

Educational Visits

Policy

Reviewed August 2025

Produced by SIL
Toxteth Annexe, Aigburth Road, Liverpool L17 7BN

Executive Summary

The purpose of this document is to offer support to all schools and academies, that take part in off-site, educational, residential, and adventurous activity. It supports the use of these exciting, highly motivating environments and activities that help our children and young people to learn.

This policy sets out clear procedures to ensure that educational visits are safe and well managed. Individual roles and responsibilities are defined.

Educational Visit Co-ordinators (EVCs) should ensure group leaders follow the policy.

SIL will help EVCs by providing training, monitoring visits and processing applications for approval.

This policy has adopted the “National guidance for the management of outdoor learning, off-site visits and learning outside the classroom” (www.oeapng.info) as its source of guidance and good practice for educational visits and activities. In this policy this is referred to as ‘National Guidance’

Both SIL and LCC use a web based system called EVOLVE to facilitate the planning, management and approval and evaluation of visits.

All staff leading or accompanying visits should have access to their own EVOLVE account, which can be set up by the establishment EVC.

Local Authority (LA) approval is required for all residential visits and hazardous/ adventurous activities and should be submitted through EVOLVE at least 28 days in advance.

LA approval is granted through SIL for all establishments who have purchased the approval SLA.

For LA maintained schools this approval is granted by Liverpool City Council (LCC)

Educational Visits Policy Scope

This policy applies to all types of educational visits, outdoor learning and adventurous activities regardless of location and who is doing the providing and who is doing the learning.

This policy applied whether the activities take place within or outside of normal working hours, including weekends and holiday periods.

Anyone involved with groups of young people on educational visits is subject to this guidance. Where this policy refers to 'teachers' it includes 'lecturers', 'Youth Workers' or 'Mentors', and 'parent' means all those having parental responsibility for a child/young person.

It does not apply to work experience placements, work related learning or alternative provision.

SIL's Educational Visits policy should be considered alongside existing emergency procedures such as the "School Emergency Management Plan" (SEMP)

Responsibilities

All employees and volunteers involved in the planning, management and leadership of all educational visits and all outdoor learning and adventurous activities must follow this policy.

Where this policy refers to 'teachers' it includes 'lectures', 'youth workers' or ',mentors'.

In addition, National Guidance sets out the responsibilities and functions of the following key roles:

1. Employer
2. Educational Visits Adviser
3. Governors
4. Headteacher / Manager
5. EVC
6. Visit Leader
7. Assistant Leader
8. Volunteer
9. Those in a position of parental authority

Please refer to National Guidance for further details

<https://oeapng.info/guidance-by-role/>

Establishment Policy and Procedures

All establishments offering activities within the scope of this policy:

- Must have an Educational Visits Coordinator, that meets the requirements as set out in National Guidance, <https://oeapng.info/downloads/download-info/3-4j-evc-responsibilities/>
- The EVC must complete training and revalidation as specified below.
- Establishments must have their own Educational Visits Policy which sets out their management and approval procedures.
- The establishment policy should be issues to all staff involved with educational visits.
- All those involved with organising and undertaking educational visits must understand their legal obligations as regards health and safety, being 'in loco parentis' (where applicable) and in the importance of undertaking regular headcounts.

Consent

The establishment educational visits policy should make clear the system for ensuring that parents and guardians are notified of offsite activities and where necessary ensure 'informed' parental consent is in place.

'Health and safety; advice on legal duties and powers for local authorities, school leaders, school staff and governing bodies' – outlines the legal framework for consent.

This document states that for most activities that take place during school time consent is not required and where it is required this can be obtained at the point of entry to the school.

However communicating with parents and obtaining consent should take into account the following;

- The extent to which trips are reliant on voluntary contributions from parents
- Cultural sensitivities
- The culture of the school and its relationships with parents
- The frequency of the educational visits and the balance between local activities (within walking distance) and those requiring transport.

Blanket consent

This reduces the burden on staff and parents, and this can be obtained at enrolment or on an annual basis. Separate arrangements must be in place for ensuring that contact details, medical and dietary information etc are kept up to date.

Where blanket consent is sought it should make clear the nature and extent of the applicability of this consent.

Verbal Consent

While this can be viewed as a practical way to manage a problem on the morning of a visit, it is far from ideal and should be regarded as a last resort. A note should be made of the time and date of the phone call, who made it and who gave consent. Where possible this should be followed up by an email, text, app message from the person giving consent.

Specific Informed Consent

This consent should be obtained where the visit falls into the below categories

- Residential visits including camping and in school sleepovers
- Adventurous activities
- Overseas visits

Please refer to National Guidance; 4.3d 'Parental Consent'

Staff competence

Staff leading, managing or approving off site educational visits, outdoor learning or adventurous activities must be competent and confident to carry out their role and be approved by their Head of Establishment. SIL provides a number of courses and training to help support this.

Educational visits coordinator training

Every establishment operating under this policy must appoint a trained Educational Visits Co-ordinator. Newley appointed EVC's must complete EVC training provided by SIL and renew this training every 3 years.

Competence to lead visits

There should be a clear process for approving leaders to lead visits or activities. Leaders must be accountable, confident and competent to lead the specific visits or activity.

The Head or EVC (when the responsibility is delegated) must make a judgement about the suitability of that person to lead that group on that visit/ activity in that environment.

The single most important factor in ensuring the safety of participants involved in an Educational Visit is the competence of the Visit Leader. The following should be considered when assessing the competence of a member of staff to lead, or accompany a visit:

- What are the leader's reasons for undertaking the visit?
- Is the leader an employee and if not, is there a clear line of accountability?
- Can the leader/leadership team appropriately manage the teaching and learning in addition to the health, safety and welfare of the young people?
- Do all accompanying adults have a defined role?
- Is the leader organised?
- Are the leader/ leadership team competent in managing risk?
- What experience has the leader of the young people he / she intends to lead?
- What is the leader's and leadership teams prior experience of similar visits or activities?
- Has the leader been inducted into the establishments procedures?
- What experience has the leader of the environment/geographical area chosen?
- Do the leader/ leadership team possess appropriate qualifications?
- If appropriate, what are the leader's and leadership team's personal levels of skill in the activity, and fitness level?
- If leading adventurous activity have all the leaders been 'approved' by the Employer.
- Has the leader addressed medical, first aid and inclusion issues?
- Is the leader aware of, and able to comply with all relevant guidelines?

The establishment should contact the Educational Visits Advisor if there is doubt regarding the competence of a member of staff to lead an Educational Visit.

Refer to National Guidance; 3.2d Approval of leaders

Planning and Approval Procedures

Learning outcomes

When making the decision to lead/ plan an educational visit it is essential to consider the justification for the visit. What are the benefits of the visit, what will the pupils/ students gain from the experience, what are the learning outcomes and what links are there to the curriculum.

Risk Management

Risk assessment and risk management are legal requirements and are also an inherent part of visits planning. Risk assessment should be proportionate to the hazards and complexity associated with the visit and evidenced. This evidence may include.

- Generic risk assessments / procedures
- Specific risk assessments
- Other visit planning documents

The aim of the risk assessment is to ensure nobody gets hurt or becomes ill during the course of, or as a result of the educational visit. Examples of risk assessments common to Educational Visits can be found under the resources tab on EVOLVE, these are guidance documents and should be modified accordingly to your trip.

For low risk activity (Described as routine local visits) assessments must be recorded, either as models in schemes of work or can form part of lesson plans, or can be recorded by completing a risk assessment.

Risk management is the responsibility of the whole staff team led by the visit leader.

Refer to National Guidance' Risk management 4.3c, 4.3f, 4.3g

Pre Visits

All visits should be fully researched to ensure the suitability of the venue and activities. This also allows for checks to be made that facilities and any third-party provision will meet the group requirements. Wherever reasonably practicable, it is good practice to carry out a preliminary visit. Establishment policy should clarify the circumstances where a preliminary visit is a requirement.

Self-led adventurous visits

Establishment staff proposing to lead adventurous activities must be approved by their and Educational Visits Adviser prior to embarking on detailed arrangements.

External providers

When an establishment is using a provider for teaching and instruction.

- The provider is responsible for the risk management of their provision
- The visit leader is responsible for pastoral care (wellbeing, behaviour, medical, SEND) and the risk management of any aspect of the visit which they lead themselves, including all non-taught time and travel.

Refer to National Guidance; 3.2a underpinning legal framework and duty of care

Where available visit leaders should take advantage of nationally accredited provider assurance schemes to select suitable providers.

Checking Providers

Where a provider holds the Learning Outside the Classroom (LOtC) Quality Badge there is no need to seek further assurances regarding safety.

If a provider is being used that doesn't hold Learning Outside the Classroom quality mark you must obtain an additional provider statement.

Certain adventurous activities require an Adventurous Activities Licence (AALA/AALS) which will either be captured through an LOtC quality badge or a provider statement.

Accommodation

Appropriate checks and / or assurances should be sought. The accommodation at an LOtC quality badged provider will have been deemed appropriate for educational visits.

For non LOtC quality badged providers the questions on the provider statement can be used to help to gather key information. Professional judgement should be used taking into account all the relevant issues.

Ratio's and Supervision

For every educational visit there must be a designated Group Leader who oversees the entire visit and has the overall responsibility for supervision during the visit.

It may be necessary for groups to be split during the educational visit when undertaking particular activities. Each sub-group should have a competent supervisor. Supervision will be most effective, when all supervisors and group members clearly understand the aims and objectives of the educational visit and supervisors have a reasonable knowledge of the children/young people, (including any special educational, medical needs or disabilities), and when the educational visit and activities are carefully risk assessed and managed safely. This includes laying down clear guidelines for standards of behaviour, which all on the educational visit must adhere to.

As long as there is adequate supervision not all supervisors need be on duty all the time, however duty supervisors need to be able to respond appropriately to emergencies. Duty supervisors must not consume alcohol or be under the influence of any other substance. Supervisors who are off duty are expected to behave in a professional manner.

As part of assessing the risk of educational visits, outdoor learning and adventurous activities, visit leaders should determine the appropriate supervision arrangements by considering all factors.

The table below offers more detailed guidance which applies where the Group Leader and Supervisors are experienced and competent and should be used as a starting point when considering ratios:

Local Visits Visits in the local area close to support at school/base (minimum 2 staff recommended)	Reception better than 1:6 Years 1-3 1:6 Years 4-6 1:10-15 Years 7-13 1:15 (one supervisor per activity or supervision group)	A minimum of one qualified and competent Group Leader is needed for every group or class; they can be supported by other responsible adults.
Day Visits More than 60 miles or one hour from school/base (minimum 2 staff recommended)	Reception better than 1:6 Years 1-3 1:6 Years 4-6 1:10-15 Years 7-13 1:15 (one supervisor per activity or supervision group)	Please note minimum ratios are not recommended but small working groups of 6-12 remain the target.
Residential Visit, UK or abroad (minimum of three supervisors recommended, any less needs a thorough risk assessments and emergency management plan)	Reception better than 1:6 Years 1-3 1:6 Years 4-6 1:10 Years 7-13 1:10 (one supervisor per activity or supervision group, these do not include any centre residential staff)	Supervisors should reflect the gender of the group wherever possible
Open Country Working by water or away from a road or building	Reception better than 1:6 Years 1-3 1:6 Years 4-6 1:10 Years 7-13 1:12 (one supervisor per activity or supervision group, these do not include any centre residential staff)	Overall group sizes above 20 are not recommended at any one location at a time (supervision and sustainability issues). Similarly large groups should not be moving together in convoy. The numbers of qualified leaders will depend on the risk assessment.

The table above provides a starting point however the framework for assessing requirements for ratios and effective supervision is STAGER

• Staff	Experience/training? Competent? Vetted? Approved? Staff/participant ratio? Know each other?
• Timing	Time of year? Daylight hours? Likely weather/travel conditions? Availability of facilities? Curriculum constraints? Religious days/festivals? Term time/holiday? Day/evening/weekend? Cost variation? Staffing issues? Availability of support/emergency response?
• Activity	Suitability? Complexity? Adventure activities? Residential? Transport? Staff/participant training? Equipment? External provider?
• Group	Age? Gender? Number? Behaviour? Individual needs/abilities? Experience/training? Known to staff? Consent?
• Environment	Weather? Ground conditions? Water levels? Tides? Pandemic? Accommodation? Other hazards? Disabled access?
• Remoteness	Travel distance/time/cost? Routine/emergency communications? Emergency access? Overseas? Language?

EVC's and Headteachers are responsible for ensuring effective supervision is in place on all visits.

Refer to National Guidance

4.3b Ratio's and effective supervision

7a Adventurous Activities

3.3f AALA Licensing

4.4c Insurance

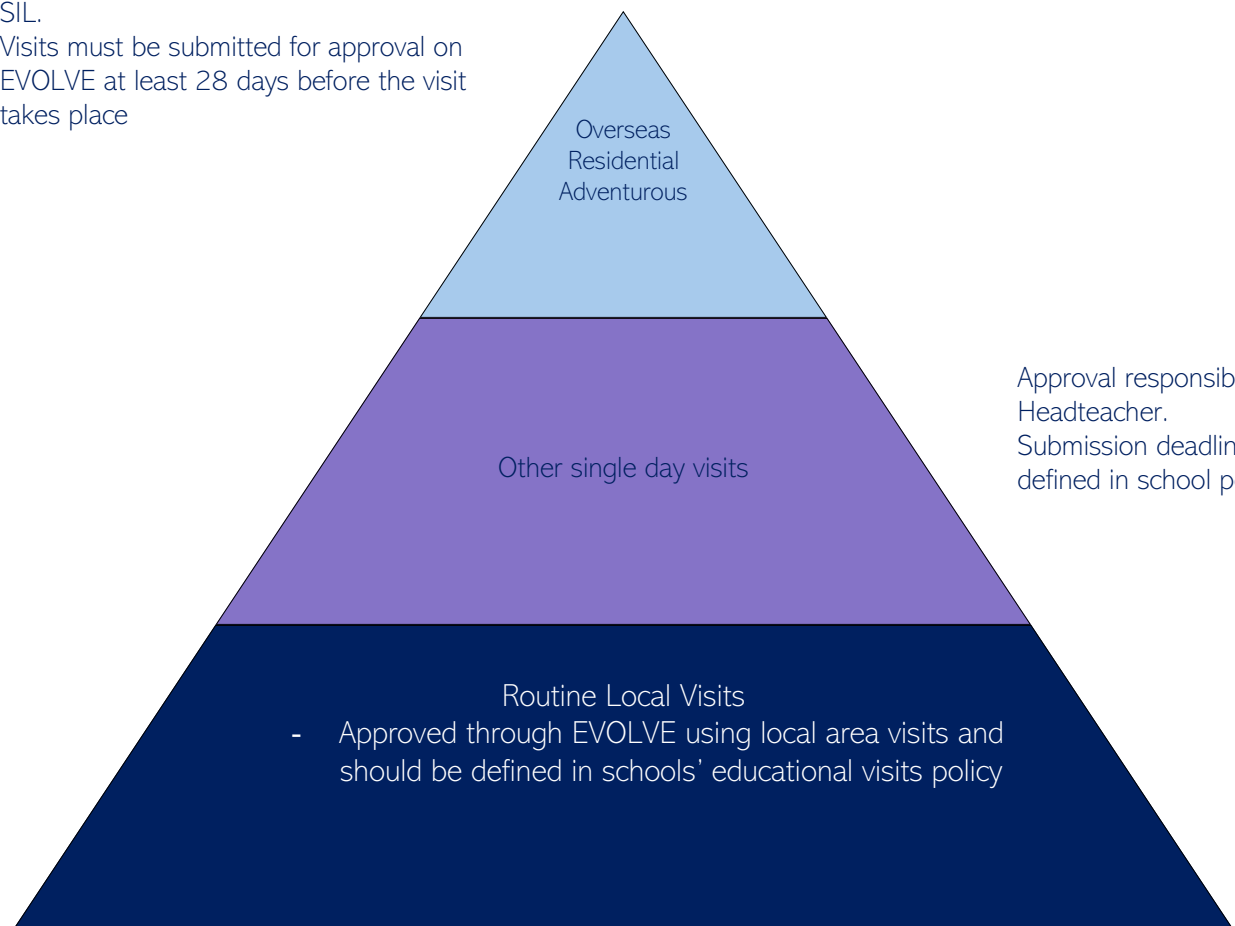
4.4b First Aid

DfE Early years and Foundation Stage Statutory Guidance

Types of visits

Visits can be categorised into three categories, these are:

Approval responsibility headteacher and
SIL.
Visits must be submitted for approval on
EVOLVE at least 28 days before the visit
takes place



Approval responsibility
Headteacher.
Submission deadlines should be
defined in school policy

Adventurous Activities List

Climbing Trekking Etc.	Water activities	Other activities
Abseiling	Activities in rivers, gorges, ghylls, canyons etc.	Any activity more than 3km or 30 mins travel from public access point
Activities in rivers, gorges, ghylls, canyons etc	Aqua/water park	Airborne activities
Bouldering/ Traversing	Pool jumping/ tombstoning/ plunge pooling	All powered vehicles including motorbikes, quad bikes, karts, hoverboards etc
Coasteering/ Sea level traversing	Snorkelling/ free diving/ scuba diving	Archery
Fell running	Swimming/diving/bathing(excluding NC lesson)	Bridge jumping / bungee jumping
Ice Climbing	Use of all watercraft including boats, boards, rafts, floats, inflatables, skis etc.	Camping in remote terrain
Mountaineering		Camping involving the use of stoves or fires
Rock Climbing	Cycling	Grass skiing
Ropes/Obstacle/assault courses	BMX biking	Ice Skating
Scrambling	Cycle racing	Mountain boarding
Tree Climbing	Cycle touring/ bikepacking	Orienteering (except on school site or public park)
Walking on hills, mountains, fells, moors or near cliff tops	Gravel biking	Paint balling / war games
Walking in lowland country more than 30 min walk from a public access point (car park, layby, built up area)	Mountain biking	Pony Trekking/ horse riding
Zip wires	Off road cycling (except on designated cycle path intended for road bikes)	Sand/ land yachting
		Shooting / airsoft shooting
Snowsport activities (including artificial and indoor slopes)	Other Activities	Skateboarding
Skiing/ ski touring / ski mountaineering/cross country skiing	Farm visits	Trampoline parks
Snowboarding / split boarding	Theme park visits	Trapeze, high wire, tightrope walking
Tobogganing/sledging	Cycling on public roads	Use of dire / camping stoves
Ringos/tubing	Bouncy Castles / Inflatable assault course	Use of hazardous tools / substances
	Contact / combats sports	Use of power tools/ chainsaws
Underground activities	Residential visits	Weaselling
Cave diving	Any visit outside of the UK	Zorbing
Caving/potholing (except show caves with an official guide)		
Mine exploration (except tourist mines with an official guide)		

Emergency Procedures / Incident Management

Heads/managers must ensure that there are appropriate Emergency Procedures in place for educational visits. These should be under the umbrella of the School Emergency Plan/ Critical Incident Plan which allows any type of emergency / incident to be appropriately dealt with.

In the event of an emergency the visit leader should follow the emergency planning contained within the visit planning, along with establishment emergency action plan.

The following should be in place for all visits.

1. Carried by visit leader & all accompanying staff:
 - Group list
 - All contact details (these may be held in school for local visits during school hours)
 - Visit leader emergency planning
 - Mobile phone
 - Group first aid kit

2. Held by emergency base contact (e.g. Headteacher/ senior leader back at school)
 - Group list
 - All contact details
 - Emergency planning
 - 24/7 access to all visit details

Emergency planning should be tested from time to time.

Refer to National Guidance

4.1i Emergencies and critical incidents – an overview

Other emergency documents are included in National Guidance section 4.1

Monitoring of visits and procedures

Headteachers and Service Managers should ensure that visits and visit management procedures are monitored to ensure the requirements of this policy are being carried out. This monitoring should be along similar lines to the evaluation of Teaching and Learning in the classroom.

It should be clear in the establishment visit policy who is responsible for carrying out this monitoring. This may be supplemented by field monitoring by Educational Visits Advisor.

- Types of monitoring include;
- Submission and approval process by EVC and Head/Manager monitors planning and arrangements
- Discussions with visit leader / staff team
- Feedback from staff, pupils, parents
- Asking pupil about the visit
- Field monitoring (this should take place from time to time to help confirm that practice on the ground meets expectations).

Monitoring can cover safety factors such as;

- Risk assessments are in place for the activity and the plan b activity
- Evidence of staff training and competence
- Personal Protective Equipment and other safety critical equipment
- Transport including driver competence
- Suitability of venue and location
- Weather and time of year
- Emergency procedures including base contact and communication
- First Aid provision
- Pastoral supervision

However it is important to consider the importance of quality of provision and factors that can be monitored include:

- Clear aims and objectives
- Does the task / activity match the aims and the objectives
- Proportion of time on task
- Differentiation
- Progression
- Pace
- Appropriate level of challenge
- Inclusion and special needs provision
- Extension activities
- Assessment for learning
- Relating learning to other contexts
- Evaluation

Refer to National Guidance document; 3.2b Monitoring

Charges for off site activities and visits

Charging and remissions

The Education Act 1996, sections 449-462 set out the law on charging for school activities in England. The Department for Education provide guidance to Heads of Establishments and Governing Bodies as to the requirements of a charging and remissions policy, voluntary contributions and what can or cannot be charged for.

Refer to National Guidance document; 3.2c Charging for school activities
DfE documents; charging for school activities

Inclusion and SEND

Activities should be available to all, irrespective of special educational or medical needs or protected characteristics (disability, gender re-assignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation).

The Equality Act states that an establishment (e.g a school) must not discriminate against a young person because of one of the protected characteristics. There is a duty to make reasonable adjustments. Establishments must have due regard to equality considerations whenever significant decisions are being made or policies developed. Consideration must be given to the equality implications from the start of the planning process, not as an afterthought.

Any individual risk assessment, behaviour/care plan should inform the planning process. Appropriate levels of supervision and staff with the necessary competences / training should be in place (intimate care / feeding; manual handling; team teach/restraint; administering rescue meds etc.)

If a decision is taken to exclude a young person (e.g. if the necessary reasonable adjustment(s) would unduly impinge on the learning outcomes for the rest of the group) then;

- All relevant parties must have been consulted throughout the process
- There must be a clear rationale
- The process should be carefully recorded with a clear audit trail evident

Behaviour

It may be reasonable to exclude a young person on the ground of behaviour if the behaviour is unmanageable and present a significant health, safety and/or welfare risk to the young person, the group or the leaders.

Where behaviour issues are not associated with a protected characteristic then it is unlikely the Equality Act will apply.

Refer to National Guidance; 3.2e Inclusion, 4.4i Special Educational Needs and Disabilities
DfE Equality Act 2010; Advice for Schools

Safeguarding

Safeguarding procedures should be considered as part of the planning process with additional considerations for residential visits.

Visit Leaders should;

- Liaise with DSL (Designated Safeguarding Lead) and pastoral leaders to identify any relevant safeguarding issues
- Ensure appropriate vetting and barred list checks are in place (including enhanced DBS and barred list checks for unsupervised adults engaged in regulated activities)
- Consider issues relation to on-line safety, social media, access to and sharing of inappropriate content
- Know how, when and who to report safeguarding concerns to during a visit
- Be familiar with Safer Working Practice principles.

Disclosure and Barring Service (DBS) Checks

Establishment staff will normally require an enhanced DBS check with barred list check as a result of their day to day work.

Volunteers can be essential to allowing educational visits to take place, however there are responsibilities that come with taking volunteers on school visits.

- Any volunteer attending a residential visit must have an enhanced DBS with a children's Barred list check. A safeguarding volunteer risk assessment must be completed by the school to evidence they are applying for the correct level of check.
- If a volunteer is deemed as having regular contact (more than 3 occasions in one month) an enhanced DBS with children's Barred list check is required. A safeguarding volunteer risk assessment must be completed by the school to evidence they are applying for the correct level of check.
- For volunteers who do not fall into either of the above it should be determined using the establishments safeguarding volunteer risk assessment what level of check the volunteer requires (for example, an enhanced DBS with a children's Barred list check, an enhanced DBS without a children's Barred List check, or no DBS required)
- Any volunteer who has had the above checks completed should be recorded on the schools single central record.
- If a volunteer has a break in volunteering these checks should be redone before they attend a visit.
- On occasions where a group of volunteers are supporting more than one establishment, the details of the checks should be provided to each establishment. Each establishment will then decide if they are satisfied for the volunteer to work with their children/ students. This information must then be recorded on each establishment single central record.

For further details see National Guidance document 3.2g vetting and DBS checks

Further guidance to consider:

- National guidance documents
 - 4.3e Safeguarding
 - 3.2g Vetting and DBS checks
- Keeping Children Safe in Education
- Safer Working Practice Guidance

Insurance for off site activities and visits

Establishments should ensure they have appropriate insurance in place. This should include checked to ensure that cover is provided for visits abroad, adventurous or hazardous activities e.g Winter sports (including artificial skiing and snow slopes in the UK).

Unusual activities may need to be discussed with the insurance provider to ensure that insurance is in place.

The Risk Protection Arrangement (RPA) is an alternative to commercial insurance for schools. Under RPA, the UK Government covers the losses instead of commercial insurance.

Heads and Service Managers should note that insurance cover may be invalidated if they fail to adhere to the requirements of this policy and advice within National Guidance.

Refer to

- National Guidance document; 4.4c Insurance
- Risk Protection Arrangement; [Join the risk protection arrangement \(RPA\) for schools - GOV.UK](#)

Transport

Careful thought must be given to planning transport to support off site activities and visits as statistics demonstrate that it is more hazardous to travel to an activity than to engage in it. All national and local regulatory requirements must be followed.

The Headteacher or Service Manager should ensure that coaches and buses are hired from a reputable company.

Transporting young people in private cars requires careful consideration. Where this occurs, there should be recorded procedures .

Refer to National Guidance documents;
4.5c Transport in Private Cars
4.5a Transport; General Considerations
4.5e Hiring a coach

Refer to ACPO/ DfT / DfE document 'Driving School Minibuses'

Minibuses

The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus. In addition on longer journeys consideration should be given to factors such as driver fatigue and comfort breaks.

Refer to National Guidance document; 4.5b Transport in minibuses.

Joint / Collective Visits

Where there are a number of establishments taking part in a collectively organised visit the due diligence is retained with each individual establishment. It is therefore important that each establishment completes their due diligence. This due diligence applies to the provider of the visit e.g. ensuring that they have the LoTC quality badge, or a provider form is completed to the required standard.

This also applies to any financial arrangements as part of a collective group e.g. Each establishment has a responsibility for this through their own establishment financial management.

Where volunteers are shared section [Disclosure and Barring Service \(DBS\) Checks](#) should be followed

Hill walking, lowland walking, trekking and mountaineering

There are many locations to visit, that are easily accessible for schools within Liverpool, to undertake walks and climbs.

To ensure that these visits are undertaken in a safe manner with suitably qualified / experienced staff certain visits will require a competency course as a minimum qualification. A competency course is run specifically for the location you will lead the group, following a designated route as covered during the course.

These locations include

Moel Famua

Cat Bells

For alternative location please contact the educational visits contact, prior to arranging or booking any visits. When determining the location please ensure that the ability of the child / young people is taken into account.

The expected ratio for these visits would be 1 qualified member of staff per 30 children supported by 2 suitably experienced members of staff.

There are also the requirements to have at least 1 member of staff with a current outdoor first aid qualification.

Swimming on educational visits

The opportunity may arise for children/young people to swim during an Educational Visit, either using swimming pools or in open water. Group Leaders must ensure that relevant regulations are adhered to. If the requirements outlined below cannot be met, swimming must not be permitted. Prior permission must be obtained from the parents or guardians of any pupil, prior to including them in swimming activities.

Free swimming in a public pool presents greater risks to the swimmer than organised swimming lessons. A basic rule is that the group must be observed at all times. Check if there is constant supervision by a sufficient number of qualified lifeguards.

Teachers should monitor the risks of regular swimming activities and adjust supervision levels as necessary. For all swimming pool Educational Visits, the Group Leader must check: -

- The water is clear and its temperature is appropriate.
- The depth of the water is suitable for the activity, e.g. deep enough for safe swimming or shallow enough to allow children to stand up during swimming lessons. There should be signs clearly indicating the water's depth.
- If supervisors or children with disabilities are to use the swimming pool ensure there are suitable facilities for their needs; especially in the event of an emergency evacuation.
- There is poolside communication e.g. telephone, intercom or emergency alarm button.
- There is suitable poolside rescue equipment and if there is someone trained to use it.
- There is a suitable changing room for each gender.
- That the changing facilities are safe and hygienic.
- That clothes and belongings can be stored securely.
- That group members have been instructed in how to behave in and around the water.

Supervision

The Group Leader has overall responsibility of children/young people during the educational visit.

The Group Leader must ascertain that lifeguard cover is provided by the swimming pool operator. If there are no qualified lifeguards available children/young people may not use the pool.

Staff/appointed adult may only act as a lifeguard if they hold a Royal Lifesaving Society National Pool Lifeguard Qualification stating their competence to affect a rescue from a depth greater than or equal to the depth of the pool being used.

A national rescue test for swimming teachers and coaches is classed as an acceptable qualification only whilst the children are following a structured session, under instruction from a teacher. This award does not cover you to act as a lifeguard during any "fun/play" sessions. You must also have another adult present during the activities who is able to get help if required.

The Group Leader or an appointed assistant must observe the group from the poolside and be prepared to alert the lifeguard if a child/young person is in difficulty. This observer must be conversant with pool operating regulations and emergency procedures.

Staff children attending visits / residentials

When a member of staff has their own child (that is not on their school roll) attend a visit this can create a number of issues

- The parent of the young person may become distracted by the needs of their own child rather than looking to the needs of the whole group
- The group management may be comprised, particularly if there is a serious incident
- Pastoral issues, does the child "fit in" with the group, how is behaviour to be enforced
- Child Protection/Safeguarding – if there is any age gap implications for overnight accommodation
- You must ensure all information must be submitted accurately for adventurous / hazardous activities
- Financial – not good practise if the parent / child has benefitted financially from the arrangement (e.g. paid lower than other members of the group)
- Insurance – neither the child or the parent would be covered under the LA insurance as this would be classed as a private trip
- Ratio – due to this being classed as a private trip the member of staff would not be counted in the ratio's for the visit
-

Based on all of the above staff should not take their own children on school visits or residential if they are not on roll at that school and no insurance cover will be in place for that child or parent.

Bouncy Castles

Bouncy castles / Rodeo Bulls can be great fun for children and adults alike, however they can also present a number of dangers and these will be classed as an adventurous / hazardous activity.

Bouncy castles hired for use on a school site, for the use by school pupils need to be treated as an adventurous activity and must therefore be submitted on EVOLVE for LA approval, at least 28 days before the event.

When hiring a bouncy castle this should be run and managed on the day by the independent company and not the school.

Due to the company being an external provider an additional provider form will need to be completed.

It is recommended that when hiring a bouncy castle provider that you look to the following (taken from the HSE Website)

- Hire off a reputable company that has a numbered PIPA tag attached to the inflatable or ADiPs declaration of compliance to show they comply with British Standard BS EN 14960
- You are able to use the provider website to check safety tests have been carried out
- No inflatable should be used in winds above 24 mph, which is Force 5 on the Beaufort Scale (small trees in leaf begin to sway)

Link to HSE Website: <https://www.hse.gov.uk/entertainment/fairgrounds/inflatables.htm>

Please ensure that the above link is used to consult on the HSE guidance in full before planning your event.

There should be risk assessments conducted by the school regarding the supervision and use of the inflatable, as well as the ones from the provider, as with any adventurous activities.

Bouncy castles hired by other organisations e.g PTA for a school fayre, do not need to be submitted on EVOLVE. They are solely the responsibility of the organiser and there must be separate insurance in place. It is recommended that all of the usual risk assessments etc are completed, however this is NOT a school activity.

Appendix 1

In accordance with the requirements of National Guidance;

The Education visits adviser for SIL is
Niki Horton
Nicola.Horton@si.liverpool.gov.uk
Mobile 07921284785

The Education visits adviser for LCC is
Andrea Lucenti
Andrea.Lucenti@liverpool.gov.uk
Mobile 07547351923

Appendix 2

The services currently within the scope of this policy are:

- Voluntary Aided schools and Academies who have purchased the approvals SLA from SIL
- LA maintained schools under the control of LCC
- LCC Youth service

Appendix 3

Types of visit
 For the purpose of this policy a range of activities are classed as adventurous and require an enhanced level of planning and scrutiny. The list below gives examples of activities and clarifies whether they should be regarded as adventurous. If in doubt over the classification of an activity, class is as adventurous in the first instance. Unusual activities may need to be discussed with the Educational Visits Advisor.

Normal, routine activities
Athletics
Bike Training
Cinema
Park
Places of worship
Shopping
Sports Fixtures
School swimming lessons as part of the NC
Theatre
Restaurant visits
Sports Centres
Roller Skating
Forest school (no bladed tools or campfire)
Bushcraft (with no bladed tools)
Laser Quest
Segway

Adventurous Activities

Climbing Trekking Etc.	Water activities	Other activities
Abseiling	Activities in rivers, gorges, ghylls, canyons etc.	Any activity more than 3km or 30 mins travel from public access point
Activities in rivers, gorges, ghylls, canyons etc	Aqua/water park	Airborne activities
Bouldering/ Traversing	Pool jumping/ tombstoning/ plunge pooling	All powered vehicles including motorbikes, quad bikes, karts, hoverboards etc
Coasteering/ Sea level traversing	Snorkelling/ free diving/ scuba diving	Archery
Fell running	Swimming/diving/bathing(excluding NC lesson)	Bridge jumping / bungee jumping
Ice Climbing	Use of all watercraft including boats, boards, rafts, floats, inflatables, skis etc.	Camping in remote terrain
Mountaineering		Camping involving the use of stoves or fires
Rock Climbing	Cycling	Grass skiing
Ropes/Obstacle/assault courses	BMX biking	Ice Skating
Scrambling	Cycle racing	Mountain boarding
Tree Climbing	Cycle touring/ bikepacking	Orienteering (except on school site or public park)
Walking on hills, mountains, fells, moors or near cliff tops	Gravel biking	Paint balling / war games
Walking in lowland country more than 30 min walk from a public access point (car park, layby, built up area)	Mountain biking	Pony Trekking/ horse riding
Zip wires	Off road cycling (except on designated cycle path intended for road bikes)	Sand/ land yachting
		Shooting / airsoft shooting
Snowsport activities (including artificial and indoor slopes)	Other Activities	Skateboarding
Skiing/ ski touring / ski mountaineering/cross country skiing	Farm visits	Trampoline parks
Snowboarding / split boarding	Theme park visits	Trapeze, high wire, tightrope walking
Tobogganing/sledging	Cycling on public roads	Use of fire / camping stoves
Ringos/tubing	Bouncy Castles / Inflatable assault course	Use of hazardous tools / substances
	Contact / combats sports	Use of power tools/ chainsaws
Underground activities	Residential visits	Weaselling
Cave diving	Any visit outside of the UK	Zorbing
Caving/potholing (except show caves with an official guide)		
Mine exploration (except tourist mines with an official guide)		

2