost of additional activities undertaken outside of school hours subject to such activities:
  - Not forming part of the basic curriculum entitlement of the pupil
  - Not being required as part of the syllabus for a prescribed public examination
  - Not provided specifically to fulfil statutory duties under the national curriculum

- Not provided specifically to fulfil statutory duties relating to religious education

Voluntary contributions may be sought from parents / carers subject to

- Parents / carers being informed that there is no obligation to contribute
- Parents / carers being informed that registered pupils will not be treated differently according to whether their parents / carers have made a contribution
- No contribution being requested in advance of a pupil being admitted to the school

3.6 Communication

Information to pupils.
The Educational Visit Coordinator with the assistance of the Group Leader will decide how the information will be given to our pupils ensuring that the key safety information is understood.

Pupils will experience many emotions while preparing for visits, including excitement and possible apprehension, and will have expectations based on the information they are given. The educational objectives should be central to the planning but clear guidelines on standards of behaviour and the expectations of teachers will be included.

Briefings about requirement for particular sessions within a visit will need to be given at an appropriate time. This may include clothing and equipment to be taken, specific information about behaviour and who is in charge of the group or sub-group.
Plans may change, particularly during a long or complex visit, and it is important that pupils and other group members are informed when the new arrangements have been assessed.
If pupils have time when they are not directly supervised clear boundaries should be set which may include:

- Physical boundaries of where to roam
- Time to return
- Route to follow
- Size of group
- Areas to avoid
- Behaviour and dress code.

Information to and from parents.
Parents will always be informed in writing about off-site visits. As part of our educational visit's procedure, a blanket approval and parent consent will be obtained at the beginning of each academic year with parents being provided with information nearer to the time, as to the nature of these off-site visits (sports fixtures, visits to other educational establishments and libraries, etc.)

Information to be left at the school
Full details of the visit should be retained at school while the visit is in progress. This will include:

- The itinerary and programme for the visit
- Contact telephone numbers for group leader
- Contact telephone numbers for venue (centre, school, gallery etc)
- Contact names, addresses and telephone numbers of the parents/carers
- Parental Consent Forms
- Insurance documents
- Copy of any contract with providers
- Risk Assessments
- Emergency procedures

Communications during the visit.
The Head Teacher will be in regular contact with the group leader and provisions will be made to ensure that school contacts are available at all times during the visit so the group leader can get through to the school straight away.

The group leader will carry a fully charged mobile phone and charger with them and will have a list of contact telephone numbers for parents and next of kins of adults who are on the visit.

Parents will be provided with the school's telephone number, so they are able to get a message to their child(ren) in the event of an emergency at home.

3.7 Emergency Procedures

General
Despite good planning and organisation there may be accidents and emergencies which will require an on-the-spot response by the leaders.
An accident or emergency is difficult to define but it could range from temporarily lost children, minor injuries or food poisoning, to more serious injury or fatality. A framework for immediate action, lines of communication and responsibility, and procedures for managing the incident over the following hours and days is outlined below:

Immediate Action
If an incident or accident occurs the priorities are to:

- Assess the situation
- Safeguard all members of the group
- Attend to the causality(ies)
- Inform the emergency services

Note: An adult from the party will accompany any casualty to hospital.

Lines of communication and responsibility.
The group leader or the person in charge of the sub-group would normally take charge of the immediate action. In doing so they would draw on the expertise of others in the group who may have more experience and training. If the group leader is not with the group having the incident, he/she should be informed as soon as possible.

The group leader will then take responsibility for informing the EVC or school contact as soon as possible.

They should give as much information as possible including:

- Location of the incident
- Description of what happened
- Time of the incident
- Number of casualties and the nature of their injuries
- Names of individuals injured
- Total number in the party or sub-group at the incident
- Names of other members of the party
- Action taken so far
- Action planned and who will take responsibility for this action

- Telephone numbers for future communications. For serious incidents where the media may be involved, try to identify alternative telephone numbers at ‘home’ and ‘off-site base’ as other lines will quickly become jammed.

The Headteacher will contact Compliance Education and give details of the incident. The Head Teacher will arrange to contact the child(ren) parents of those involved. For a serious incident the Head Teacher will contact parents of all the children on the visit in order to give reassurance. The Head Teacher will be responsible to act as a link between the group involved, the chair of governors and Compliance Education.

Manging the incident
It is not for the group leader or other members of the party to discuss matters with the media, procedures for this are given below. Under no circumstances should the name of any casualty be divulged to the media.

If it is necessary to talk to the media, it will be determined who will do this initially via the Incident Management Team.
A designated person will then act as the ongoing point of contact with the media to whom all involved should direct questions and requests.

The following actions will be considered and where necessary actioned.

- Provide support for the remainder of the party and supervise their return to base
- Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all the pupils are accounted for
- Advise other party staff of the incident and that the emergency procedures are in operation
- The group leader and the leader of the sub-group should write down all relevant details while they are still fresh in the memory. Other party members may also be asked to write reports. A record should be kept of names and addresses of any witnesses.
- Do not disturb the scene of the incident until any investigation has been completed. Arrange for safe keeping of equipment which is involved in the incident
- Restrict access to the telephone until the Head Teacher has been able to inform those directly involved
- Legal liability should not be discussed or admitted
- Refer requests from the media to the designated person as identified above. Ensure that all members of the party follow this procedure
- Contact insurers if appropriate
- Complete all accident forms following the school’s procedure
- Consider professional counselling support for pupils, parents and staff if appropriate

3.8 Risk Assessments

A risk assessment is a careful consideration of what could cause people to be injured or to become ill and whether or not sufficient precautions are in place.
The person who carries out a risk assessment has received specific training in the process of assessing risk and are familiar with the activity being assessed.
As it is a legal requirement to complete a risk assessment and to manage the risks identified. Special educational needs and medical needs are explicitly addressed.

To ensure each hazard/risk is addressed we will follow the same five stage process to each of our risk assessments:

1. Identify potential significant hazards. A hazard is anything which has the potential to cause harm. For example: crossing busy roads, slippery rocks, fast flowing water or long exposure to strong sunlight.
2. Identify the people who are at risk. For example: pupils with learning difficulties, staff, all pupils and non-teaching staff.
3. Record the existing measures which control the risks. For example: clear guidance given to pupils, staff have completed an exploratory visit, buoyancy aids provided. The existing measures may be contained in a policy document or guidance provided by an expert body in which case it is acceptable to refer to the policy or the section of a guidance document
4. Decide how to control the hazards that are not sufficiently controlled under 3. List the hazards and the additional control measures. For example: long exposure to strong sunlight group members to wear long sleeved shirts and sun hats, sun barrier cream to be used on all exposed skin
5. Ensure that you continually monitor the hazards during the visit

Risk Assessments for educational visits can be usefully considered as having three levels:

1. Generic activity risk assessments, which are likely to apply to the activity wherever and whenever it takes place
2. Visit / site specific risk assessments, which will differ from place to place and group to group
3. Ongoing risk assessments, 'dynamic risk assessment' which are discussions between group members and judgements made by staff during a visit to take account of changes in plans or circumstances

Generic activity risk assessments
Are usually prepared by the company who manages your EVOLVE system and are available for us to use.

Visit / site specific risk assessments
These risk assessments are completed by a member of staff who is trained in assessing risk such as the EVC or group leader.
They take account of each venue and are adapted for each group. They may be reviewed but unaltered for repeat visits. However, ongoing risk assessments of earlier visits may lead to changes in the control measures considered necessary.
Visit / site specific risk assessments would consider factors specific to the group such as medical needs of individuals or behaviour of pupils, or factors specific to the venue such as a multi-storey building or busy main roads.

Ongoing or 'dynamic' risk assessments
This is a reassessment of the risks while the visit is taking place which takes account of knowledge acquired.
It is not a reassessment of the entire activity but is informed by the generic and visit / site specific risk assessments. These assessments need not be recorded until after the visit when they should be reviewed to inform future planning.

4. PLANNING A CATEGORY 2 EDUCATIONAL VISIT

4.1 Aim

Category 2 (Enhanced) include visits within the school day or extended school day which involves travelling outside the local area and does not involve an overnight stay, overseas visit or adventurous activities

This includes trips to unfamiliar facilities, to facilities the school do not visit regularly, or the school have chosen to take part in a different activity whilst visiting a 'standard' establishment.

Provider or Facilities.
The school has a list of 'providers' and 'facilities' that we have visited regularly over the years.

A 'provider' means any person or organisation external to your establishment contracted to organise and/or lead all or part of a visit or activity.

A 'facility' is a venue or resource external to your establishment which you use for a visit, but which does not organise or lead any part of the visit

External providers and facilities may be chosen to support, enhance or supplement our schools' own resources to maximise the outcomes from a visit. As part of our visit planning, any external providers and facilities will be thoroughly researched and judged suitable to meet the schools and group's needs and requirements, and relevant safety standards and will ensure that Educational Visit Coordinators and Group Leader are able to work together with the provider.

All providers will be checked to ensure they meet acceptable standards of quality and safety. We will always:

- Check that the provider holds the Learning Outside the Classroom (LOtC) Quality Badge as this is the easiest way to confirm that quality and safety has been externally accredited.
- Check that providers offering certain activities within the scope of the Licensing Regulations holds the LOtC Quality Badge, this is evidence that it holds an AALA licence.

In the absence of suitable external accreditation, or if our group has particular needs or programme requirements, we will seek further confirmation from the provider:

- Does the location, facilities and activities offered by the provider match your desired outcomes?
- Do the values and ethos of the provider match your expectations?
- How experienced and competent are the provider's staff (e.g., in facilitation of learning)?
- Can the programme be tailored to fulfil your requirements?
- Is the programme flexible, to meet changing circumstances?
- What provision will be made for any special needs?
- Is there a clear understanding about the responsibility for supervision and welfare of participants at all times during the visit?
- What will be the respective roles of provider staff and your staff?
- To what extent will you be able to involve the provider in evaluation of the visit's outcomes?
- Is any travel to the venue worth its time and environmental impact?
- Is the total cost value for money and within your budget?

While accreditations and other sources of information provide essential assurances, they are not a substitute for a preliminary visit and being able to clarify issues face-to-face. So, wherever reasonably practicable, we will carry out a preliminary visit to unfamiliar facilities and providers.

Equipment
As part of our visit planning, we will consider what activities are on offer to us from the 'provider' and choose the activities that will provide our pupils with the best learning outcome.
On occasion we may decide to visit a 'facility' and plan and run our own activities with the pupils, so we can tailor the activities to meet the needs of all our pupils and provide them with the best learning outcome.
When considering which activities to choose or run we will consider:

- What equipment will we need in order to deliver the activity ourselves?
- What equipment will the pupils need to bring with them?
- Will parents be expected to purchase specialist clothing or equipment for their child(ren) or will the 'provider', 'facility' or school provide.
- How will we transport this equipment to the location?

Food and Refreshments
If the pupils are going to be away from the school for most off the day, we have a duty of care to ensure they are all fed and watered.

- For most day trips, our pupils will be asked to bring a pack lunch, or we will ask our catering provider if they could make some up for us.
- When considering which 'provider' or 'facility' we will use. We will enquire as to whether the establishment will lay on food for our staff and pupils.
- Catering for staff and pupils with food allergies and intolerances will be considered when deciding or ordering food

4.2 Supervision

There are many variables which govern appropriate staffing ratios. In deciding the level of supervision, our Head Teacher will take into account the age, experience and maturity of the pupils as well as the capabilities and experience of the teachers and accompanying adults.

One teacher taking part in the visit will be designated as the group leader who will take overall responsibility for the conduct of the visit.
Staffing ratios for specific visits will depend on our risk assessments and will take into account the needs of our pupils. (Trained first aiders, staff trained to administer medication, one-to-ones, staff with specialist knowledge of a subject or activity etc)
Below is a table used as a guide to the minimum adult to pupil ratio we will follow.

Category One

- 1 adult for 3 pupils in Reception
- 1 adult for 6 pupils for pupils in Years 1 3.
- 1 adult for 15 for pupils for pupils in Years 4 6.
- 1 adult for 20 students for students in Year 7 onwards.

Supervision during the educational visit
Each adult will be aware at all times of which children they are supervising or helping to supervise. The following points will be included in our pre-visit meeting as a reminder of the responsibility entrusted to them when supervising our pupils.

- Each adult should carry a list of pupils and staff taking part in the visit and any relevant information on the pupils
- Count heads regularly and particularly before moving on to a new location
- Pupils can be identified if wearing uniforms, caps, T-shirts or badges with name of school (not name of pupil)

- Establish a rendezvous point if appropriate

The Group Leader will be issued with the 'Educational Visit Pack' comprising of:

- ✓ Basic First Aid Kit
- ✓ Pupil's Medication and any relevant information
- ✓ A charged mobile phone
- ✓ A whistle
- ✓ A List of all Staff and Pupils attending, and their emergency contact numbers
- ✓ A Copy of the Parent/Carers Consent Form
- ✓ A Copy of the Educational Visits Risk Assessments and documentation relating to the visit (venue address, contact details etc)
- ✓ A guide on what to do in an emergency

4.3 Insurance

Our current insurance is with the Department of Education. Our annual policy covers us to take our pupils out on Category 2 educational visits.

Motor Vehicles

Before a member of staff is allowed to drive their own vehicle or a self-drive vehicle, they will first check with their own insurers to check that their policy includes such use.

***Note**: It is advisable that every member of staff checks their motor vehicle insurance with their insurance company if they transport pupils, parents/carers and even other members of staff. This could be classed as official business not just social or domestic use and may render the insurance invalid. With many insurance companies there is no additional cost to add official business of this nature to the policy. It is recommended, however, that enquiries are made to individual companies and that the reply is confirmed in writing*

4.4 Transport

As part of our visit planning, we look at ways in which we can safely transport our pupils and staff to and from the school, based on a number of factors.

- Travel distance and route to the location (motorway travel, busy roads, highly populated areas, or remote locations)
- Number of staff and pupils.
- Do any of the staff or pupils attending have mobility issues.
- The anticipated amount of luggage and equipment that will need to accompany us on our trip.

When considering what mode of transport will be best to use, we will conduct the following assessments:

- If we intend to hire a Coach or Minibus with driver
  In order to safeguard our pupils when travelling by hired coach/minibus, we will only employ authentic, reputable companies that can provide written assurances that suitable safety management systems are in place, and that appropriate operating procedures are followed.
- *(**Note:** Coaches must be fitted with seatbelts by law, but it is not the responsibility of the driver to ensure that they are worn unless the seats are in line with or in front of the driver. Staff should actively instruct pupils to keep their seatbelts fastened throughout the journey)*
- If we intend to hire a Minibus or use our own School Minibus which will be driven by a member(s) of our staff, we will ensure the nominated staff hold the correct 'Driving Category Entitlement' and that they are confident and experienced in driving larger vehicles.

- If we intend to use Public Transport or Walk or a mixture of, we will compile a risk assessment which will highlight the risks surrounding our chosen mode of transport.

4.5 Finance

The Educational Visit Coordinator with the assistance of the Group Leader will ensure that parents receive written information about the cost of visits.

A clear distinction will be made between charges and requests for voluntary contributions.
Sufficient time will be given to allow parents to prepare financially for the visit.
Our school educational visit accounting arrangements are separated from our other school funds.

Our charging follows the national guidance and follows the broad principle:

- No charge should be made for activities which form part of the normal curriculum
- Charges should be the minimum consistent with providing equality of access to activities and may never exceed the actual additional costs of providing the visit
- Charges shall be determined on the basis of the cost to each individual pupil participating in the visit
- All charges should be subject to the remissions policy set out below. A charge may be made in the following circumstances.
- For the cost of board and lodging for residential trips whether within or outside school hours
- The cost of additional activities undertaken outside of school hours subject to such activities:
    - Not forming part of the basic curriculum entitlement of the pupil
    - Not being required as part of the syllabus for a prescribed public examination
    - Not provided specifically to fulfil statutory duties under the national curriculum
    - Not provided specifically to fulfil statutory duties relating to religious education

Voluntary contributions may be sought from parents / carers subject to

- Parents / carers being informed that there is no obligation to contribute
- Parents / carers being informed that registered pupils will not be treated differently according to whether their parents / carers have made a contribution
- No contribution being requested in advance of a pupil being admitted to the school

4.6 Communication

Information to pupils.
The Educational Visit Coordinator with the assistance of the Group Leader will decide how the information will be given to our pupils ensuring that the key safety information is understood.

Pupils will experience many emotions while preparing for visits, including excitement and possible apprehension, and will have expectations based on the information they are given. The educational objectives should be central to the planning but clear guidelines on standards of behaviour and the expectations of teachers will be included.

Briefings about requirement for particular sessions within a visit will need to be given at an appropriate time. This may include clothing and equipment to be taken, specific information about behaviour and who is in charge of the group or sub-group.
Plans may change, particularly during a long or complex visit, and it is important that pupils and other group members are informed when the new arrangements have been assessed.
If pupils have time when they are not directly supervised clear boundaries should be set which may include:

- Physical boundaries of where to roam
- Time to return
- Route to follow
- Size of group
- Areas to avoid
- Behaviour and dress code.

Information to and from parents.
Parents will always be informed in writing about off-site visits. As part of our educational visit's procedure, our blanket consent form as with Category 1 educational visits will not be sufficient. Therefore, a separate communication via a letter or Parent Pay with consent form will be sent out to all parents providing them with information regarding the educational visit and request their approval to allow their child(ren) to attend if permission is not granted then the child(ren) will not be allowed to participate.

Information to be left at the school
Full details of the visit should be retained at school while the visit is in progress. This will include:
- The itinerary and programme for the visit
- Contact telephone numbers for group leader
- Contact telephone numbers for venue (centre, school, gallery etc)
- Contact names, addresses and telephone numbers of the parents/carers
- Parental Consent Forms
- Insurance documents
- Copy of any contract with providers
- Risk Assessments
- Emergency procedures

Communications during the visit.
The Head Teacher will be in regular contact with the group leader and provisions will be made to ensure that school staff are contactable at all times during the visit so the group leader can get through to the school straight away.

The group leader will carry a fully charged mobile phone and charger with them and will have a list of contact telephone numbers for parents and next of kins of adults who are on the visit.

Parents will be provided with the school's telephone number, so they are able to get a message to their child(ren) in the event of an emergency at home.

4.7 Emergency Procedures

General
Despite good planning and organisation there may be accidents and emergencies which will require an on-the-spot response by the leaders.
An accident or emergency is difficult to define but it could range from temporarily lost children, minor injuries or food poisoning, to more serious injury or fatality. A framework for immediate action, lines of communication and responsibility, and procedures for managing the incident over the following hours and days is outlined below:

Immediate Action
If an incident or accident occurs the priorities are to:
- Assess the situation

- Safeguard all members of the group
- Attend to the casualty(ies)
- Inform the emergency services

Note: An adult from the party will accompany any casualty to hospital.

Lines of communication and responsibility.
The group leader or the person in charge of the sub-group would normally take charge of the immediate action. In doing so they would draw on the expertise of others in the group who may have more experience and training. If the group leader is not with the group having the incident, he/she should be informed as soon as possible.

The group leader will then take responsibility for informing the Head Teacher, EVC or school contact as soon as possible.

They should give as much information as possible including:

- Location of the incident
- Description of what happened
- Time of the incident
- Number of casualties and the nature of their injuries
- Names of individuals injured
- Total number in the party or sub-group at the incident
- Names of other members of the party
- Action taken so far
- Action planned and who will take responsibility for this action
- Telephone numbers for future communications. For serious incidents where the media may be involved, try to identify alternative telephone numbers at ‘home’ and ‘off-site base’ as other lines will quickly become jammed.

The headteacher will contact the Compliance Education and give details of the incident. The Head Teacher will arrange to contact the child(ren) parents of those involved. For a serious incident the Head Teacher will contact parents of all the children on the visit in order to give reassurance.
The Head Teacher will be responsible to act as a link between the group involved, the chair of governors and the Compliance Education.

Manging the incident
It is not for the group leader or other members of the party to discuss matters with the media, procedures for this are given below. Under no circumstances should the name of any casualty be divulged to the media.

If it is necessary to talk to the media, the Incident Management Team will decide who should take this lead.
A designated person will then act as the ongoing point of contact with the media to whom all involved should direct questions and requests.

The following actions will be considered and where necessary actioned.

- Provide support for the remainder of the party and supervise their return to base
- Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all the pupils are accounted for
- Advise other party staff of the incident and that the emergency procedures are in operation

- The group leader and the leader of the sub-group should write down all relevant details while they are still fresh in the memory. Other party members may also be asked to write reports. A record should be kept of names and addresses of any witnesses.
- Do not disturb the scene of the incident until any investigation has been completed. Arrange for safe keeping of equipment which is involved in the incident
- Restrict access to the telephone until the Head Teacher has been able to inform those directly involved
- Legal liability should not be discussed or admitted
- Refer requests from the media to the designated person as identified above. Ensure that all members of the party follow this procedure
- Contact insurers if appropriate
- Complete all accident forms following the school's procedure
- Consider professional counselling support for pupils, parents and staff if appropriate

4.8 Risk Assessments

A risk assessment is a careful consideration of what could cause people to be injured or to become ill and whether or not sufficient precautions are in place.
The person who carries out a risk assessment has received specific training in the process of assessing risk and are familiar with the activity being assessed.
As it is a legal requirement to complete a risk assessment and to manage the risks identified.
Special educational needs and medical needs are explicitly addressed.

To ensure each hazard/risk is addressed we will follow the same five stage process to each of our risk assessments:

1. Identify potential significant hazards. A hazard is anything which has the potential to cause harm. For example: crossing busy roads, slippery rocks, fast flowing water or long exposure to strong sunlight.
2. Identify the people who are at risk. For example: pupils with learning difficulties, staff, all pupils, and non-teaching staff.
3. Record the existing measures which control the risks. For example: clear guidance given to pupils, staff have completed an exploratory visit, buoyancy aids provided. The existing measures may be contained in a policy document or guidance provided by an expert body in which case it is acceptable to refer to the policy or the section of a guidance document
4. Decide how to control the hazards that are not sufficiently controlled under 3. List the hazard and the additional control measures. For example: long exposure to strong sunlight group members to wear long sleeved shirts and sun hats, sun barrier cream to be used on all exposed skin
5. Ensure that you continually monitor the hazards during the visit

Risk Assessments for educational visits can be usefully considered as having three levels:

1. Generic activity risk assessments, which are likely to apply to the activity wherever and whenever it takes place
2. Visit / site specific risk assessments, which will differ from place to place and group to group
3. Ongoing risk assessments, 'dynamic risk assessment' which are discussions between group members and judgements made by staff during a visit to take account of changes in plans or circumstances

Generic activity risk assessments
Are usually prepared by the company who manages your EVOLVE system and are available for us to use.

Visit / site specific risk assessments
These risk assessments are completed by a member of staff who is trained in assessing risk such as the EVC or group leader.
They take account of each venue and are adapted for each group. They may be reviewed but unaltered for repeat visits. However, ongoing risk assessments of earlier visits may lead to changes in the control measures considered necessary.
Visit / site specific risk assessments would consider factors specific to the group such as medical needs of individuals or behaviour of pupils, or factors specific to the venue such as multi-storey building or busy main roads.

Ongoing or 'dynamic' risk assessments
This is a reassessment of the risks while the visit is taking place which takes account of knowledge acquired.
It is not a reassessment of the entire activity but is informed by the generic and visit / site specific risk assessments. These assessments need not be recorded until after the visit when they should be reviewed to inform future planning.

5. PLANNING A CATEGORY 3 EDUCATIONAL VISIT

5.1 Aim

Category 3 (High Risk) include visits within the school day, all residential visits, all overseas visits, and all visits involving adventurous activities.
Note: Compliance Education require **6 weeks** advance notice to sign off residential and overseas visits which fall within category 3.

Provider or Facilities.
The school has a list of 'providers' and 'facilities' that we have visited regularly over the years.

A 'provider' means any person or organisation external to your establishment contracted to organise and/or lead all or part of a visit or activity.
A 'facility' is a venue or resource external to your establishment which you use for a visit, but which does not organise or lead any part of the visit.

External providers and facilities may be chosen to support, enhance or supplement our schools' own resources to maximise the outcomes from a visit. As part of our visit planning, any external providers and facilities will be thoroughly researched and judged suitable to meet the schools and group's needs and requirements, and relevant safety standards and will ensure that Educational Visit Coordinators and Group are able to work together with the provider.

All providers will be checked to ensure they meet acceptable standards of quality and safety. We will always:

- Check that the provider holds the Learning Outside the Classroom (LOtC) Quality Badge as this is the easiest way to confirm that quality and safety has been externally accredited.
- Check that providers offering certain activities within the scope of the Licensing Regulations holds the LOtC Quality Badge, this is evidence that it holds an AALA licence.
- Check that providers offering certain adventure activities within scope of the Adventure Activities Licensing Regulations, the provider holds a current licence from the Adventure Activities Licensing Authority (AALA).
- Check that providers offering certain activities within the scope of the Licensing Regulations holds the LOtC Quality Badge, this is evidence that it holds an AALA licence.

In the absence of suitable external accreditation, or if our group has particular needs or programme requirements, we will seek further confirmation from the provider:

- Do the location, facilities and activities offered by the provider match your desired outcomes?
- Do the values and ethos of the provider match your expectations?
- How experienced and competent are the provider's staff (e.g., in facilitation of learning)?
- Can the programme be tailored to fulfil your requirements?
- Is the programme flexible, to meet changing circumstances?
- What provision will be made for any special needs?
- Is there a clear understanding about the responsibility for supervision and welfare of participants at all times during the visit?
- What will be the respective roles of provider staff and your staff?
- To what extent will you be able to involve the provider in evaluation of the visit's outcomes?
- Is any travel to the venue worth its time and environmental impact?
- Is the total cost value for money and within your budget?

While accreditations and other sources of information provide essential assurances, they are not a substitute for a preliminary visit and being able to clarify issues face-to-face. So, wherever reasonably practicable, we will carry out a preliminary visit to unfamiliar facilities and providers.

Equipment
As part of our visit planning, we will consider what activities are on offer to us from the 'provider' and choose the activities that will provide our pupils with the best learning outcome.
On occasion we may decide to visit a 'facility' and plan and run our own activities with the pupils, so we can tailor the activities to meet the needs of all our pupils and provide them with the best learning outcome.
When considering which activities to choose or run we will consider:

- What equipment will we need in order to deliver the activity ourselves?
- What equipment will the pupils need to bring with them?
- Will parents be expected to purchase specialist clothing or equipment for their child(ren) or will the 'provider', 'facility' or school provide.
- How will we transport this equipment to the location?

Food and Refreshments
If the pupils are going to be away from the school for most off the day or overnight, we will ensure we consider how we will ensure all staff and pupils are fed and watered:

- For most day trips, our pupils will be asked to bring a pack lunch, or we will ask our catering provider if they could make some up for us.
- When considering which 'provider' or 'facility' we will use. We will enquire as to whether the establishment will lay on food for our staff and pupils.
- Catering for staff and pupils with food allergies and intolerances will be considered when deciding or ordering food.
- For educational visits whether by the school is using a 'facility' for a period of time with overnight stay(s) then the school will ascertain what kitchen facilities are available at the establishment and if necessary, may ask for staff or parent volunteers to cook, a menu will be created, and the food purchased.

Accommodation
If the pupils are going to be stopping overnight at the 'provider' or 'facilities' establishment then careful safeguarding measures will be considered, based on the number of persons the establishment can cater for, the gender of the staff and students attending and the layout of the establishment.
Therefore, at our visit planning stage 'providers' and 'facility' owners will be asked to provide the following information:

- As to how many sleeping dormitories/rooms the establishment has?
- How many persons can each dormitories/rooms sleep?
- The location of each dormitory/room?
- Are any of the dormitories/room's wheelchair friendly?
- Washing and showering facilities and their locations?
- Is bedding available or will staff and pupils need to bring their own sleeping bags?
- Any relevant safeguarding, fire safety and first aid arrangements.

Once we have this information and know which staff and students have confirmed their attendance, we will set about allocating the sleeping accommodations.

5.2 Supervision

There are many variables which govern appropriate staffing ratios. In deciding the level of supervision, our Head Teacher will take into account the age, experience and maturity of the pupils as well as the capabilities and experience of the teachers and accompanying adults.

One teacher taking part in the visit will be designated as the group leader who will take overall responsibility for the conduct of the visit.
Staffing ratios for specific visits will depend on our risk assessments and will take into account the needs of our pupils. (Trained first aiders, staff trained to administer medication, one-to-ones, staff with specialist knowledge of a subject or activity etc)
Below is a table used as a guide to the minimum adult to pupil ratio we will follow.

Category Three

- 1 adult for 4 pupils for pupils in Years 1 3.
- 1 adult for 10 pupils for pupils in Years 4 6.
- 1 adult for 15 students for students in Year 7 onward.

Mixed groups of pupils on residential visits usually require the presence of a male and a female adult. Where this is not the case, the approval of the Headteacher and parents/carers should be obtained.

Supervision during the educational visit
Each adult will be aware at all times of which children they are supervising or helping to supervise. The following points will be included in our pre-visit meeting as a reminder of the responsibility entrusted to them when supervising our pupils.

- Each adult should carry a list of pupils and staff taking part in the visit
- Count heads regularly and particularly before moving on to a new location
- Pupils can be identified if wearing uniforms, caps, T-shirts or badges with name of school (not name of pupil)
- Establish a rendezvous point if appropriate

The Group Leader will be issued with the 'Educational Visit Pack' comprising of:

- ✓ Basic First Aid Kit
- ✓ Pupil's Medication and any relevant information
- ✓ A charged mobile phone
- ✓ A whistle
- ✓ A List of all Staff and Pupils attending, and their emergency contact numbers
- ✓ A Copy of the Parent/Carers Consent Form
- ✓ A Copy of the Educational Visits Risk Assessments and documentation relating to the visit (venue address, contact details etc)
- ✓ A guide on what to do in an emergency.

5.3 Insurance

Our current insurance is with Department of Education our annual policy covers us to take our pupils out on Category 3 educational visits.
Depending on the activity being undertaken extra insurance cover maybe required to cover our staff and pupils based on their destination, the type of place being visited, the distance being

travelled and the ages of the children as well as the amount and type of equipment and personal belongings being taken with them.

Some centres such as water activities or similar centres may already operate insurance cover for users, but this will always be checked with our Insurance Company as it may be inadequate.

Motor Vehicles
Before a member of staff is allowed to drive their own vehicle or a self-drive vehicle, they will first check with their own insurers to check that their policy includes such use.

***Note**: It is advisable that every member of staff checks their motor vehicle insurance with their insurance company if they transport pupils, parents/carers and even other members of staff. This could be classed as official business not just social or domestic use and may render the insurance invalid. With many insurance companies there is no additional cost to add official business of this nature to the policy. It is recommended, however, that enquiries are made to individual companies and that the reply is confirmed in writing.*

5.4 Transport

As part of our visit planning, we look at ways in which we can safely transport our pupils and staff to and from the school, based on a number of factors.

- Travel distance and route to the location (motorway travel, busy roads, highly populated areas, or remote locations)
- Number of staff and pupils.
- Do any of the staff or pupils attending have mobility issues.
- The anticipated amount of luggage and equipment that will need to accompany us on our trip.

When considering what mode of transport will be best to use, we will conduct the following assessments:

- If we intend to hire a Coach or Minibus with driver
  In order to safeguard our pupils when travelling by hired coach/minibus, we will only employ authentic, reputable companies that can provide written assurances that suitable safety management systems are in place, and that appropriate operating procedures are followed.
- *(**Note:** Coaches must be fitted with seatbelts by law, but it is not the responsibility of the driver to ensure that they are worn unless the seats are in line with or in front of the driver. Staff should actively encourage pupils to keep their seatbelts fastened throughout the journey)*
- If we intend to hire a Minibus or use our own School Minibus which will be driven by a member(s) of our staff, we will ensure the nominated staff hold the correct 'Driving Category Entitlement' and that they are confident and experienced in driving larger vehicles.
- If we intend to use Public Transport or Walk or a mixture of, we will compile a risk assessment which will highlight the risks surrounding our chosen mode of transport.
- Long Journeys, particularly those involving overnight stops will be carefully planned so that risk management, standards of supervision and arrangements for the welfare of pupils meet the same standards as the remainder of the visit. In particular, minibus drivers will comply with the same regulations for Passenger Carrying Vehicle (PCV) drivers.
  These regulations allow a maximum continuous period of driving of 4.5 hours, followed by a rest of at least 45 minutes.
  Up to three 15-minute rests in the same period of driving is also acceptable.
  The maximum number of driving hours for one day is 9 hours.

The Educational Visit Coordinators will bear in mind that these are maximum limits and are intended for professional drivers. Length of time spent driving will be reduced depending on factors which may affect the ability to concentrate and stay alert.

Transport General Advice:
There are many factors concerning health, safety and welfare of pupils and staff during travel which need careful consideration as part of the planning of school visits. As well as the safety and suitability of the vehicles great care is needed when preparing to board and disembark from minibuses, boats, planes and all other forms of transport. Whatever the mode of transport the following factors should be considered.

- The level of supervision should be considered as part of the risk assessment. A driver should not normally have any responsibility for supervision except possibly when small numbers of mature pupils are taken on short journeys
- Booking seats well in advance so that groups can remain together
- Briefing pupils on code of conduct
- Briefing visit staff on supervision arrangements making it clear who is responsible for each pupil
- Travel sickness medication should only be given when the consent of parents has been obtained
- Ensure that wheelchair users and pupils with special medical needs can be accommodated safely
- Head counts when embarking and disembarking
- Arrangements in case of changes of plans. The group should remain under the direct supervision of the group leader or teachers wherever possible.
- Appropriate insurance
- Group members are aware of emergency procedures / exits / rendezvous points. Depending on the maturity of the pupils the position of firefighting and first aid equipment may also be part of the briefing.
- Planning safe movement on foot between other forms of transport, particularly near roads.
- Pedestrian crossings, preferably controlled by lights, should be used and footbridges or underpasses should be considered if available

5.5 Finance

The Educational Visit Coordinator with the assistance of the Group Leader will ensure that parents receive written information about the cost of visits.

A clear distinction will be made between charges and requests for voluntary contributions. Sufficient time will be given to allow parents to prepare financially for the visit.

Our school educational visit accounting arrangements are separated from our other school funds.

Our charging follows the national guidance and follows the broad principle:

- No charge should be made for activities which form part of the normal curriculum
- Charges should be the minimum consistent with providing equality of access to activities and may never exceed the actual additional costs of providing the visit
- Charges shall be determined on the basis of the cost to each individual pupils participating in the visit
- All charges should be subject to the remissions policy set out below. A charge may be made in the following circumstances.

- For the cost of board and lodging for residential trips whether within or outside school hours
- The cost of additional activities undertaken outside of school hours subject to such activities:
    - Not forming part of the basic curriculum entitlement of the pupil
    - Not being required as part of the syllabus for a prescribed public examination
    - Not provided specifically to fulfil statutory duties under the national curriculum
    - Not provided specifically to fulfil statutory duties relating to religious education

Voluntary contributions may be sought from parents / carers subject to

- Parents / carers being informed that there is no obligation to contribute
- Parents / carers being informed that registered pupils will not be treated differently according to whether their parents / carers have made a contribution
- No contribution being requested in advance of a pupil being admitted to the school

5.6 Communication

Information to pupils.
The Educational Visit Coordinator with the assistance of the Group Leader will decide how the information will be given to our pupils ensuring that the key safety information is understood.

Pupils will experience many emotions while preparing for visits, including excitement and possible apprehension, and will have expectations based on the information they are given. The educational objectives should be central to the planning but clear guidelines on standards of behaviour and the expectations of teachers will be included.

Briefings about requirement for particular sessions within a visit will need to be given at an appropriate time. This may include clothing and equipment to be taken, specific information about behaviour and who is in charge of the group or sub-group.
Plans may change, particularly during a long or complex visit, and it is important that pupils and other group members are informed when the new arrangements have been assessed.
If pupils have time when they are not directly supervised clear boundaries should be set which may include:

- Physical boundaries of where to roam
- Time to return
- Route to follow
- Size of group
- Areas to avoid
- Behaviour and dress code.

Information to and from parents.
Parents will always be informed in writing about off-site visits. As part of our educational visit's procedure, our blanket consent form as with Category 1 educational visits will not be sufficient. Therefore, a separate letter and consent form will be sent out to all parents providing them with information regarding the educational visit and request their approval to allow their child(ren) to attend if permission is not granted then the child(ren) will not be allowed to participate.

For visits in Category 3 (including overnight stays, or adventure activities) all our parents will be encouraged to attend a briefing meeting as well as receiving written details about the proposed visit.

Information to be left at the school;
Full details of the visit should be retained at school while the visit is in progress. This will include:

- The itinerary and programme for the visit
- Contact telephone numbers for group leader
- Contact telephone numbers for venue (centre, school, gallery etc)
- Contact names, addresses and telephone numbers of the parents/carers
- Parental Consent Forms
- Insurance documents
- Copy of any contract with providers
- Risk Assessments
- Emergency procedures

Communications during the visit.
The Head Teacher will be in regular contact with the group leader and provisions will be made to ensure that school staff are contactable at all times during the visit so the group leader can get through to the school straight away.

The group leader will carry a fully charged mobile phone and charger with them and will have a list of contact telephone numbers for parents and next of kins of adults who are on the visit.

Parents will be provided with the school's telephone number, so they are able to get a message to their child(ren) in the event of an emergency at home.

5.7 Emergency Procedures

General
Despite good planning and organisation there may be accidents and emergencies which will require an on-the-spot response by the leaders.
An accident or emergency is difficult to define but it could range from temporarily lost children, minor injuries or food poisoning, to more serious injury or fatality. A framework for immediate action, lines of communication and responsibility, and procedures for managing the incident over the following hours and days is outlined below

Immediate Action
If an incident or accident occurs the priorities are to:

- Assess the situation
- Safeguard all members of the group
- Attend to the causality(ies)
- Inform the emergency services

Note: An adult from the party will accompany any casualty to hospital.

Lines of communication and responsibility.
The group leader or the person in charge of the sub-group would normally take charge of the immediate action. In doing so they would draw on the expertise of others in the group who may have more experience and training. If the group leader is not with the group having the incident, he/she should be informed as soon as possible.

The group leader will then take responsibility for informing the Head Teacher, EVC or school contact as soon as possible.

They should give as much information as possible including:

- Location of the incident
- Description of what happened
- Time of the incident
- Number of casualties and the nature of their injuries
- Names of individuals injured
- Total number in the party or sub-group at the incident
- Names of other members of the party
- Action taken so far
- Action planned and who will take responsibility for this action
- Telephone numbers for future communications. For serious incidents where the media may be involved, try to identify alternative telephone numbers at ‘home’ and ‘off-site base’ as other lines will quickly become jammed.

The headteacher will contact the Compliance Education and give details of the incident. The Head Teacher will arrange to contact the child(ren) parents of those involved. For a serious incident the Head Teacher will contact parents of all the children on the visit in order to give reassurance.
The Head Teacher will be responsible to act as a link between the group involved, the chair of governors and the Compliance Education.

Manging the incident
It is not for the group leader or other members of the party to discuss matters with the media, procedures for this are given below. Under no circumstances should the name of any casualty be divulged to the media.

If it is necessary to talk to the media, the Incident Management Team will determine show should do this.
A designated person will then act as the ongoing point of contact with the media to whom all involved should direct questions and requests.

The following actions will be considered and where necessary actioned.
- Provide support for the remainder of the party and supervise their return to base
- Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all the pupils are accounted for
- Advise other party staff of the incident and that the emergency procedures are in operation
- The group leader and the leader of the sub-group should write down all relevant details while they are still fresh in the memory. Other party members may also be asked to write reports. A record should be kept of names and addresses of any witnesses.
- Do not disturb the scene of the incident until any investigation has been completed. Arrange for safe keeping of equipment which is involved in the incident
- Restrict access to the telephone until the Head Teacher has been able to inform those directly involved
- Legal liability should not be discussed or admitted
- Refer requests from the media to the designated person as identified above. Ensure that all members of the party follow this procedure
- Contact insurers if appropriate
- Complete all accident forms following the school’s procedure
- Consider professional counselling support for pupils, parents and staff if appropriate

5.8 Risk Assessments

A risk assessment is a careful consideration of what could cause people to be injured or to become ill and whether or not sufficient precautions are in place.
The person who carries out a risk assessment has received specific training in the process of assessing risk and are familiar with the activity being assessed.
As it is a legal requirement to complete a risk assessment and to manage the risks identified.
Special educational needs and medical needs are explicitly addressed.

To ensure each hazard/risk is addressed we will follow the same five stage process to each of our risk assessments:

1. Identify potential significant hazards. A hazard is anything which has the potential to cause harm. For example: crossing busy roads, slippery rocks, fast flowing water or long exposure to strong sunlight.
2. Identify the people who are at risk. For example: pupils with learning difficulties, staff, all pupils and non-teaching staff.
3. Record the existing measures which control the risks. For example: clear guidance given to pupils, staff have completed an exploratory visit, buoyancy aids provided. The existing measures may be contained in a policy document or guidance provided by an expert body in which case it is acceptable to refer to the policy or the section of a guidance document
4. Decide how to control the hazards that are not sufficiently controlled under 3. List the hazard and the additional control measures. For example: long exposure to strong sunlight group members to wear long sleeved shirts and sun hats, sun barrier cream to be used on all exposed skin
5. Ensure that you continually monitor the hazards during the visit

Risk Assessments for educational visits can be usefully considered as having three levels:

1. Generic activity risk assessments, which are likely to apply to the activity wherever and whenever it takes place
2. Visit / site specific risk assessments, which will differ from place to place and group to group
3. Ongoing risk assessments, 'dynamic risk assessment' which are discussions between group members and judgements made by staff during a visit to take account of changes in plans or circumstances

Generic activity risk assessments
Are usually prepared by the company who managers your EVOLVE system and are available for us to use.

Visit / site specific risk assessments
These risk assessments are completed by a teacher trained in assessing risk such as the EVC or group leader.
They take account of each venue and are adapted for each group. They may be reviewed but unaltered for repeat visits. However, ongoing risk assessments of earlier visits may lead to changes in the control measures considered necessary.
Visit / site specific risk assessments would consider factors specific to the group such as medical needs of individuals or behaviour of pupils, or factors specific to the venue such as multi-storey building or busy main roads.

Ongoing or 'dynamic' risk assessments
This is a reassessment of the risks while the visit is taking place which takes account of knowledge acquired. It is not a reassessment of the entire activity but is informed by the generic and visit / site

specific risk assessments. These assessments need not be recorded until after the visit when they should be reviewed to inform future planning.

6.1 School Head Teacher Competency and Commitment Declaration

In accordance with the Outdoor Education National Guidance, I the undersigned am committed to ensuring our pupils receive a high quality and outdoor learning experience.

- Outdoor learning and educational visits are an integral part of the work of the school. They are evaluated, good practice is shared and there is clarity about how they can support a wide range of outcomes for our pupils. (4.3a)
- I have appointed an Educational Visits Coordinator (EVC) who is an experienced visit leader.
- Roles relevant to visits/outdoor learning are clear. (3.1b)
- I have access to advice such as from a competent outdoor education adviser.
- My school has an educational policy in place which adopts the OEAP National Guidance which will be reviewed annually or when there are changers to our school procedures or national guidance. (5.3b)
- Any training required by the policy has been undertaken.
- My school has standard operating procedures for straightforward and routine visits/activities. (1b)
- Staff inductions and training needs are identified and addressed.
- Procedures are followed correctly, and visits are formally notified and approved as required by this policy.
- Procedures and responsibility for engaging leaders and determining their competence is clear. Supported by my EVC, I make approval decisions. (3.2d)
- All adults including volunteers are vetted and those engaging in regulated activity have enhanced Disclosure and Barring Service (DBS) checks with barred list check. (3.2g)
- Inexperienced visit leaders receive training/mentoring alongside experienced colleagues.
- Information about the range of visits/outdoor learning and their contribution to the school effectiveness is regularly considered by the Senior Leadership/Management Team.
- External providers are appropriately selected and used (4.4g, 4.4h)
- Systems are in place for informing parents, and for obtaining their consent when required (4.3d)
- Systems are in place for obtaining and securely handling up-to-date pupils data including contact details, medical information, dietary requirements and information about special needs. (4.4j)
- Medical, dietary, first aid, inclusion and accessibility issues are all addressed. (3.2e, 4.4b, 4.4d, 4.4i)
- The planning and management of visits takes into account current government guidance about epidemics (such as Coronavirus) (4.4k)
- Safeguarding issues are addressed (3.2g, 4.3e)
- Any travel, transport, and residential arrangements are appropriate. (4.2b, 4.5a)
- Plans for visits/outdoor learning include alternative options (a ‘Plan B’) for potential changers of circumstances. (4.1a)
- There is a school emergency plan, which is periodically tested (4.1d, 4.1h)
- There are arrangements for emergency contact including for activity beyond normal school hours and 24/7 for residentials, with access to all relevant information and documentation (4.1d)
- Accident and incidents are reported and investigated, learning is shared and RIDDOR requirements are met.
- Group Leaders have access to sufficient funds and an effective means of communication in case of emergency.
- My school has suitable insurance in place to cover the normal range of visits and activities, and specific additional insurance is arranged when necessary (4.4c)
- Any charges to pupils/parents comply with my school’s charging policy. (3.2c)
- Contracts with providers and pupils’ parents are satisfactory (3.2i)

- The EVC advises me if any adventure activities that my school itself provides require it to obtain an Adventure Activity Licence (3.2f)
- The EVC advises me if any visits are in scope of the Package Travel Regulations (3.2h)
- Monitoring is in place to ensure that all requirements of my employer and school are met, and that the quality of visits/outdoor learning meets expectations (3.2b)
- Visits/Outdoor learning are reviewed and evaluated, and good practice is shared (4.2c, 5.1d)

The following link takes me to the OEAP National Guidance documents listed above.
https://oeapng.info/downloads/all-documents/

Name: …….

Signature: ……..

Date: ……

6.3 Educational Visits Coordinator Competency and Commitment Declaration

In accordance with the Outdoor Education National Guidance, I/We the undersigned am/are committed to ensuring our pupils receive a high quality and outdoor learning experience.

- I have undertaken EVC training and remain currently competent, and I have access to competent advice such as from an outdoor education adviser (3.4j)
- I have an understanding of how visits can support a wide range of outcomes for our pupils (5.1b)
- My school has an Educational Visits Policy, which I understand, and it adopts the OEAP National Guidance.
- My school has standard operating procedures for straightforward and routine visits. (1b)
- Visits are an integral part of the work of the school and have clear learning/development intent (4.3a)
- I support/oversee planning so that visits are well-managed, engaging, relevant, enjoyable and memorable.
- Procedures and responsibility for engaging leaders and determining their competence is clear and I support those involved in approval decisions (3.2d)
- Group Leaders induction and training needs are identified, and I support leaders development, sampling activity to identify any further training needs.
- Group Leaders are encouraged and supported to make preliminary visits as necessary (4.4g)
- Group Leaders are responsible for, and have ownership of, visit plans including risk-benefit managements (3.4k)
- Where appropriate, all leaders and participants are involved in the planning process.
- Visits have sufficient leaders to ensure effective supervision and to deal with incidents and emergencies. (4.2a, 4.3B)
- Everyone is aware of their roles and responsibilities (3.1b)
- Notifications and approval procedures are in place and are followed correctly and within agreed timescales.
- Visits are regularly considered at Senior Leadership/Management level and I provide information about the range of activity and its contribution to the quality of education.
- External providers are appropriately selected and used (4.4g, 4.4h)
- Systems are in place for informing parents, and for obtaining their consent when required (4.3d)
- Systems are in place for obtaining and securely handling up-to-date pupils' data including contact details, medical information, dietary requirements and information about special needs. (4.4j)
- Medical, dietary, first aid, inclusion and accessibility issues are all addressed (3.2e, 4.4b, 4.4d, 4.4i)
- The planning and management of visits takes into account current government guidance about epidemics (such as coronavirus) (4.4k)
- Safeguarding issues are addressed and any necessary DBS checks are completed (3.2g, 4.3e)
- Any travel, transport and residential arrangements are appropriate (4.2b, 4.5a)
- Visits have alternative options (a 'Plan B') if needed (4.1a)
- There is an emergency plan, which is periodically tested (4.1d, 4.1h)
- Accident and incidents are reported and investigated, learning is shared and RIDDOR requirements are met.

- Where necessary, there is a designated 24/7 emergency contact with access to all information and documentation relating to the visit (4.1d)
- Group Leaders have access to sufficient funds and an effective means of communication in case of emergency.
- The school has suitable insurance in place to cover the normal range of visits, and specific additional insurance is arranged when necessary (4.4c)
- Any charges for visits comply with the school's charging policy (3.2c)
- Contracts with providers and pupils/parents are satisfactory (3.2i)
- I have checked whether any adventure activities that the school itself provides require it to obtain an Adventure Activities Licence (3.2f)
- I have checked whether any visits are in scope of the Package Travel Regulations (3.2h)
- Monitoring is in place to ensure that all requirements of the employer and school are met, and that the quality of visits meets expectations. (3.2b)
- Visits are reviewed and evaluated, and good practice is shared (4.2c, 5.1d)

The following link takes me to the OEAP National Guidance documents listed above.
https://oeapng.info/downloads/all-documents/

Name: …….

Signature: ……..

Date: ……

Compliance Education

Appendix A

Category 1 Educational Visit Check List

*This form **MUST** be completed and signed by the Educational Visits Coordinator and The Group Leader before the pupils are allowed to leave the school.*

General Checks	Tick
The intent of the visit is clear, integral to the school's curriculum/programme, and focuses on the learning and development of the pupils	
The risks of all aspects of the visit have been considered and it is clear what Group Leaders and Leaders need to do to manage the risks.	
There is access to first aid appropriate to the group and environment	
Suitable insurance is in place	
There are alternative options (a 'Plan B') if necessary.	
There are emergency procedures for which leaders and emergency contacts have been prepared	
I have access to sufficient funds and an effective means of communication	
External providers and facilities meet expected standards e.g. they hold the relevant Learning Outside the Classroom (LOtC) Quality Badge	
Any contract with a provider is satisfactory and has been agreed by an authorised person in my school	
The visit meets the requirements of my employer and the school	
Evaluation and review arrangements have been agreed	
Transport	**Tick**
Hired Minibus or Coach with driver We have employed an authentic, reputable company that has provided us with written assurances that suitable safety management systems are in place. (e.g. seat belts are fitted to all seats)	
Own Minibus or self-drive Minibus A hired/The school Minibus will be used to transport the pupils. Our designated driver(s) have completed a pre-use check of the Minibus and is happy it is safe and ready to be used.	
We have checked that the staff driving the minibus hold the correct 'Driving Category Entitlement' on their licence and have been trained or have sufficient experience.	
Public Transport or Walking We will be using Public Transport or walking to our chosen provider/facility. We have completed a thorough risk assessments and have assessed all the risks	
Staffing	**Tick**
I am clearly identified and approved as the Group Leader and am aware of my responsibilities	
All leaders and helpers are clear about their roles, can fulfil them competently, and have been approved	
There are sufficient leaders and helpers to ensure effective supervision and deal with incidents and emergencies	
If the visit involves an external provider, there is clarity about the respective roles of provider staff and establishment staff	
Leaders and helpers have received all relevant information about the visit and the group, and are clear about any risks and their role in managing them	
If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management	
I have kept my Educational Visits Coordinator (EVC) informed during the planning process	
Activities	**Tick**
The programme of activities is designed to achieve the visit's intent, and is appropriate to the nature of the participants	
The risks involved in specific activities have been considered	
The Visit Leadership Team includes leaders competent in the planned activities, or a suitable provider has been contracted to lead the activities	

There is sufficient suitable equipment available	
Travel/transport arrangements are appropriate	
Group	**Tick**
Parents have been fully informed about the visit and have given their consent if this is required	
There are clear agreements with participants/parents about any requirements such as charges. If necessary, these are aligned with the terms and conditions of any contracts with providers	
Up to date contact details, medical and allergy information, dietary requirements and information about special needs are available and shared appropriately with the Visit Leadership Team and any provider	
If food is provided, it meets the requirements of 'Natasha's Law' • The pupils are taking a pack lunch. • The provider is laying on lunch.	
Where appropriate, participants have been involved in planning, including identifying and deciding how to manage risks.	
Plans for the visit comply with current guidance about epidemics (such as coronavirus)	
Participants have been well informed about what is expected of them, and – if it is appropriate – have agreed to a code of conduct	
Safeguarding issues are addressed	
Inclusion issues are addressed	
Medication issues are addressed	
Dietary issues are addressed	
Environment	**Tick**
Environmental factors (e.g. weather, daylight hours, water levels, natural and man-made hazards) have been considered	
Accessibility issues are addressed	
I have undertaken a preliminary visit, or am already familiar with the venue and any provider, or have sufficient information from other sources	
Where remote supervision will be used, the environment is suitable	
All pupils are dressed appropriately for the trip. (Sun hats, tops covering their shoulders, suitable footwear for the activities etc)	

Finally			
My decision is that this visit is well prepared and should take place			
EVC Signature		Group Leaders Signature	
The visit plan has been approved by my establishment/employer if required			
Head Teachers Signature		Date of Approval	

Compliance Education

Appendix B

Categories 2 Educational Visit Check List

*This form **MUST** be completed and signed by the Educational Visits Coordinator and The Group Leader before the pupils are allowed to leave the school.*

General Checks	Tick
The intent of the visit is clear, integral to the school's curriculum/programme, and focuses on the learning and development of the pupils	
The risks of all aspects of the visit have been considered and it is clear what Group Leaders and Leaders need to do to manage the risks.	
There is access to first aid appropriate to the group and environment	
Suitable insurance is in place	
There are alternative options (a 'Plan B') if necessary.	
There are emergency procedures for which leaders and emergency contacts have been prepared	
I have access to sufficient funds and an effective means of communication	
External providers and facilities meet expected standards e.g. they hold the relevant Learning Outside the Classroom (LOtC) Quality Badge	
Any contract with a provider is satisfactory and has been agreed by an authorised person in my school	
We have previously completed a pre-visit and are happy the provider meets the requirements of my employer and the school	
Evaluation and review arrangements have been agreed	
Transport	**Tick**
Hired Minibus or Coach with driver We have employed an authentic, reputable company that has provided us with written assurances that suitable safety management systems are in place. (e.g. seat belts are fitted to all seats)	
Own Minibus or self-drive Minibus A hired/The school Minibus will be used to transport the pupils. Our designated driver(s) have completed a pre-use check of the Minibus and is happy it is safe and ready to be used.	
We have checked that the staff driving the minibus hold the correct 'Driving Category Entitlement' on their licence and have been trained or have sufficient experience.	
Public Transport or Walking We will be using Public Transport or walking to our chosen provider/facility. We have completed a thorough risk assessments and have accessed all the risks	
Staffing	**Tick**
I am clearly identified and approved as the Group Leader and am aware of my responsibilities	
All leaders and helpers are clear about their roles, can fulfil them competently, and have been approved	
There are sufficient leaders and helpers to ensure effective supervision and deal with incidents and emergencies	
If the visit involves an external provider, there is clarity about the respective roles of provider staff and establishment staff	
Leaders and helpers have received all relevant information about the visit and the group, and are clear about any risks and their role in managing them	
If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management	
I have kept my Educational Visits Coordinator (EVC) informed during the planning process	
Activities	**Tick**
The programme of activities is designed to achieve the visit's intent, and is appropriate to the nature of the participants	
The risks involved in specific activities have been considered	

The Visit Leadership Team includes leaders competent in the planned activities, or a suitable provider has been contracted to lead the activities	
There is sufficient suitable equipment available	
Travel/transport arrangements are appropriate	
Group	**Tick**
Parents have been fully informed about the visit and have given their consent if this is required	
There are clear agreements with participants/parents about any requirements such as charges. If necessary, these are aligned with the terms and conditions of any contracts with providers	
Up to date contact details, medical and allergy information, dietary requirements and information about special needs are available and shared appropriately with the Visit Leadership Team and any provider	
If food is provided, it meets the requirements of 'Natasha's Law' • The pupils are taking a pack lunch. • The provider is laying on lunch.	
Where appropriate, participants have been involved in planning, including identifying and deciding how to manage risks.	
Plans for the visit comply with current guidance about epidemics (such as coronavirus	
Participants have been well informed about what is expected of them, and – if it is appropriate – have agreed to a code of conduct	
Safeguarding issues are addressed	
Inclusion issues are addressed	
Medication issues are addressed	
Dietary issues are addressed	
Environment	**Tick**
Environmental factors (e.g. weather, daylight hours, water levels, natural and man-made hazards) have been considered	
Accessibility issues are addressed	
I have undertaken a preliminary visit, or am already familiar with the venue and any provider, or have sufficient information from other sources	
Where remote supervision will be used, the environment is suitable	
All pupils are dressed appropriately for the trip. (Sun hats, tops covering their shoulders, suitable footwear for the activities etc)	

Finally			
My decision is that this visit is well prepared and should take place			
EVC Signature		Group Leaders Signature	
The visit plan has been approved by my establishment/employer if required			
Head Teachers Signature		Date of Approval	

Compliance Education

Appendix C

Categories 3 Educational Visit Check List
UK Residential Visit or Adventure Activity

*This form **MUST** be completed and signed by the Head Teacher, Educational Visits Coordinator and The Group Leader before the pupils are allowed to leave the school.*

General Checks	Tick
The intent of the visit is clear, integral to the school's curriculum/programme, and focuses on the learning and development of the pupils	
The risks of all aspects of the visit have been considered and it is clear what Group Leaders and Leaders need to do to manage the risks.	
There is access to first aid appropriate to the group and environment	
Suitable insurance is in place	
There are alternative options (a 'Plan B') if necessary.	
There are emergency procedures for which leaders and emergency contacts have been prepared	
I have access to sufficient funds and an effective means of communication	
External providers and facilities meet expected standards	
Any contract with a provider is satisfactory and has been agreed by an authorised person in my school	
The provider holds the relevant: • Learning Outside the Classroom (LOtC) Quality Badge • Adventure Activities Licensing Authority (AALA) License	
We have previously completed a pre-visit and are happy the provider meets the requirements of my employer and the school	
Evaluation and review arrangements have been agreed	
Transport	**Tick**
Hired Minibus or Coach with driver We have employed an authentic, reputable company that has provided us with written assurances that suitable safety management systems are in place. (e.g. seat belts are fitted to all seats)	
Own Minibus or self-drive Minibus A hired/The school Minibus will be used to transport the pupils. Our designated driver(s) have completed a pre-use check of the Minibus and is happy it is safe and ready to be used.	
We have checked that the staff driving the minibus hold the correct 'Driving Category Entitlement' on their licence and have been trained or have sufficient experience.	
Public Transport We will be using Public Transport to our chosen provider/facility. We have completed a thorough risk assessments and have accessed all the risks	
Staffing	**Tick**
I am clearly identified and approved as the Group Leader and am aware of my responsibilities	
All leaders and helpers are clear about their roles, can fulfil them competently, and have been approved	
There are sufficient leaders and helpers to ensure effective supervision and deal with incidents and emergencies	
If the visit involves an external provider, there is clarity about the respective roles of provider staff and establishment staff	
Leaders and helpers have received all relevant information about the visit and the group, and are clear about any risks and their role in managing them	
If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management	
I have kept my Educational Visits Coordinator (EVC) informed during the planning process	
Activities	**Tick**
The programme of activities is designed to achieve the visit's intent, and is appropriate to the nature of the participants	
The risks involved in specific activities have been considered	
The Visit Leadership Team includes leaders competent in the planned activities,	

or a suitable provider has been contracted to lead the activities	
There is sufficient suitable equipment available	
Travel/transport arrangements are appropriate	
Group	**Tick**
Parents have been fully informed about the visit and have given their consent if this is required	
There are clear agreements with participants/parents about any requirements such as charges. If necessary, these are aligned with the terms and conditions of any contracts with providers	
Up to date contact details, medical and allergy information, dietary requirements and information about special needs are available and shared appropriately with the Visit Leadership Team and any provider	
If food is provided, it meets the requirements of 'Natasha's Law' • The pupils are taking a pack lunch. • The provider is laying on all our meals. • The school have a nominated member of staff who will be cooking for us during the trip. • The students are responsible for bringing their own food for the expedition	
Where appropriate, participants have been involved in planning, including identifying and deciding how to manage risks.	
Participants have been well informed about what is expected of them, and – if it is appropriate – have agreed to a code of conduct	
Safeguarding issues are addressed	
Inclusion issues are addressed	
Medication issues are addressed	
Dietary issues are addressed	
Environment	**Tick**
Environmental factors (e.g. weather, daylight hours, water levels, natural and man-made hazards) have been considered	
Accessibility issues are addressed	
I have undertaken a preliminary visit, or am already familiar with the venue and any provider, or have sufficient information from other sources	
The accommodation is safe and suitable, and pupils and staff have been suitably accommodated for.	
Security is addressed, especially for residential visits	
All pupils are dressed appropriately for the trip. (Sun hats, tops covering their shoulders, suitable footwear for the activities etc)	
Finally	
My decision is that this visit is well prepared and should take place	

EVC Signature		Group Leaders Signature	
The visit plan has been approved by my school/employer.			
Head Teachers / Principals Signature		Date of Approval	
EVOLVE Competent Persons Signature		Date of Approval	