

EDUCATIONAL VISIT POLICY 2023 - 2024

Presfield High School and Specialist College



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1. INTRODUCTION

1.1 Rationale for educational visits

Presfield High 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. Community access is an integral part of our curriculum and allows us to build resilience using active learning and encouraging students to take 'safe risks'. 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

Compliance Education will:

- Monitor safety policies and procedures and evaluate educational visits
- Provide guidance for governors, 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 in conjunction with the chair of governors.

Our Head Teacher will 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
- The Local Educational Authority/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.
- To ensure that in the event of a major incident or accident, LEA guidelines are adhered to in terms of informing, parents, staff and the media. Help to ensure that serious incidents, accidents and near-accidents are investigated.
- 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

Board of Governors

- As we are not a voluntary aided school all applications for overseas and residential visits will be discussed with our school governors as they share joint responsibility with the head teacher/ principal. All residential visits, trips abroad and those involving outdoor adventurous activities require approval a term in advance.

School Governors should:

- Ensure that the visit has a stated educational purpose
- Make sure that plans comply with regulations and guidance

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 Compliance Education requirements for approval and the regulations and guidance for educational visits are followed.
 - ✓ Category 1 (Standard) Head Teacher approval
 - ✓ Category 2 (Enhanced) Head Teacher and Chair of Governors approval
 - ✓ Category 3 (High Risk) Health and Safety Officer
- Check insurance requirements and ensure all participates and activities are covered.
- Ascertain costs and agree with the Head Teacher and governors how these costs will be covered.

Once approval has been granted the EVC will:

- Oversee and support the planning of 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: 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. A member of the SLT will attend all residential visits that occur abroad
- 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
- Ensure parents are informed 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

- To keep records of individual visits including reports of accidents and 'near accidents' (sometimes known as 'near misses').
- Make sure that DBS checks have taken place

Administration Officer

Our administrative officer shall 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 pupil 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.
- To continuously conduct a dynamic risk assessment to monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions.
- 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).
- Identify the clear purpose and objectives of the visit.
- Complete visit documentation (Evolve, risk assessments students, risk assessment venue and Planning and Approval) and obtain EVC approval for any visit off-site, no matter how short its duration.
- Ensure that any organisation providing activities have suitable LOtC quality badge or an EV4 provider form is completed. (see appendix 1)
- Plan the itinerary in such a way as to account for all times on the visit including meals and 'down' times.
- 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.
- Allocate supervisory responsibility to each adult for named pupils and ensure that each adult knows which pupils they are responsible for. To ensure that each pupil knows which adult is responsible for them and that all adults understand that they are responsible to the group leader for the supervision of the pupils assigned to them.
- 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 pupil's 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 pupil's 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:

- Sign the consent 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 or other SLT member include visits within the school day or extended school day not involving travel outside of the local area and not involving adventurous activities. This would cover dynamic risk assessed trips off site required by individuals.

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) Head Teacher 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) Head teacher, Governors & 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 will liaise with the group leader to 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.

Regular Visits: - those educational visits or trips which take place wholly within the school day and on a regular basis (e.g. extended work experience, shopping)

- Any regular time out of school should be timetabled
- Any minibus/car transport required should be booked and recorded on the school calendar
- A risk assessment should be undertaken by the teacher organising the visit, even if they are not to attend. This should be discussed with all staff attending the trip. The risk assessment MUST include a transport risk assessment.
- Individual pupil risk assessments should be used to inform planning (these are available on the shared drive, and they are updated at least annually)
- All risk assessments should be signed off by a member of the senior leadership team prior to leaving.
- On following occasions, if the risk assessment has not changed it does not need to be presented to SLT.
- A signed off planning and approval form MUST be left with the office on the day of the visit with any amendments to staffing or pupils. A copy of the planning approval form should be taken with the staff on the trip.

It is the class teachers' responsibility to ensure the PAF is completed and handed in. This can be delegated but responsibility remains with the class teacher.

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.
- On some trips students may be required to purchase their own refreshments as part of their social development.
- 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 consider 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)

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.

3.3 Insurance

Our current insurance is with Maven 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 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.

3.5 Finance

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 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
- Planning and Approval Form (PAF)
- 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 the office is staffed 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 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 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

Managing 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 Head Teacher will do this initially via the Press Office. 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 traveling 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 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.

A planning and approval form (PAF) should be signed by a member of the SLT immediately prior to leaving the school. A copy of the planning approval form should be taken with the staff on the trip and a signed copy left with the school office

Dates should be put in the school calendar and minibus/car booked as early as possible

Risk assessment (Appendix 3) should be completed and signed off by the EVC at least 2 weeks before the trip. This enables additional support to be provided if necessary. This must be done on EVOLVE. Individual pupil risk assessments should be used to inform planning (these are available on the shared drive)

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.
- Packed lunches should be requested at least 1 week in advance of the trip.
- 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 consider 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 consider 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)

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 Maven 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 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.
- All afternoon visits should aim to return to school by 3pm to ensure effective transition to school transport. If a trip is delayed beyond 3.30pm, Specialist transport may need to leave school. In this case, staff on the trip will need to take pupils home, unless prior arrangements have been made.
- If the visit is planned to end after the end of the school day this should be discussed with the Head teacher/Deputy head teacher and staff as part of the planning process. Parents should be informed of arrangements at least 2 weeks before the visit. Consideration should be given to arrangements for pupils whose parents cannot arrange collection from school.

4.5 Finance

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/student
 - 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 contributed
- 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 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.

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 the office is staffed 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 Compliance Education and give details of the incident. The head teacher/ principal 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

Managing 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 Head Teacher will do this initially via the Press Office. 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: As we are a maintained school the LA still has responsibility as the employer therefore all paperwork for a residential trip will be forwarded to the LEA for their information. Currently responsibility for this is: anne.mason@sefton.gov.uk

Note: Compliance Education require **6 weeks** advance notice to sign off residential and overseas visits category 3. Sefton MUST be informed of all such activities through Evolve. Presfield High School policy is that a member of the Senior Leadership team will attend all residential visits abroad.

If a teacher wishes to organise a residential visit then in the first instance:

- Seek verbal permission in principle to plan the visit from the Head teacher or Deputy Head teacher.
- Submit an outline plan to the Head teacher at least 3 months prior to the visit, including itinerary, cost breakdown, cost to be requested from parents, staffing to attend. Once this has been agreed, the EVC will work in conjunction with the organising teacher to ensure all documentation is completed and submitted in time.
- Governors must be informed of any planned residential a term in advance
- Parents must be informed as soon as arrangements are finalised, and a meeting held to allow parents to ask questions
- An information pack should be available to parent.
- A full and detailed risk assessment must be signed off by the Head teacher at least 1 week prior to the start of the visit.
- Consideration should be given to gender mix of both staff and pupils, sleeping arrangements, the possible need for a 'waking night'

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 of 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
- Packed lunches should be requested at least 1 week in advance of the trip.
- 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.
- For Duke of Edinburgh expeditions or camps, as part of the qualification students will be required to provide their own food, carry it on their journey and prepare and cook their own meals.

Prior to the expedition students will receive comprehensive instruction on what foods to bring and how to cook on a basic camp stove.

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.

For Duke of Edinburgh expeditions, as part of the qualification students will be required to pitch and sleep overnight in a tent, which has to be packed and carried between the group in their rucksacks.

Prior to the expedition students will receive comprehensive instruction on how to erect a tent and depending on the size of the tents available the students will team up with participants of the same gender and will split each element of the tent between them.

5.2 Supervision

There are many variables which govern appropriate staffing ratios. In deciding the level of supervision, our head teacher will consider 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)

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, governors 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

Remote supervision

One of the aims of educational visits for older pupils may be to develop the ability to work independently. It may be appropriate for pupils to leave the school premises without direct supervision. This could include mature students visiting the local library or students at a special school going to the local shop as part of their independence training.

It would also include Duke of Edinburgh's Award participants training and taking part in expeditions in the open countryside.

In these cases, the risk assessment will take into account the students training and maturity and will determine how closely they students need to be supervised. The group leader will establish whether the students and staff are competent in remote supervision.

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 Maven 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 riding or sailing centres may already operate insurance cover for users, but this will always be checked with our Insurance Company as it may be inadequate.

All bona fide holders of a Welcome Pack and DofE account issued by a Licensed Organisation are automatically receive Personal Accident Insurance under The Duke of Edinburgh's award.

Leaders/volunteers/instructors/Supervisors/Assessors approved by a Licensed Organisation and other adults assisting in any capacity in connection with the Operation of the DofE Award resident in Britain.

Personal Accident Insurance: Whilst engaged in any activity relating to The Duke of Edinburgh's Award and any trip in connection with participation in The Duke of Edinburgh's Award.

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

Ferries and Rail

The group leader should set boundaries on large ferries/rail and organise regular regrouping Pupils should be instructed to remain in groups and briefed on what to do if something unexpected occurs

Travel by Planes

In airports identify a suitable base and meeting place which pupils can find. Do not leave baggage unattended. Ensure that the group understand:

- The procedures for boarding an aircraft
- That they should never carry anything on behalf of others
- What they are not allowed to take on a plane
- What they must not carry as hand luggage
- The need to cooperate with security measures

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 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

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 remote supervision activities. Parents will be informed and will be asked to confirm whether they are happy for their child(ren) being supervised in this way.

For visits in Category 3 (including overnight stays, overseas travel 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 the office is staffed 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

Duke of Edinburgh's Expeditions

As part of the students Duke of Edinburgh's award the students are required to provide a comprehensive account of route they will be taken, highlight which emergency routes they will take if necessary and how to raise the alarm if they get into difficulty on the hills.

Staff supervising the expedition will be close enough to remotely supervise and will be available at any time to step in and assist or take charge.

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 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

Managing 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 Head Teacher will do this initially via the Press Office. 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 manages 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

Duke of Edinburgh's Award Expeditions Risk Assessments

As part of the Duke of Edinburgh's award, the students will undergo comprehensive training in:

1. Equipment
2. Living out of doors
3. Navigation
4. Fitness for expeditions, weather
5. First Aid and Emergencies
6. Conservation and access
7. Expedition Planning
8. Leadership and party management

Once the students have demonstrated to the DofE Organiser that they can all individually demonstrate a good understanding of all the above. A practical expedition will be arranged and the

students will be responsible for planning and arranging the activity with the assistance of the DofE Organiser and Educational Visits Coordinator.

<https://www.dofe.org/do/>

Residential visits (On site) Presfield school is fortunate to have a house on site. Staff must follow the house protocol and any activities risk assessed as above.

Impromptu off site activity There may be rare occasions when a dynamic risk assessment of a situation merits taking a student immediately off site to support them and/or enable them to regulate. Where delays in completing planning and approval forms could lead to actions which are detrimental to the good running of the school and put the student or other students at risk, the impromptu off site log should be completed by the office staff. (Appendix 4).

Only the Head, deputy or AHT can authorise an impromptu off site activity. It is expected that in the majority of cases SLT will accompany a student on an impromptu off site activity. The Head or in his absence the Deputy will be informed and sanction any impromptu off site activity. Due to the one to one/ two to one nature of impromptu off site visits PAF forms are not required.

The Impromptu Off Site activity log is located in the school office (Appendix 4). Staff members leaving the school can verbally inform the office staff of the activity and the office staff can complete the log. The Head or in his absence the deputy must be informed of all impromptu activities by the office staff via email.

Accessing local community independently (KS4/5) At Presfield we believe the curriculum is not just based on timetabled academic lessons, but on the student's entire experience at school. We place as much importance on the "hidden curriculum" including life skills, social communication, careers, wellbeing, resilience and behavioural change. The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them.

At a time when mainstream schools are forbidding students from leaving the premises and accessing local services Presfield positively encourages our students to independently access local shops. The rewards of increased independence are self evident. An added sense of self-confidence and self-esteem and the ability to make their own decisions and blossom as an individual is what every parent wants for their child.

By starting with the skills many often take for granted we're setting our students up to be much more able to lead a fuller independent life with the ability to have a job, maintain a relationship and pursue the life they want for themselves. Small steps of independence can equal big successes.

To enable students to access the local community safely travel training will occur. Parents must agree that their child can start supported walks to the shop and only when the child is ready will parent agreement be sought for the child to walk independently to the local community within a one-mile radius. (Appendix 5)

All students who have successfully completed travel training must sign out in the office and be in possession of a mobile phone in case of an emergency. The school will provide mobile phones if required. (Appendix 6).

A record of those students who have completed training and are allowed to access the local community is held in the main office and a copy with the Head of sixth form. (Appendix 7). Where more than one student is training together a PAF form must be completed

No student will be allowed to leave the school independently if they have not completed the training , had parental permission or names do not appear on the training log. Students are not required to complete a PAF once training has been completed

6.1 School Governors Competency and Commitment Declaration

In accordance with the Outdoor Education National Guidance, we the undersigned are committed to ensuring high quality and outdoor learning through support and challenge as a '**critical friend**'.

- I/We confirm that we have all read this policy
- We are all aware of our role and responsibilities for off-site visits and outdoor learning, including our particular responsibilities if we are the employer of the school staff.
- Offsite visits and outdoor learning are included in our meeting agendas and are a standing item in the Head Teachers report.
- We will regularly discuss the place of the off-site visits and outdoor learning in relation to the school's ethos, aims, programme and effectiveness
- We have access to training to develop our understanding of off-site visits and outdoor learning and its associated guidance
- We will continue to support and challenge the school Head Teacher to provide safe high-quality off-site visits and outdoor learning.
- The Head Teacher has appointed an Educational Visits Coordinator (EVC) and he/she has received the appropriate training and we feel he/she is competent to deliver and manage high-quality visits
- We have arrangements and consider adjustments for young people with special needs, including medical and behavioural needs, so that our visits are inclusive.
- The school has procedures in place to monitor the safety, quality and effectiveness of its off-site visits and outdoor learning.
- We are aware of which types of visits or activity require our specific approval or involvement, as part of the school's monitoring and approval procedures
- An emergency plan is in place, and we periodically review and rehearse it to ensure that it remains suitable and sufficient
- We are aware that we may be involved in adjudicating parental complaints or dealing with emergencies
- The school has access to expert advice, such as from a competent outdoor education adviser as part of our SLA with the company who provide us with our EVOLVE system

Name: **HOWARD COOPER**

Signature: 

Date: **2nd March 2023**

6.2 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 changes 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 and by The School Governors.
- 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 changes 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: **TONY FAY**

Signature: 

Date: **2nd March 2023**

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 by Governors 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: **Dawn Sealey**

Signature: 

Date: **7th March 2023**

Appendix A

Presfield High School and Specialist College Educational off site planning and approval form SF				
Total number of students off site -		Total number of students off site -		
Date -		Depart time -		
Visit Leader -		Return time -		
First aider -		Contact Number -		
Venue address -		Budget (agreed by SLT) -		
Staff attending (full names) -				
Curriculum purpose: <i>(including brief itinerary of visit)</i>				
Students	Attending?	Allocated to staff member (initials)	Alternative arrangements for non-attendees	Travel code (see below for codes)
	<input type="checkbox"/>		Staying in school	
	<input checked="" type="checkbox"/>		NA	
	<input type="checkbox"/>		Staying in school	
	<input checked="" type="checkbox"/>		NA	
	<input checked="" type="checkbox"/>		NA	
	<input type="checkbox"/>		Staying in school	
	<input type="checkbox"/>		Staying in school	
	<input type="checkbox"/>		Staying in school	
Additional Information		Travel Arrangements code		
Driver minibus Blue (select)	NA	1 - Public bus - return to school		
Driver minibus Navy (select)	NA	2 - Public bus outward, return home independantly		
Driver minibus Silver (select)	NA	3 - School car - return to school		
School car (select)	NA	4 - School car outward, return home independantly		
Staff own car (select)	NA	5 - School minibus - return to school		
		6 - Independent travel to and from		
		7 - Hired Coach - return to school		
Planning Checklist				
Visit entered into school diary?	yes			
Visit date checked? meetings/intervention	yes			
School lunches cancelled/ordered?	yes			
Information sent to parents?	no			
Parents slips returned?	yes			
Site/venue visit undertaken?	yes			
Emergency/medical info in place?	yes			
Pupils/staff/supply/volunteers briefed?	yes			
Risk assessment completed?	yes			
Any changes to arrangements documented?	yes			
Planning and approval obtained by SLT - (sign and date)				

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

*This form **MUST** be completed and signed by a School Governor, 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: <ul style="list-style-type: none"> • 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	
Consideration has been given to gender mix of both staff and students, sleeping arrangements and the possible need for a "waking night"	
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			
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' <ul style="list-style-type: none"> • 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.			
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			
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 Signature		Date of Approval	
Governor's Signature		Date of Approval	
EVOLVE Competent Persons Signature		Date of Approval	

Categories 3 Educational Visit Check List Overseas

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

Overseas Checks	Tick
We have taken into account the latest UK government foreign travel advice for each country we plan to visit or transit	
If the visit is to, or transits, the European Union (EU), Switzerland, Norway, Iceland or Liechtenstein, we have taken into account the UK government's advice for travelling to these countries following the UK's exit from the EU, and the Department for Education's advice on school trips and exchanges to these countries	
If the UK government advice suggests that any country, we plan to visit has significant risks due to disasters, conflicts, terrorism, high levels of violent crime, serious health problems or civil unrest, we have obtained reliable local advice about the current situation in the areas we plan to visit.	
We have plans to deal with any significant risks of crime (including petty crime such as pickpocketing) or terrorism in the places we plan to visit.	
We have taken into account the current regulations regarding coronavirus imposed by all the countries we plan to visit or transit, and by our transport and other providers, including any requirements for quarantine, vaccination or testing, and have contingency plans in case these changes.	
We have taken into account the current regulations regarding coronavirus for re-entering the UK, including any requirements for quarantine, vaccination or testing, and have contingency plans in case these changes.	
We have contingency plans for a participant or leader becoming sick with coronavirus, or testing positive, or having to self-isolate, and how this might affect their involvement in the visit and their ability to travel home	
The visit leadership team is competent to deal with the complexities of being overseas, including language and cultural issues	
Participants and their parents are prepared for the complexities of an overseas visit, including language and cultural issues.	
We are aware of the requirements for documentation of each country we plan to visit, such as passports, visas, proof of vaccination (e.g. COVID, Yellow Fever), proof of a negative COVID test, and parental consent for a child leaving the country	
We have checked that all passports are valid for the minimum allowed period (often six months) after the date of the visit	
We have checked that all passports are in good condition and were issued less than the maximum allowed time (often ten years) before the date of the visit.	
We have checked whether there are any different requirements for members of the group who are not British citizens, or who are citizens of any of the countries we plan to visit, including for entering and leaving those countries and re-entering the UK.	
If any members of the group are travelling on a collective passport, we have checked whether there are visa requirements for them.	
We have obtained photocopies of all travel documents, and left copies with the establishment's Emergency Contact	
We have checked that all members of the group have all their relevant documentation with them.	
We have checked the customs regulations for the countries we plan to visit or transit.	
We have checked the mobile phone roaming charges for the countries we plan to visit or transit, and advised group members to do the same	
We have checked that all eligible group members have obtained a European or Global Health Insurance Card (EHIC or GHIC) and will bring it with them.	

General	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	
We have checked that all members of the group are covered by sufficient insurance, including for medical, cancellation, rescue, repatriation and COVID related costs	
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: <ul style="list-style-type: none"> • Learning Outside the Classroom (LOtC) Quality Badge or equivalent • Adventure Activities Licensing Authority (AALA) License or equivalent 	
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
Plane, Ferry or Rail We have gone with an authentic, reputable company that has provided us with written assurances that suitable safety management systems are in place.	
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.	
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.	
Driving Overseas If any member of the group may have to drive (even if just in an emergency), we have checked the relevant regulations and ensured that drivers hold the correct licences.	
Staffing	Tick
I am clearly identified and approved as the Group Leader and am aware of my responsibilities	
There is a member of SLT on the trip	
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	
Consideration has been given to gender mix of both staff and students, sleeping arrangements and the possible need for a "waking night"	
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	
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' <ul style="list-style-type: none"> • The pupils are taking a packed 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. 		
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		
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 I Signature		Date of Approval
Governor's Signature		Date of Approval
EVOLVE Competent Persons Signature		Date of Approval

Appendix D

Adventure Activity Leader Competency

Activity Log

All groups that work with young people **must**, under health & safety legislation, ensure that people who lead them in activities are suitably competent to do so. Ultimately it is the responsibility of Head Teachers and Managers to ensure their staff, volunteers and their external providers are competent to lead activities, particularly in the case of those who lead outdoor activities.

In order to support your Evolve ‘Leader Approval Request’ you need to provide a summary of 10 of your most recent days activity over the past two years. This can be personal or group experience but can’t be purely based on group experience. Two examples have been produced to give you an idea of what is expected.

You need to complete one form for each qualification/activity for which you wish to have your competence recognised.

n.b. if you are wanting to have your competency approved for camping including the use of camp stoves each entry must include an overnight camping element.

Name		Date:	
Activity			
Date	Area	Route/Activity	Comments
17.5.16	Lakes	Hellvellyn via Striding and Swirral Edges starting from Patterdale. 13km.	Weather was overcast but cloud base was high, light breeze. Navigation was straightforward. Camping at Brotherswater.
18.6.16	Yorkshire Dales	Gargrave, Scaleber Hill and Leeds Liverpool Canal. 6km.	Weather fine and sunny.

PROVIDER STATEMENT

This form is NOT required for providers that hold a valid Learning Outside the Classroom Quality Badge. Details of the badge and a list of holders can be found at www.lotccqualitybadge.org.uk

Organisers requiring advice on the interpretation of information given by Providers on this form should contact their establishment's EVC.

PART 1: To be completed by the Visit Organiser

Name & address of Establishment (school/service)	
Email (or fax)	
Type of Visit/Activity:	
Name of Visit Organiser	
Name of Provider	
Date(s) of visit	

PART 2: To be completed by the Provider

Please give careful consideration to the following statements and respond with YES, NO or N/A, or give the specific information required. If you have been sent this form but hold a valid Learning Outside the Classroom (LOtC) Quality Badge, you need only complete Section A and the Confirmation.

SECTION A

to be completed for all types of visit

1. Learning Outside the Classroom Quality Badge	
1.1	Do you hold a valid Learning Outside the Classroom Quality Badge?
1.2	If Yes, what is its expiry date?
2. Insurance	
2.1	Do you hold public liability insurance, which will be current during the proposed visit, and which covers all directly provided and sub-contracted activity?
2.2	If Yes, what is its indemnity limit?
	£ M

SECTION B

to be completed for all types of visit

3. Health, Safety and Emergency Policies		
3.1	Do you comply with relevant health and safety regulations, including the Health and Safety at Work etc. Act 1974 and associated Regulations, and have a written health and safety policy and recorded risk assessments, which are available for inspection?	
3.2	Do you have accident & emergency procedures in place, with records available for inspection?	
4. Vehicles		
4.1	Are all vehicles to be used roadworthy, and do they meet the requirements of regulations in the country in which they will be used and EU regulations on passenger seats and seat restraints?	
5. Staffing		
5.1	Do you have a robust recruitment and engagement process to ensure that staff are suitable to work with young people, including enhanced DBS check and barred list check for any staff engaged in regulated activity?	
5.2	Are there regular opportunities for liaison between your staff and establishment staff?	
5.3	Is there sufficient flexibility to make radical changes to the programme if necessary, and will the reasons for any such changes be made known to establishment staff?	
6. Accommodation		
6.1	Does UK accommodation comply with current fire regulation requirements (Regulatory Reform, (Fire Safety) Order 2005)?	
6.2	Have you inspected all overseas accommodation to be used to confirm that it meets legal requirements of the country concerned and that it has fire safety and security arrangements equivalent to those required in the UK, and are records of these inspections available?	
6.3	Are there security arrangements in place to prevent unauthorised persons entering the accommodation?	
6.4	Are separate male and female sleeping accommodation and washing facilities provided?	
6.5	Is staff accommodation sufficiently close to young people's accommodation for adequate supervision?	
7. Sub-contracting		
7.1	Will you sub-contract any services (e.g. activity instruction, transport, accommodation)?	
7.2	Where any element of provision is subcontracted, do you ensure that each sub-contractor meets the relevant specifications outlined in the other sections of this form, and are records of checks of sub-contractors available for inspection?	

SECTION C

to be completed if the visit includes activities or field studies

8. Adventure Activities Licensing Authority (AALA) Licence		
to be completed if any activities are within the scope of the licensing regulations		
8.1	AALA Reference number	
	Date of expiry.	
8.2	Does the Licence held cover all planned activities, which are in the scope of AALA licensing?	
9. Activity Management		
to be completed about all activities		
9.1	Do you have a policy for staff recruitment, training and assessment, which ensures that all staff with a responsibility for participants are competent to undertake their duties?	
9.2	Do you maintain a written code of practice for activities, which is consistent with relevant National Governing Body guidelines and, if abroad, the relevant regulations of the country concerned?	
9.3	Do you confirm staff competence by appropriate National Governing Body qualifications for the activities to be undertaken, or have staff had their competence confirmed by an appropriately qualified and experienced technical adviser?	
9.4	Where there is no National Governing Body for an activity, are operating procedures, staff training & assessment requirements explained in a code of practice?	
9.5	Will participants at all times have access to a person with a current first aid qualification, and are staff practised & competent in accident & emergency procedures?	
9.6	Is there a clear definition of responsibilities between your staff and visiting staff about supervision and welfare of participants?	
9.7	Is all equipment used in activities suited to the task, adequately maintained in accordance with statutory requirements and current good practice, with records kept of maintenance checks as necessary?	

10. Tour Operators		
10.1	If you are a Tour Operator, do you comply with the Package Holidays and Package Tours Regulations 1992 and The Foreign Package Holidays (Tour Operators and Travel Agents) Order 2001, including bonding to safeguard customers' monies? Please provide ATOL, ABTA or other bonding body names and numbers below.	
Details of any bonding (ATOL, ABTA etc)		

SECTION D

to be completed by Tour Operators

SECTION E – EXPEDITIONS

to be completed for overseas expeditions

11. Expeditions		
11.1	Do you agree to provide sufficient written information and assurances specific to the expedition, as required by the establishment and its employing body?	

SECTION F – ACCREDITATION

12. Details of any accreditations held by the Provider

CONFIRMATION

I confirm that the details given above are correct, and that our organisation will give prior notification of any significant changes that might adversely affect the safety and wellbeing of user groups.

Signed: _____

Date: _____

Name: _____

Position in organisation: _____

Name of Provider: _____

Address of Provider: _____

Tel: _____ Fax: _____ Email: _____

Website: _____

Thank you for completing this form. Please return it to the Organiser at the establishment named above.

**Presfield High School
Trips requiring voluntary contribution
Cover Required**

Teachers on the trip								
Name _____	P1	P2	Break	P3	P4	Lunch	P5	P6
Name								
TA's on the trip	Cover Required							
Name _____	P1	P2	Break	P3	P4	Lunch	P5	P6
Name								
Year Group								
Date of trip								
Venue								
Cost								
Voluntary contribution	How much? 4 weeks' notice for parents is required.							
Uniform?								
Normal transport home?	If not details must be provided							
Please Indicate	All Day <input type="checkbox"/> AM <input type="checkbox"/> PM <input type="checkbox"/>							
Purpose of the trip – Educational/Recreational, Life Skills etc								

Staff Signature _____

Approved? Yes / No

Headteacher Signature _____ **On Google Calendar**

Appendix F

Presfield High school and Specialist college part day trip risk assessment			
Check list			
Teachers only to complete risk assessments! Have you included pupils individual risk assessments and any necessary medical and/or behaviour plan? Have you collected the school mobile from the office? Have you informed your staff of their groups on the day of the trip before you leave? Have you informed the pupils who their supervising adult will be on the day of the trip? Have you informed senior team and the office of any changes e.g. pupil absent etc.? Have you completed head counts? Do you have your ASC resources? e.g. visuals, sensory support, dry wipe board and pen etc			
Date:		Class:	
Departure time:		Return time (when you will be back at school):	
Location (name and address):		Venue telephone number and contact details:	
Learning objectives:			
Itinerary			
Plan B: e.g. if it begins to rain whilst in the park what you will do instead?			
Name of person in overall charge:		Position:	
Other staff attending the trip:		Position:	
Other staff attending the trip:		Position:	

Other staff attending the trip:		Position:	
Other staff attending the trip:		Position:	
Other staff attending the trip:		Position:	
Other staff attending the trip:		Position:	
Mobile contact number: should be a school mobile (collect from office)			
Will school transport be used?			
If yes who will drive?	Name:		Position:
If no please enter how you will travel. E.g. bus, walk, taxi etc			
Are the driving conditions such that they provide no greater risk than normal?			
Has any of the staff visited the proposed venue before?			
If so please give name/s:			
If no has anyone spoken to a third party about the venue with regards to risk assessment?			
To whom?			
Name and position:			
Their comments:			
Are there safe parking facilities at the venue?	Yes	no	What will you do to minimise the risk?
Are there safe crossing points?	yes	no	What will you do to minimise the risk?
Are there adequate emergency exits?	yes	no	What will you do to minimise the risk?
Are there adequate toilet facilities?	yes	no	What will you do to minimise the risk?
Is the venue open to the general public?	yes	no	What will you do to minimise the risk?

Will the children be supervised at the venue?		yes	no	What will you do to minimise the risk?
Pupils attending the trip	Grouping/ Name of supervising adult for this pupil (remember to inform the pupils who will be the supervising adult and remember to head count your pupils before, during and after the visit)			Special risks
				Medicine required

Teacher signature: _____

Date _____

Senior team member _____

Date _____

Any amendments needed:

Senior team signature for morning check of the trip:

Is the risk assessment present?

Are all staff and pupils present?

Do the staff and pupils know who is in their group?

Are the pupils in groups ready to leave?

Has a head count been completed?

Appendix G

Other generic risk assessments to help with the risk assessment

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Exposure to weather.	Cold injury, heat injury, over-exposure to sun.	Pupils and staff.	Consider possible weather conditions and plan appropriate programme, clothing and equipment. Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares. Daily weather forecast obtained and plans adjusted accordingly.	Provide clear information about suitable clothing and equipment to pupils and parents.	Low
Pupil lost or separated from group, inadequate supervision.	Injury, death.	Pupils.	<ul style="list-style-type: none"> • Ensure supervising staff competent and understand their roles. • Ratios in line with Education Service’s policy. • Plan and use suitable group control measures (for example, buddy systems, large groups split in small groups each with named leaders, identification system). • Discuss itinerary and arrangements with pupils. • Briefing to all on what to do if separated from group. • Head counts by leaders particularly at arrival/departure points, and when separating and reforming groups. 	Plan supervision before visit and brief staff and pupils.	Low
Illness or injury.	Illness, injury.	Pupils, staff.	<ul style="list-style-type: none"> • At least one leader with each group first aid trained. • Leaders know how to call emergency services. • Pupils and parents are reminded to bring individual medication and this is securely kept. • First aid and travel sickness equipment carried. • Mobile phones carried if available. • Emergency contacts with school/headteacher and parents arranged. 	Check first aid certificates current. Medication brought by pupils.	Low
Special needs of specific pupils – medical, behavioural, educational.	Illness, injury.	Pupils	<ul style="list-style-type: none"> • Obtain information from parents • Take advice from SENCO if appropriate • Make necessary arrangements for individual pupils including individual risk assessment and additional staffing as necessary. 	Use recommended parental consent form.	Low

Indirect/remote supervision (includes field work, souvenir shopping, theme parks, historic sites, etc)	Injury, death.	Pupils	<ul style="list-style-type: none"> • Check location as suitable for this mode of supervision. • Ensure pupils sufficiently briefed and competent (any individual pupils for whom indirect supervision not suitable must be directly supervised). • Clear guidelines and emergency procedures set and understood. • Pupils remain in pairs or groups (buddy system – each responsible for named other). • Rendezvous points and times set. • Pupils know how to contact staff. • Staff understand they are still responsible. • Parents informed and consent given. 	Included in information to parents.	Medium
Leader's own children.	Injury or death.	Pupils, other children, staff.	<p>If staff (teachers or volunteers?) families join group, pupil supervision must not be compromised.</p> <ul style="list-style-type: none"> • Staff children are similar age to group and supervised with pupils or separate supervision arranged. 	Consider before staffing agreed.	Low

Travel Risk Assessment

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Traffic accident, coach.	Injury, death, separated from group.	Pupils, staff.	<ul style="list-style-type: none"> • Coach meets Education Service's/authority's recommendations (see section 9 in guidelines) – hired from accredited coach company. • Coaches have seat belts that staff ensure are used. • Buses without seatbelts are avoided whenever possible and never used on high speed roads. • Supervision within Education Service ratios. • Suitable embarkation points used (for example, coach park, onto wide pavement). • Close supervision and head counts during any breaks in journey and getting on and off coach. 	Check chapter 7 in UK guidelines/ Abroad Code of Practice for further details.	Low
Use of private vehicles.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Driver confirms car is insured to carry pupils. • Seatbelts worn at all times. • Permission obtained from parents. 	Check chapter 7/8 in UK guidelines/ Abroad Code of Practice.	Low

Minibus travel.	Injury, death, separated from group.	Pupils and staff.	<ul style="list-style-type: none"> ● Minibus meets 'M2' standard. ● Minibus driver has PCV or NCC Permit to drive (PCV licence if abroad). ● Driver ensures seatbelts are used. ● Luggage on roof does not exceed 100kg. ● Luggage in vehicle securely fastened and clear of aisles. ● If abroad, minibus and driver's hours follow EC requirements. ● Driver must read and follow guidelines/code of practice chapter 7. ● Care always taken in parking in suitable place for disembarkation. ● Close supervision and head counts during any breaks in journey and getting in and out of bus. 	Check chapter 7/8/10 in UK guidelines/Abroad Code of Practice.	Low
Service station and other breaks in journey	Injury, death, left behind/separated from group.	Pupils	<ul style="list-style-type: none"> ● Brief pupils on: <ul style="list-style-type: none"> ◆ purpose and timings of stop. ◆ how and where to contact staff. ● Remain in pairs or threes (buddy system – each responsible for named other) ● Remind about moving traffic (driving on right abroad). ● Careful head count before departure. 		Low
Ferry crossing.	Injury, death, drowning, separated from group.	Pupils	<ul style="list-style-type: none"> ● Close supervision on vehicle deck. ● 'Rules' established and pupils briefed, especially about open deck area (not permitted in dark or if sea rough). ● Remain in pairs or threes (buddy system – each responsible for named other). ● Meeting point agreed throughout crossing and on docking (numbered stairway to coach deck). ● Careful head count before disembarkation. ● Planned procedure for missing pupils – for example, member of staff to leave as foot passenger. 	Arrange procedures with staff and pupils before arrival at ferry.	Low
On foot.	Injury, death.	Pupils and staff.	<ul style="list-style-type: none"> ● Work on foot planned to avoid fast roads wherever possible. ● Supervision on pavements, roads and especially crossing of any fast roads is pre-planned. ● Pupils are briefed about hazards and behaviour required. 	Planning	Medium

Use of public transport: trains, trams, underground, bus, air travel.	Injury, death, separated from group.	Pupils and staff.	<ul style="list-style-type: none"> • Journey is planned and assessed – key risk points identified. • Careful supervision, particularly in crowded areas and entry, exit and change points with head counts. • Large groups divided into small groups each with leader(s). • Pupils know their group and leader(s). • Emergency plan in place – pupils briefed where they are going, what to do if separated from group. 	Planning	Low
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Walking Risk Assessment

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Falls, drowning.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Leader experienced of walking in terrain and of leading groups. • Route researched and pre-walked – significant hazards (cliffs, water hazards, quarries, etc) avoided or carefully assessed. • Weather forecast obtained and conditions monitored; route changed if necessary. 	<p>Leader competence approved (see above).</p> <p>Leader completes specific risk assessment for each walk as necessary.</p> <p>Ongoing assessment by leader at start and during activity.</p>	Low
Getting lost.	Injury	Pupils, staff.	<ul style="list-style-type: none"> • Leader has sufficient navigational skills. • Group size as low as possible (good practice is under 20) and well supervised within Education Service ratios. • Large groups are best split into small groups each with competent leader. • Head counts. • Briefing of pupils and staff. 	Leader competence approved (see above).	Low

Injury, illness or emergency away from immediate help.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • One leader with each group first aid trained. • First aid kit. • Information about pre-existing medical conditions and medication carried. • Leaders are briefed and have planned emergency procedures. • Communications (mobile phones?) arranged. 	Pre-planning of emergency procedures and communications.	Low
Exposure to extreme weather – cold, wet, heat and sun.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Daily weather forecast obtained. • All participants have suitable footwear, clothing and equipment to match expected conditions. 	Parents and pupils given checklist – kit checked before departure.	Low

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Falls, drowning.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Leader experienced of walking in terrain and of leading groups. • Route researched and, if necessary, pre-walked – specific hazards (cliffs, water hazards, etc) risk assessed. • Weather forecast, ongoing assessment of conditions and adjustment of plans by group leader. 	Leader provides evidence of competence specific risk assessment for each walk as necessary.	Low
Getting lost.	Injury	Pupils, staff.	<ul style="list-style-type: none"> • Leader has sufficient navigational skills. • Group size ten or less, second adult with most groups. • Head counts. • Briefing of pupils and staff. 	Leader competence.	Low
Injury, illness or emergency away from immediate help.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Leader first aid trained HSE 16 hours minimum. • Second adult with most groups. • First aid kit. • Information about pre-existing medical conditions and medication carried. • Leader has planned emergency procedures. • Communications (mobile phones?) arranged. 	Pre-planning of emergency procedures and communications.	Low
Exposure to extreme weather – cold, wet, heat and sun.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Daily weather forecast obtained, on-day conditions assessed and plans adjusted as necessary. • All participants have suitable footwear, clothing and equipment for expected conditions. 	Parents and pupils given checklist of clothing and equipment	Low

			<ul style="list-style-type: none"> Emergency equipment carried, including group shelter. 	– kit checked before departure.	
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Water Risk Assessment

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Extreme weather, cold water.	Cold, injury/death	Pupils, staff.	<ul style="list-style-type: none"> Consideration of forecast and conditions of day, provision of suitable clothing, footwear and equipment, dry spare clothing and emergency equipment. 	Pre-planning, equipment lists to group, kit checked before departure. #	Low
Proximity to water.	Drowning	Pupils, staff.	<ul style="list-style-type: none"> Risk awareness of route, banks, crossings, etc. Awareness that water levels change and need to assess conditions before and during activity. Other route MUST be taken if route (for example bank-side path, stepping stones) unsafe. Good supervision of pupils to ensure sensible behaviour. 	Pre-planning and assessment on day.	Low
Planned activity IN water (for field studies etc)	Drowning, injury	Pupils, staff.	<ul style="list-style-type: none"> Each location must be individually risk assessed by leader with advice from Outdoor Education Adviser before visit. Use sites where: <ul style="list-style-type: none"> ◆ easy access and exit from water ◆ no significant hazards on banks, for example, water flowing onto overhanging trees ◆ no immediate significant down-stream hazards (waterfalls etc) ◆ pupils can stand easily in water to be entered ◆ pupils can be seen and supervised by staff. 	Written specific risk assessment and/or operating procedure approved by OEA. Ongoing assessment by leader at start and during activity.	Medium

			<ul style="list-style-type: none"> Weather forecast obtained and leader makes decision whether or not to proceed or adapt activity n basis of weather forecast, strength of water and conditions on day. 		
Weil's disease pollution.	Disease	Pupils, staff.	<p>Do not use obviously contaminated sites. Obtain and follow guidelines about Weil's disease. Take sensible hygiene precautions: cover wounds, grazes, etc. Do not drink river water. Wash hands before eating.</p>	Take advice from Environment Agency if necessary.	Low
Informal swimming.	Drowning	Pupils, staff.	<ul style="list-style-type: none"> Never allow impromptu swimming or paddling – always risk assess the proposed venue in advance for currents, rocks, weeds, nature of bottom and sides. Also assess ability of pupils and staff and activities proposed. You must arrange: <ul style="list-style-type: none"> safe area signals for distress and recall lifesaver and observers (adults to stay out of water) head counts briefing of pupils and staff. 	Written specific risk assessment required.	Medium

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Use of swimming pools	Drowning, injury.	Pupils, staff.	<ul style="list-style-type: none"> Refer to latest guidelines on swimming 'Safety in Swimming Pools'. Preferably use local authority pools during life-guarded sessions. If swimming in other than LA pools, ensure requirements as above are in place. 	Pre-visit – site-specific risk assessment.	Low

Swimming in sea or other natural waters.	Drowning, injury.	Pupils, staff.	<p>Follow guidelines/code of practice chapter 9. Preferably swim on life-guarded beaches. Never allow impromptu swimming or paddling – always risk assess the proposed venue in advance for tides, currents, rocks, weeds, nature of bottom and sides. Also assess ability of pupils and staff and activities proposed.</p> <p>Arrange:</p> <ul style="list-style-type: none"> ◆ safe area ◆ signals for distress and recall ◆ lifesaver and observers (adults to stay out of water) ◆ head counts ◆ briefing of pupils and staff. 	Pre-visit – site-specific risk assessment.	Medium
Extreme weather, cold or sun/heat injury.	Cold injury/death.	Pupils, staff.	<ul style="list-style-type: none"> ● Seasonal (usually April – October) activity, consideration of forecast, use of suitable clothing and equipment, dry spare clothing and emergency equipment. 	Pre-planning, equipment lists to group, kit checked before departure.	Low
Sea, waves, tides, rip tides, shelving beaches, underwater hazards, exit routes cut off by tides or high seas etc.	Drowning, injury	Pupils, staff.	<ul style="list-style-type: none"> ● Each venue must be visited and individually risk assessed by leader with advice from coast guards, if necessary. ● Weather forecast obtained and leader makes decision whether or not to proceed or adapt activity on basis of weather forecast and state of sea. alternative activities are available. ● Paddling and swimming are not allowed except if organised according to policy and risk assessment. 	<p>Written specific risk assessment and/or operating procedure.</p> <p>Ongoing assessment by leader at start and during activity.</p>	Medium
Falls, falling rocks, cliffs.	Death, injury.	Pupils, staff.	<ul style="list-style-type: none"> ● From site-specific risk assessment decision made regarding route, supervision, location of activities and necessity of footwear etc. ● Close supervision by experienced staff. ● 	Pre-visit – site-specific risk assessment and operating procedure as above.	Low
Group control	Drowning, injury, death.	Pupils, staff.	<ul style="list-style-type: none"> ● Close supervision, large groups split into small groups each with leader known to pupils. ● Overall leader remains in touch with all groups and can recall effectively. ● No impromptu swimming or paddling allowed, see swimming risk assessment. 	Pre-planning of activities and supervision.	Medium

GENERIC RISK ASSESSMENT 17 – SCHOOL VISITS TO FARMS

Leader competence must be approved by school EVC. Leader must pre-visit venue.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Hazards on site including machinery, chemicals, slurry pits, animals, barbed wire, electric fences.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> ● Site is pre-visited by leader and risk assessed. If farm is regularly open for school visits, ask manager for their risk assessment for visiting groups and review this. ● Plan visit and supervision to minimise risks. <ul style="list-style-type: none"> ◆ Avoid moving machinery. ◆ Do not climb on bales, walls or fences. ◆ Keep away from slurry tanks. ◆ Do not touch barbed wire or electric fences. ◆ Do not touch or feed animals unless the farm personnel are supervising/give permission. ● Note: arrangements at farms can change daily. Re-assess at start of visit. 	<p>Pre-visit, site risk assessment planning of visit briefing of staff and pupils.</p> <p>Ongoing assessment by leader at start and during activity.</p>	Low
Infection and illness including E-coli 0157.	Illness, death.	Pupils, staff.	<ul style="list-style-type: none"> ● Follow basic hygiene rules at all times. ● Avoid transmission of infection from hand to mouth. ● Check hand washing facilities on pre-visit. ● Wash hands thoroughly before eating. ● Change or clean footwear before leaving site, wash hands. ● Ratios of under-fives – one adult to two children. ● Pregnant women avoid contact with lambing ewes. 	Briefing of staff and pupils.	Medium
Group control.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> ● Close supervision, large groups split into small groups each with leader known to adults. ● Leader of each group understands hazards and control measures. ● Overall leader remains in touch with all groups. 	Pre-planning of activities and supervision.	Medium

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Avoidable objective dangers/ unsuitable location.	Disabling or fatal injury.	Pupils, staff.	Location is an RYA approved sailing centre or location has been specifically assessed by technical adviser – senior instructor – as suitable for activity planned. Ability/experience of group taken into account.	Written site-specific risk assessment (and operating procedures if appropriate).	Low
Water environment.	Drowning	Pupils, staff.	<ul style="list-style-type: none"> • A senior instructor is present and overseeing all activities. • Pupils supervised in RYA recommended ratios by qualified staff whilst sailing. • Staff hold first aid and resuscitation awards. • Rescue craft are provided to RYA recommendations. • Shore location risk assessed and pupils on shore are suitably supervised. • Personal buoyancy meets RYA recommendations and leaders check always worn when afloat. • All craft have suitable buoyancy. 		Low
Equipment failure.	Drowning	Pupils, staff.	<ul style="list-style-type: none"> • All equipment is checked before use; an equipment log is maintained and an annual maintenance programme is undertaken. 		Low
Head injury.	Injury	Pupils, staff.	<ul style="list-style-type: none"> • Participants are trained on risk. Helmets and padded booms used if conditions dictate with beginners. 		Low
Exposure to weather.	Hypothermia	Pupils, staff.	<ul style="list-style-type: none"> • Suitable clothing and footwear. • Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares. • Shelter and changing arrangements provided. • Weather forecast obtained, wind and water conditions constantly monitored and activity adjusted accordingly. • Emergency telephone available. 	Provide clear information about suitable clothing and equipment to pupils and parents.	Low
Pollution	Illness	Pupils, staff.	<ul style="list-style-type: none"> • Pupils and parents briefed on Weil's disease and any other specific risks. 		Low

GENERIC RISK ASSESSMENT 25 – ACTIVITY LED BY SCHOOL – CANOEING/KAYAKING

In addition to evidence of recent and relevant experience, the leader must hold the appropriate BCU qualification for the activity proposed and be approved by the OEA.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Avoidable objective dangers/unsuitable location.	Disabling or fatal injury.	Pupils, staff.	<ul style="list-style-type: none"> Location has been specifically assessed by technical adviser – BCU coach level 3 minimum – as suitable for activity planned. Ability/experience of group taken into account. Weather forecast obtained, weather and water conditions constantly monitored and activity adjusted accordingly. 	Written site-specific risk assessment (and opening procedures if appropriate).	Low
Water environment	Drowning, injury.	Pupils, staff.	<ul style="list-style-type: none"> The leader holds the appropriate BCU qualification for the water (inland or sea) and conditions prevailing. Leader follows BCU code of practice. Pupils supervised in BCU recommended ratios by qualified staff. The leader holds first aid and resuscitation awards. Personal buoyancy meets BCU recommendations and leaders check buoyancy always worn correctly when afloat. All boats have suitable buoyancy. Equipment as recommended by BCU is carried and used as appropriate. Participants are appropriately trained in use. 		Low
Equipment failure.	Drowning	Pupils, staff.	<ul style="list-style-type: none"> All equipment is checked before use; an equipment log is maintained and an annual maintenance programme is undertaken. 	Monitoring programme in place.	Low
Head injury.	Injury	Pupils, staff.	<ul style="list-style-type: none"> Helmets used if conditions dictate. 		Low
Water quality.	Illness	Pupils, staff.	<ul style="list-style-type: none"> Local advice taken about water quality. Open cuts and sores covered. Pupils and parents briefed about Weil's disease and action to take if appropriate. 		Low
Exposure to weather.	Hypothermia	Pupils and staff.	<ul style="list-style-type: none"> Suitable clothing and footwear and change of clothes. Spare clothing and emergency equipment available to group. Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares. Weather forecast obtained, wind and water conditions constantly monitored and activity adjusted accordingly. Emergency telephone available. 	Provide clear information about suitable clothing and equipment to pupils and parents.	Low

Appendix I

Topic: Travel Training

[Date: DD/MM/YYYY]

Dear Parent/Carer,

As part of continually developing your child's independence, we must provide opportunities that stretch and challenge their normal daily activities. This is to ensure that they make sufficient personal growth that will aid them in their everyday life upon leaving Presfield Sixth Form. Therefore, your child has been identified as one suitable for pursuing independence in the form of travel training, so that they may freely use their break and lunch times to independently travel to local businesses such as local shops and food outlets. They will initially be supported in these visits but will have support gradually removed and travel independently upon being deemed suitably travel trained. In this instance we will inform you to keep you updated with progress.

General structure of travel training process:

- Accompanied walks to local shops with a member of staff. (As many trips or as needed)
- Pairs or small group of students walking to local shops with a member of staff following at a distance checking the road safety awareness of those within the group.
- Upon agreed decision by senior leadership team, student will be given permission to leave school alone or with fellow students to independently travel to local businesses within 1 mile of Presfield.
- Parents will be contacted and made aware of the progress. Permission obtained for independent travel

Please confirm that you have read this information and agree to your child being travel trained and being able to go alone to local businesses that are within a 1 mile radius of Presfield. You may also want to provide a small amount of pocket money for them to buy an item or a meal at the shops which will then help them meet other social targets in the community. If your child is in receipt of free school meals, we will endeavour to provide financial assistance of £2.00 and a receipt of purchase must be handed to the school office, you may want to top this amount up.

Yours sincerely,

[Teacher name]

Form Tutor

I _____ parent/carer of _____ give my permission for my child to begin travel training and to go to shops local to Presfield within a 1 mile radius. I understand that this is part of them developing their independence and life skills.

Signed: _____

Date: _____

Appendix J

Topic: Travel Training

[Date: DD/MM/YYYY]

Dear Parent/ Carer,

Your child has been Travel Training, which has involved them walking with support to familiar places in the local community. As a result of this training, we are confident that they are now able to travel to the local shops in Churchtown (0.5 miles) by themselves or with a friend. Therefore, you may choose to provide a small amount of money for your child to purchase their lunch from the selection of shops within the Churchtown local area including; Tesco, Spar, Co-Op, as well as Dominos, Subway, Waterfields and Mr Chips). On a trip to the shops, they would have to state which shop they were going to, then school would be checking that they return in good time before the end of lunchtime. We will require students to carry a mobile phone so that they are contactable and that they may contact school if a situation requires support.

We would encourage that your child uses this option at least once per week to develop their independence and confidence in accessing the local community. They will need to also be aware of handling money and we would recommend a discretionary amount for lunch of £3.00 - £5.00. If you are concerned about their ability to handle and manage their money please do let us know and we will endeavour to support them prior to visiting their specified shop for purchasing lunch.

Please can you confirm that you are in support of your child independently using the local shops at lunchtime and are in agreement with the school's assessment, by signing the permission slip below and returning it to school.

Yours sincerely,

[Teacher name]

Form Tutor

I agree that my child _____ has my permission to travel independently to the shops local to Presfield.

Please tick if applicable

[] I have discussed my child's travel training experience with a member of Presfield staff, please state the name of the person _____

[] I have spoken to my child regarding their travel training and going out independently

[] My child is already accessing the local community outside of school time

Parent/Carer name: _____

Signed: _____

Date: _____

Activities

This Risk management Summary is exclusively for the activities described in this document within a three-mile radius from Presfield High School, any trip or educational visit that does not fulfil the following criteria required an independent risk assessment to be completed by the trip leader. The following document underlines general good practice to be observed and applied when taking groups out in the local community to shops, eateries, parks or any other establishment which the activity risk presents no greater than similar such visits.

Inspection

SLT and the board of Governors will review this document annually.

Staff competency/training

Staff will continue to be trained on Risk assessment and school trips at least annually by the EVC and members of SLT.

Acknowledgement of Risk

We will take all steps to ensure the health & safety of the individual when off site. However, you should be aware that certain inherent risks remain, which are integral to the activity and which cannot be eliminated completely. The risk of serious injury is extremely remote The level of risk in participation in our activities is no greater than that associated with, for example, normal every day experiences faced by young adults outside of a school setting in the community and such local visits prepare students to leave Presfield and thrive in the local community environment. This is not a ‘disclaimer’ but serves to inform all involved about what participants may experience.

Risk Assessments and Risk Benefit Analysis Presfield High School has a Health & Safety policy and Codes of Practice which include generic risk/benefit analysis supported by site specific risk assessments. These are held at the school and are available for inspection at any time.

These are updated regularly and reviewed annually. In addition, daily risk assessments are carried out on the morning of trips to take into account forecasted weather, staff changes, equipment availability, group abilities and the planned activity.

Dynamic risk assessments are carried out by staff during the activity to take into account local conditions and other continually changing factors. Risk assessments and risk management is a major part of all trip planning.

Child Protection & Safeguarding of Vulnerable Adults Enhanced ‘Disclosure & Barring Scheme’ (DBS) checks are carried out on residential staff including long-term and regular volunteers, trainees and student placements were they will be working with our students.

Stages of Risk Management

The risk management process can be broken down into distinct and sequential stages:

- Establish clear aims, objectives and targeted outcomes:

This is a critical point of reference that is essential in making sound judgements as to whether the level of risk is acceptable. It is a case of identifying “the ends”, so that there is some objectivity in addressing whether “the ends can justify the means”. It is therefore useful to consider the task as one of "Benefit-Risk Analysis", with the identification of the targeted benefits as the first step.
- Make effective use of generic risk assessments:

These are a starting point for developing a safety management plan based on experience of similar visits. They may also be statements of current good practice as set out in an establishment Activity Policy document or Operational Guidance document. They will provide generic prompts to leaders and set out, the challenges usually associated with that type of activity, as well as how those challenges can be addressed or controlled. They may also take the form of employer policies, NGB guidance, or be a specified establishment’s unique operating procedures.
- Event specific risk assessments:

These assessments are best undertaken by the Activity/Visit Leader, should ideally involve the Assistant Leaders (and young people where appropriate) and will be unique to each specific occasion. Using the generic risk assessment as a prompt, the event specific risk assessment will take into account the chosen venue, the unique characteristics of the particular group, and any activity-specific needs, including the environment, accommodation, the leaders and factors such as transport. A particularly effective use of a generic risk assessment is as a check that all the challenges have been addressed. NB. Generic risk assessments remain nonspecific until deemed suitable (possibly with amendments).
- Ongoing or Dynamic risk assessment:

This is what steers how decisions are taken when the visit is taking place. It is about applying sound group management strategies in appropriate situations. While it will be informed by what was planned and should reflect the recorded, event specific risk assessment, it will be a dynamic process and is **not required to be written down**. It involves **professional judgements**, informed by competence based on training and experience, and will be responses to changing circumstances. It is critical that the planned control measures are monitored and confirmed or adapted as events dictate. In practice, it is only these ongoing decisions that will determine whether the group remains safe and whether activity is successful. A sound understanding of this process underlines the requirement that leaders must be competent to undertake such responsibilities as they are allocated.
- The review process:

The lessons learnt from Ongoing Risk Assessments should inform future visit plans as "refined generic assessments". This requires that a Review Process should be seen as an essential part of sound risk management.

Level/ Category	Definition of visit	Do these visits need to be recorded on EVOLVE?	Approval process
Level 1	Local, routine, low risk	<p>No</p> <p>Recommended:</p> <p>EV1 Form (or similar) optional generic risk assessment (Reducing paper work while maintaining a proportionate level of planning)</p> <p>Some schools may decide to record all visits on EVOLVE including Level 1 visits.</p>	<p>Information provided and recorded by Visit Leader (On EV1 or EVOLVE)</p> <p>Checked and submitted by EVC</p> <p>Approved by Head/Manager (delegated approval from LA)</p> <p>(Head/manager may delegate approval of Level 1 visits to a suitably competent and experienced member of the senior leadership team – although the Head/Manager still carries the responsibility. Where this arrangement exists it should be clearly stated in the establishments Off-site Visits Policy)</p>
Level 2	<p>Out-of-authority</p> <p>(Any visit involving travel outside Sefton.)</p> <p>Or</p> <p>In-authority trips that are of a more complex nature</p> <p>(eg large scale sponsored walk; night time theatre visit; involvement in a large scale public event/gathering)</p>	Yes	<p>Visit Form completed on EVOLVE by Visit Leader</p> <p>Checked and submitted by EVC</p> <p>Approved by Head/Manager (delegated approval from LA)</p>
Level 3	<p>Overseas</p> <p>Residential</p> <p>Adventurous</p>	Yes	<p>Visit Form completed on EVOLVE by Visit Leader</p> <p>Checked and submitted by EVC</p> <p>Authorised by Head/Manager</p> <p>Approved by Local Authority</p>

The category of trip the Risk Management Summary covers are Level 1 trips, Level 2 and 3 trips require independent Risk Assessment and planning in line with the school policy and practice.

Risk Assessment for Risk Management Summary

The following Risk Assessment applies to all visits within a 3 mile radius from Presfield High School.

HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Exposure to weather.	Cold injury, heat injury, over-exposure to sun.	Pupils and staff.	Consider possible weather conditions and plan appropriate programme, clothing and equipment. Plan for pupils who may not bring suitable clothing – check before departure and/or bring spares. Daily weather forecast obtained and plans adjusted accordingly.	Provide clear information about suitable clothing and equipment to pupils and parents.	Low
Pupil lost or separated from group, inadequate supervision.	Injury, death.	Pupils.	<ul style="list-style-type: none"> • Ensure supervising staff competent and understand their roles. • Ratios in line with Education Service’s policy. • Plan and use suitable group control measures (for example, buddy systems, large groups split in small groups each with named leaders, identification system). • Discuss itinerary and arrangements with pupils. • Briefing to all on what to do if separated from group. • Head counts by leaders particularly at arrival/departure points, and when separating and reforming groups. 	Plan supervision before visit and brief staff and pupils.	Low
Illness or injury.	Illness, injury.	Pupils, staff.	<ul style="list-style-type: none"> • At least one leader with each group first aid trained. • Leaders know how to call emergency services. • Pupils and parents are reminded to bring individual medication and this is securely kept. • First aid and travel sickness equipment carried. • Mobile phones carried if available. • Emergency contacts with school/headteacher and parents arranged. 	Check first aid certificates current. Medication brought by pupils.	Low
Special needs of specific pupils – medical, behavioural, educational.	Illness, injury.	Pupils	<ul style="list-style-type: none"> • Obtain information from parents • Take advice from SENCO if appropriate • Make necessary arrangements for individual pupils including individual risk assessment and additional staffing as necessary. 	Use recommended parental consent form.	Low

Indirect/remote supervision (includes field work, souvenir shopping, theme parks, historic sites, etc)	Injury, death.	Pupils	<ul style="list-style-type: none"> • Check location as suitable for this mode of supervision. • Ensure pupils sufficiently briefed and competent (any individual pupils for whom indirect supervision not suitable must be directly supervised). • Clear guidelines and emergency procedures set and understood. • Pupils remain in pairs or groups (buddy system – each responsible for named other). • Rendezvous points and times set. • Pupils know how to contact staff. • Staff understand they are still responsible. • Parents informed and consent given. 	Included in information to parents.	Medium
Use of private vehicles.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Driver confirms car is insured to carry pupils. • Seatbelts worn at all times. • Permission obtained from parents. 	Check chapter 7/8 in UK guidelines/ Abroad Code of Practice.	Low
Minibus travel.	Injury, death, separated from group.	Pupils and staff.	<ul style="list-style-type: none"> • Minibus meets ‘M2’ standard. • Minibus driver has PCV or NCC Permit to drive (PCV licence if abroad). • Driver ensures seatbelts are used. • Luggage on roof does not exceed 100kg. • Luggage in vehicle securely fastened and clear of aisles. • If abroad, minibus and driver’s hours follow EC requirements. • Driver must read and follow guidelines/code of practice chapter 7. • Care always taken in parking in suitable place for disembarkation. • Close supervision and head counts during any breaks in journey and getting in and out of bus. 	Check chapter 7/8/10 in UK guidelines/Abroad Code of Practice.	Low
On foot.	Injury, death.	Pupils and staff.	<ul style="list-style-type: none"> • Work on foot planned to avoid fast roads wherever possible. • Supervision on pavements, roads and especially crossing of any fast roads is pre-planned. • Pupils are briefed about hazards and behaviour required. 	Planning	Medium
Use of public transport: trains, trams,	Injury, death, separated from group.	Pupils and staff.	<ul style="list-style-type: none"> • Journey is planned and assessed – key risk points identified. 	Planning	Low

underground, bus, air travel.			<ul style="list-style-type: none"> • Careful supervision, particularly in crowded areas and entry, exit and change points with head counts. • Large groups divided into small groups each with leader(s). • Pupils know their group and leader(s). • Emergency plan in place – pupils briefed where they are going, what to do if separated from group. 		
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HAZARD OBSERVED	RISK BEFORE CONTROL MEASURES	PERSONS AT RISK	CONTROL MEASURES	COMMENTS ACTIONS	RESIDUAL RISK RATING
Falls, drowning.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> • Leader experienced of walking in terrain and of leading groups. • Route researched and pre-walked – significant hazards (cliffs, water hazards, quarries, etc) avoided or carefully assessed. • Weather forecast obtained and conditions monitored; route changed if necessary. 	<p>Leader competence approved (see above).</p> <p>Leader completes specific risk assessment for each walk as necessary.</p> <p>Ongoing assessment by leader at start and during activity.</p>	Low
Getting lost.	Injury	Pupils, staff.	<ul style="list-style-type: none"> • Leader has sufficient navigational skills. • Group size as low as possible (good practice is under 20) and well supervised within Education Service ratios. • Large groups are best split into small groups each with competent leader. • Head counts. • Briefing of pupils and staff. 	Leader competence approved (see above).	Low

Injury, illness or emergency away from immediate help.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> ● One leader with each group first aid trained. ● First aid kit. ● Information about pre-existing medical conditions and medication carried. ● Leaders are briefed and have planned emergency procedures. ● Communications (mobile phones?) arranged. 	Pre-planning of emergency procedures and communications.	Low
Exposure to extreme weather – cold, wet, heat and sun.	Injury, death.	Pupils, staff.	<ul style="list-style-type: none"> ● Daily weather forecast obtained. ● All participants have suitable footwear, clothing and equipment to match expected conditions. 	Parents and pupils given checklist – kit checked before departure.	Low

Extreme weather, cold water.	Cold, injury/death	Pupils, staff.	<ul style="list-style-type: none"> ● Consideration of forecast and conditions of day, provision of suitable clothing, footwear and equipment, dry spare clothing and emergency equipment. 	Pre-planning, equipment lists to group, kit checked before departure.	Low
Proximity to water.	Drowning	Pupils, staff.	<ul style="list-style-type: none"> ● Risk awareness of route, banks, crossings, etc. ● Awareness that water levels change and need to assess conditions before and during activity. ● Other route MUST be taken if route (for example bank-side path, stepping stones) unsafe. ● Good supervision of pupils to ensure sensible behaviour. 	Pre-planning and assessment on day.	Low
Extreme weather, cold or sun/heat injury.	Cold injury/death.	Pupils, staff.	<ul style="list-style-type: none"> ● Seasonal (usually April – October) activity, consideration of forecast, use of suitable clothing and equipment, dry spare clothing and emergency equipment. 	Pre-planning, equipment lists to group, kit checked before departure.	Low
Sea, waves, tides, rip tides, shelving beaches, underwater hazards, exit routes cut off by tides or high seas etc.	Drowning, injury	Pupils, staff.	<ul style="list-style-type: none"> ● Each venue must be visited and individually risk assessed by leader with advice from coast guards, if necessary. ● Weather forecast obtained and leader makes decision whether or not to proceed or adapt activity on basis of weather forecast and state of sea. alternative activities are available. ● Paddling and swimming are not allowed except if organised according to policy and risk assessment. 	Written specific risk assessment and/or operating procedure. Ongoing assessment by leader at start and during activity.	Medium
Falls, falling rocks, cliffs.	Death, injury.	Pupils, staff.	<ul style="list-style-type: none"> ● From site-specific risk assessment decision made regarding route, supervision, location of activities and necessity of footwear etc. ● Close supervision by experienced staff. 	Pre-visit – site-specific risk assessment and operating procedure as above.	Low

