

Launde Primary School

# **Management of Outdoor Learning, Off-site Visits and Adventurous Activities**

Approved date: January 2025

Review date: January 2028

Signed: .....

(Chair of Governors)

## Introduction

Launde Primary School, acknowledges the immense value of off-site visits and related activities to young people, and fully supports and encourages those that are well planned and managed.

## Outcomes and Benefits

The school recognises that Outdoor Education, Learning Outside the Classroom, adventurous activity and a range of recognised sports and physical activities have, as a common thread, the intention to produce positive outcomes in terms personal and social education in addition to improved health and well-being outcomes. Learning opportunities outdoors can provide significant opportunities for participants to engage in a distinctive experience where the measurement of learning gain is complementary and additional to the inherent personal, social and health gains. Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment.

It is unlikely that high quality will be achieved with consistency unless the activity takes place within a clear educational philosophy. Educational quality requires participants in activities to be engaged at a level that matches their abilities and development. Activities should, therefore, be adapted to present learning challenges at different levels appropriate to different group members or permit group members to take on different roles. It follows that children's progress should be monitored to ensure that they can be continually motivated by new challenges.

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved.

Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment. Experiential learning can also provide opportunities for development in other areas, including:

- Relationships
- Emotional & spiritual
- Cross curricular
- Individual
- Teamwork
- Environmental

Preparatory work should take place in advance of the visit where appropriate. This, in conjunction with activity that will take place during the visit, should feed into any follow up work.

This document provides supportive guidance for the planning and management of off-site visits and related activities for primary age children.

The national online guidance resource [OEAP National Guidance \(Guidance for the Management of Off-site visits and LOtC \(Learning Outside the Classroom\) activities\)](#) is an invaluable reference document, which should be read alongside this policy.

It is a legal expectation that employees **must** work within the requirements of their employer's guidance; therefore, **school** employees must follow the requirements of this Policy Statement, and the "OEAP National Guidance".

Where a **school** employee commissions Outdoor Learning activity, they must ensure that such commissioned agent has either:

1. adopted **school** or OEAP National Guidance

2. have systems and procedures in place where the standards are not less than those required by OEAP National Guidance.

## Scope and Remit

The OEAP National Guidance document [Establishment of roles and their interdependence](#) clarifies the roles and responsibilities. It applies to employees whose work involves any one of the following:

- direct supervision of children undertaking experiences beyond the boundary of their normal operational base;
- direct supervision of children undertaking experiences that fall within the remit of Learning Outside the Classroom;
- facilitating activities for children undertaking experiences beyond the boundary of their normal operational base;
- deploying staff who will supervise or facilitate experiences of or for children undertaking experiences beyond the boundary of their normal operational base;

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

## Responsibilities

The Health and Safety at Work Act 1974 places overall responsibility for health and safety on educational visits with the employer. As a Trust, we follow the LCC guidance. All persons involved in a visit have a specific responsibility, which they should be clear about prior to the visit taking place.

## Role-specific Requirements and Recommendations

The OEAP National Guidance sets out clear and detailed responsibilities and functions of specific roles that relate to roles found within our Trust. These are:

1. [Member of Board of Governors or Management Board](#)
2. [Head teacher/Principal](#)
3. [Manager of an establishment other than a school](#)
4. [EVC Educational Visits Co-ordinators \(EVCs\)](#)
5. [Visit or Activity Leader](#)
6. [Assistant Visit leader](#)
7. [Volunteer Adult Helper](#)
8. [Those in a position of Parental Authority](#)

## Ensuring Understanding of Basic Requirements

The school is required to ensure that its staff are provided with:

- appropriate guidance relating to visits and Outdoor Learning activity;
- employer-led training courses to support the guidance to ensure that it is understood;
- suitable systems and processes to ensure that those trained are kept updated;
- access to advice, support and further training.

The appropriate guidance for the management of outdoor learning and LOtC in the school is this policy document and the OEAP National Guidance web site.

For the purposes of day-to-day updating of information, school EVCs and Visit / Activity Leaders are directed to the website (which includes information on how to access the relevant courses) available

on the following web link: Leicestershire Traded Services website  
[www.leicestershiretradedservices.org.uk](http://www.leicestershiretradedservices.org.uk)

Where a teacher experiences problems with finding the material they are looking for, or require clarification or further help and guidance, they should contact their establishment's Educational Visits Coordinator (EVC), or the adviser nominated by our school.

### **Notification of Activities and Visits**

There are many varied off-site visits and activities organised by schools. All of these ventures have to be authorised by the Headteacher and/or Governing Body but in addition some assistance and general advice can be obtained from Health, Safety and Wellbeing Team, County Hall, LE3 8TA. Tel: 0116 305 5515, email [healthandsafety@leics.gov.uk](mailto:healthandsafety@leics.gov.uk)

If advice is being sought that sufficient time is allowed for the request to be processed:

School: 6 weeks prior to the visit.

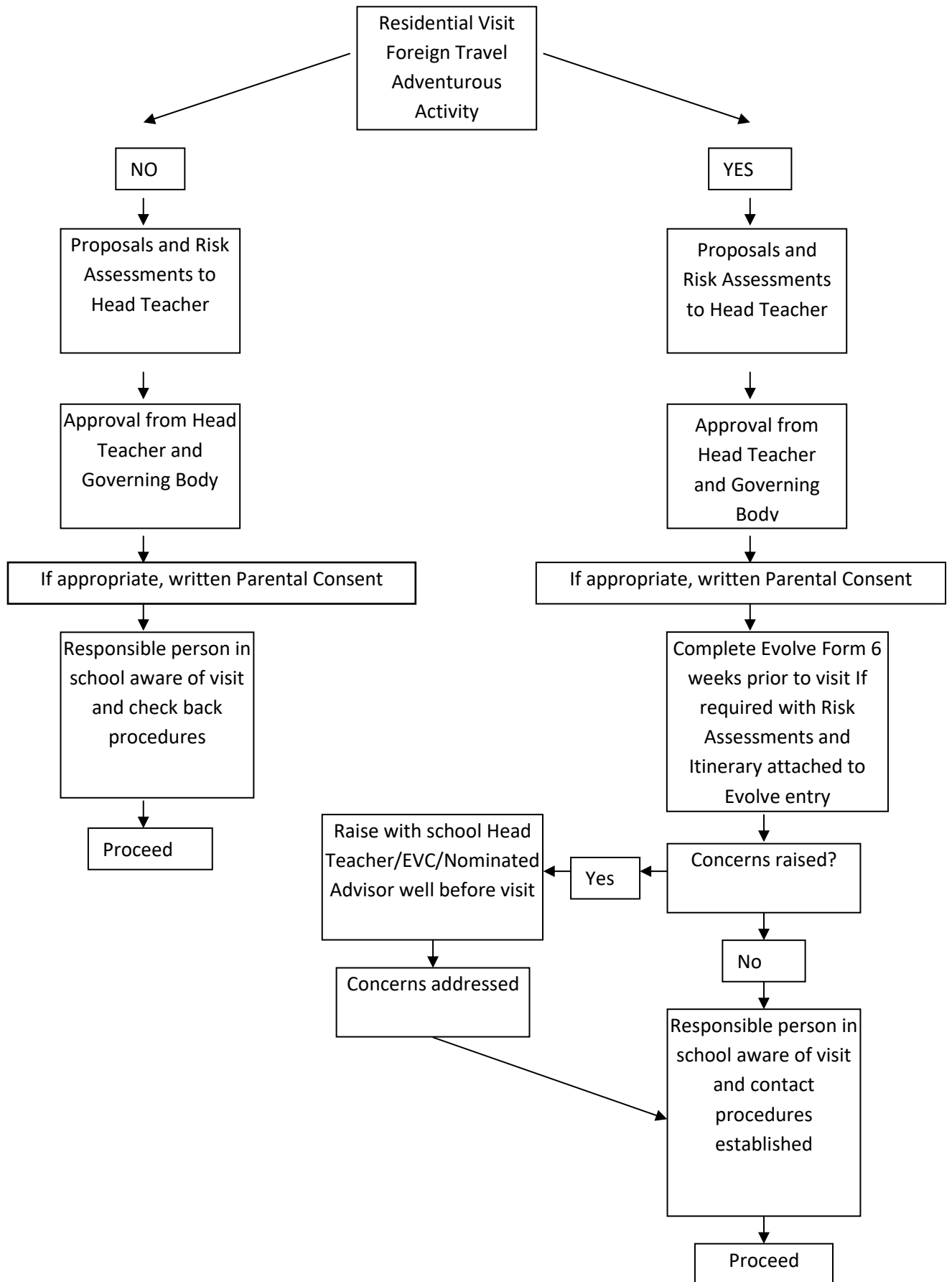
This timescale also allows for adjustments following advice or clarification requested.

Please note that the service cannot give advice on the suitability of walking or trekking routes as these must be surveyed by the school beforehand and assessed by the visit leader immediately before the walk takes place using the principals of **SAGED – staff, activity, group, environment, distance**.

### **NOTIFICATION PROCEDURE**

All visits/activities are to be authorised by the Headteacher and/or Governing Body on behalf of the school. All such visits must be notified to the Headteacher and/or Governing Body well in advance and an acknowledgement received, leaders must be in receipt of this prior to departure. Failure to do so for school employees would constitute a disciplinary offence.

## School Visits Notification Route



## Notification Period

School visits and activities should allow sufficient time for the visits to be well planned in a timely manner. Generally, the lead in period should be proportional to the complexity and nature of the visit – so for example residential and overseas visits normally require a longer ‘lead –in’ period. If this is not the case the school visit may not take b given permission to take place.

Where a contract is to be signed and a deposit paid, the application should be submitted with an outline plan before a commitment is made in case of any major issues. In some cases this may mean a visit form is initially completed 12 months prior to proposed departure. Further details can be added at a later stage.

At our school, for any day trips, sporting fixtures or visits off site to go ahead, the relevant Risk Assessment should be given to the EVC/Headteacher at least two weeks before the trip is to take place. Failure to do so may result in the trip being cancelled.

**See Appendix 1 for Risk Assessment and Appendix 2 Planning guidance.**

## Risk Management

The school has a legal duty to ensure that risks are managed - requiring them to be reduced to an “acceptable” or “tolerable” level – but may not to be able to totally eliminate risks. Proportional (suitable and sufficient) risk management systems are in place.

The risk management of an activity should be informed by the benefits to be gained from participating. The school strongly recommends a “Risk-Benefit Assessment” approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes, see section on Outcomes and Benefits. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is “acceptable”.

HSE endorse this approach through their “*Principles of Sensible Risk Management*” and advocate that it is important that children are exposed to well-managed risks so that they learn how to manage risk for themselves.

Staff should follow school guidelines for completing risk assessments.

**See Appendix 1 Risk Assessment proforma.**

**On completing any risk assessments, the school will ensure that the documents are signed and dated appropriately and accompanying staff are made aware of the outcomes of the risk assessment.**

Visits that include adventurous activity commonly involve delivery by an external provider and the provider will have responsibility for risk assessing and managing the activity. As such, the provider’s risk assessment is not the concern of the establishment leader but the leader should be aware of it.

As part of any risk assessment and alternative arrangements (Plan B) should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, and will become more ‘risk aware’ and hence at less risk. They will also have greater ownership of the event.

Refer to **LCC** Example Risk Assessments found on Evolve – Resources Section.

## Emergency Planning and Critical Incident Support

A critical incident is an incident where any member of a group undertaking an off-site activity has:

- either suffered a life-threatening injury or fatality;
- is at serious risk;
- or has gone missing for a significant and unacceptable period.

As an employer, our Trust is committed to providing emergency planning procedures to support LA Maintained Schools in the event of a critical incident. See Business Continuity Management Plan.

**To activate support from the Major Incident Line, the following telephone numbers should be used:**

**Pager 07659 170195  
Mobile 07786 198283**

These numbers should be carried by leaders at all times during an off-site activity but should only be used in the case of a genuine emergency. **Under no circumstances should these numbers be given to children or to their parents or guardians.**

## Monitoring

The school ensures that there is sample monitoring of the visits and Outdoor Learning activities undertaken by its establishments, either by attaching such monitoring duties to its officers, or by delegating these tasks to establishments. Such monitoring will be in keeping with the recommendations of OEAP National Guidance. There is a clear expectation that the monitoring function is a delegated task, principally carried out through systems put in place by the establishment EVC.

## Leader Competence

To be deemed competent, a school Visit/Activity Leader, or Assistant Leader must be able to demonstrate *the ability to operate to the current standards of recognised good practice for that role.*

All staff and helpers must be competent to carry out their defined roles and responsibilities.

OEAP National Guidance sets a clear standard to which school leaders must work. The guidance states:

*“A competent Visit /Activity Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires:*

- *Knowledge and understanding of their employer’s guidance supported by establishment-led training. It is good practice for employers to provide formal and accredited training to support their guidance e.g. EVC Training, Visit Leader Training such training may be a requirement prescribed by some employers.*
- *Knowledge and understanding of establishment procedures supported by a structured induction process specified by the establishment.*
- *Knowledge and understanding of the group, the staff, the activity and the venue.*
- *Appropriate experience*
- *In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification.”*

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and will only be given such responsibilities as are in keeping with the above guidance. Establishments should view the original documents and certificates when verifying leader’s qualifications, and not rely on photocopies.

Where a Volunteer Helper is a parent (or otherwise in a close relationship to a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the Risk-Benefit assessment.

**See Appendix 3 for Parent/Volunteer guidelines.**

### **Assessment**

OEAP National Guidance provides clear advice regarding the assessment of leader competence. It is an expectation of **the school policy** that all **school** leaders and their assistants have been formally assessed as competent to undertake such responsibilities as they have been assigned in line with the OEAP National guidance.

The EVC and/or Headteacher must consider the following when assessing the competence of a member of staff to lead a visit:

- a) What experience has the leader in leading or accompanying similar or other visits?
- b) Is the leader competent in planning and managing visits (has s/he completed Visit Leader Training?).
- c) What are the leader's reasons for undertaking the visit?
- d) Is the leader an employee of the local authority / establishment?
- e) Does the leader have the ability to manage the pastoral welfare of participants?
- f) Does the leader exhibit sound decision making abilities?
- g) What experience has the leader of the participants he/she intends to supervise?
- h) What experience has the leader of the environment and geographical area chosen?
- i) Does the leader possess appropriate qualifications?
- j) If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
- k) If leading adventurous activities, has the leader been 'approved' by the **school**?
- l) Is the leader aware of all relevant guidelines and able to act on these?

### **LCC Visit Leader Training**

Based on a nationally agreed syllabus, this course is strongly recommended for all those who lead visits and **leader training of some kind is strongly recommended for visit leaders.**

### **Charges for Off-site Activities and Visits**

Head Teachers/Managers, Curriculum Planners, EVCs and Visit/Activity Leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

### **Vetting and DBS Checks**

All school staff working *with* children will undergo an enhanced DBS check as part of their recruitment process.

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with children. The placement of an adult within a situation of professional trust (where children could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered.

### **Parent / Carer Consent**

Section 35 of the Education Act 2004 states: '*Where a visit is part of a planned curriculum in normal curriculum time, then parental consent is not necessary although it is recommended good practice to ensure that parents are informed.*'

All visits will require a letter informing parent about the visits, how it will link into learning and the educational benefits.

### **Requirement to Ensure Effective Supervision**

In general terms, the Law does not prescribe activity-specific staffing ratios; but it does require that the level of supervision and group management is “effective”. However, as an exception to the above, Ofsted and DfE guidance prescribe ratios for Early Years; see [Statutory Framework for the Early Years Foundation Stage](#)

Effective supervision should be determined by proper consideration of:

- age (including the developmental age) of the group;
- gender issues; such as mix of accompanying staff;
- ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc.);
- nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions;
- staff competence.

A visit must not go ahead where either the visit leader, EVC, or Head Teacher is not satisfied that an appropriate level of supervision exists.

Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits.

### **Children of group leaders and other supervising staff**

There are a number of issues of concern if staff propose to take their own children on a visit, for example:

- the child may not be insured;
- staff may be distracted by dealing with their own children, particularly if they are tired or unwell and this may compromise their ability to carry out their responsibilities for the rest of the group effectively;
- there may be additional costs incurred, which should be met by the staff member;
- the child is physically able and of a similar age to the group if taking part in activities.

Head Teachers and EVCs will review the risk assessment to consider whether the presence of a supervisor’s child would require these assessments to be modified. The Head Teacher/Manager will specifically check if insurance cover is in place for the child/children concerned.

### **Preliminary Visits and Provider Assurances**

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of children. It is a vital dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. If the party leader has not previously visited the place then it is important for party leader to have carried out a preliminary visit.

It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy.

Examples of such schemes include:

- The LOtC Quality Badge
- AALS licensing
- Adventure mark
- NGB centre approval schemes (applicable where the provision is a single, specialist activity).

### **Insurance for Off-site Activities and Visits**

Employer's Liability Insurance is a statutory requirement and the school holds a policy that indemnifies it against all claims for compensation for bodily injury suffered by any person employed by it. This cover is extended to those persons who are acting in a voluntary capacity as assistant supervisors.

Appropriate insurance will be in place for all visits. The school ensures that it also holds Public Liability insurance, indemnifying it against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, property. Staff are indemnified against all such claims, as are voluntary helpers acting under the direction of the school staff. The indemnity covers activities such as off-site activities and visits organised by all establishments and settings for which the employer is responsible.

For travel out of the UK, all participants must hold a valid Global Health Card.

### **First Aid**

First aid provision should form part of the risk assessment for all visits. This will help to determine first aid staffing and equipment.

On each visit one of the staff must be prepared to take the lead in managing first aid and take the role of appointed person. It is recommended that a competent first aider accompany visits, with a readily available first aid kit and the arrangements for providing first aid must be clear to all staff involved.

At least one of the staff on any residential visit must hold a current First Aid qualification.

The level of staff competence which may be required will depend on many factors including:

1. The nature of the programme and whether it is residential (see note above regarding qualification)
2. Whether the programme includes adventurous activities
3. The numbers in the group
4. The extent to which "outside" first aid assistance is available (e.g. at a residential centre)
5. The environment and particularly whether it is abroad or remote.
6. The health and medical needs of group members.

First Aid requirements for Early Years are specified and must be adhered to; see [Statutory Framework for the Early Years Foundation Stage](#).

If staff are delivering outdoor and adventurous activities the leader (and/or assistant) must hold a current first-aid certificate and carry a suitable first-aid kit. It is desirable for them to hold one of the HSE approved first aid courses designed to train people to cope with first aid situations in the outdoor

environment.

Where adventure activities are provided by an AALA licensed provider, instructors should hold recognised first aid qualifications.

### **Inclusion**

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for children with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

The school will take all *reasonably practicable* measures to include all children. The principles of inclusion in our school will be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
- integration through participation with peers

Headteachers/Managers, Curriculum Planners, EVCs and Visit Leaders should be aware of the extent to which Inclusion is or is not a legal issue.

Under the Equality Act 2010, it is unlawful to:

- treat a disabled young person less favourably;
- fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage

### **Planning**

Planning should reflect the consideration of legal and good practice requirements, ensuring:

- The plan is based on school's procedures
- All staff (including any adult volunteer helpers) and children to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.
- Proportionate assurances have been obtained from any providers (making full use of national schemes that accredit that assurances have already been obtained by credible inspection regimes).
- Designated emergency contact(s) have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.

Other benefits include:

- Having a central record of all visits;
- Having a full record of staff experience, which provides a database of evidence to support decisions on competence;
- Providing a central record of staff qualifications;

- The EVC is able to produce customised reports for governors, Ofsted etc;
- If staff use the system regularly they rapidly become fluent and confident;
- All staff have ready access to school guidance relating to visits.

If other systems are used to record planning and risk management of visits (other than residential; overseas and adventure activities) and ensure they are thorough and robust.

The extent of planning required is related to the complexity of the visit, see: Diagram 1: found below.

At a very early stage of the planning process, the staffing team should carry out a brain storming exercise in order to identify the benefits and learning outcomes that the activity (or range of activities) might achieve. If the outcomes are to be evaluated with any rigor (an Ofsted expectation), then it will be essential that these outcomes are prioritised, and appropriately targeted. A record of these outcomes will help keep the plan focussed and also be a vital part of the risk management process in providing some objectivity in a "Risk Benefit Analysis". Once the targeted outcomes have been recorded, it will then be possible to identify appropriate on-going review and evaluation strategies, including indicators.

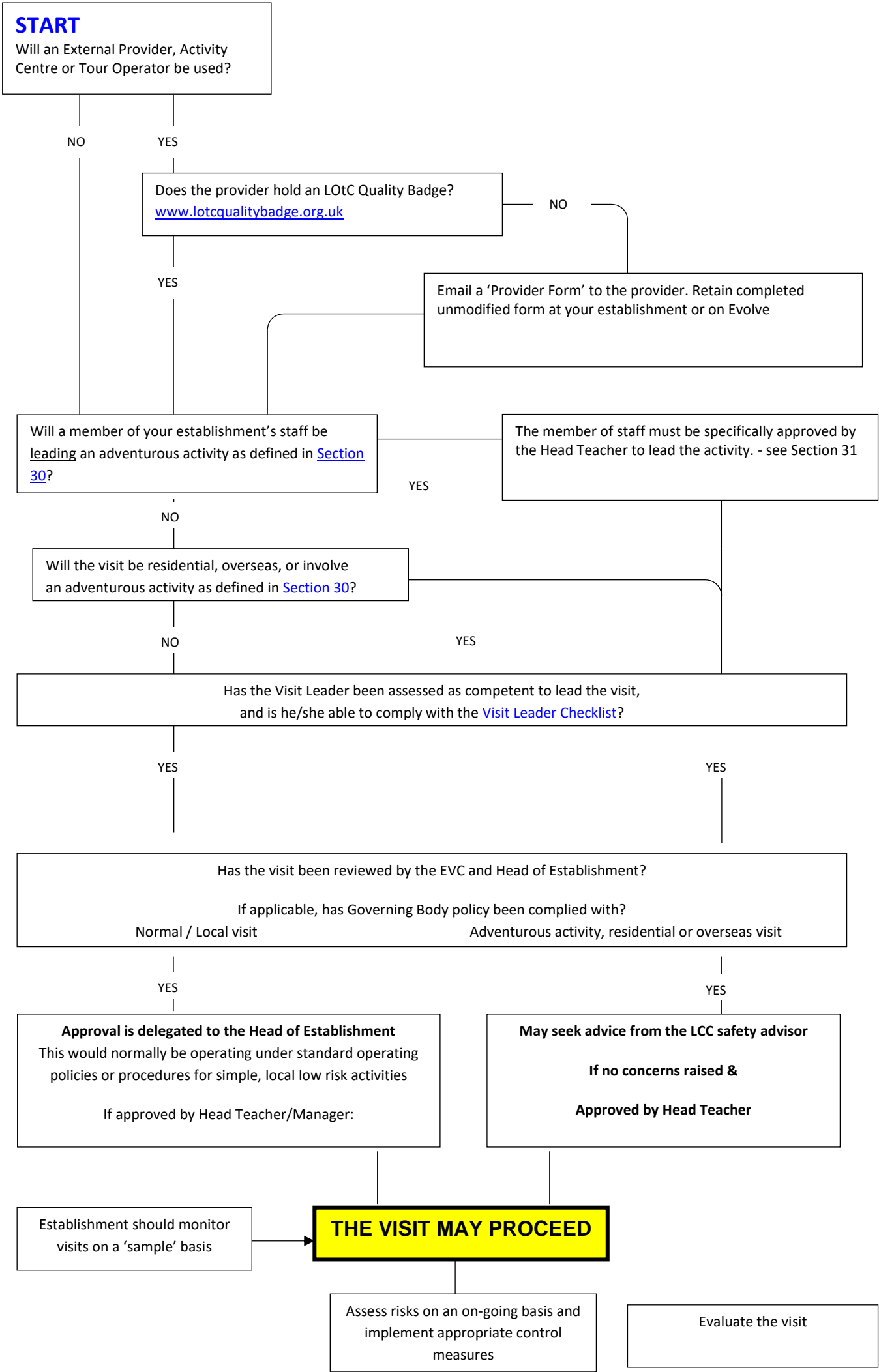
In the interests of good relations between the school and the home, it is good practice to ensure that those in a position of parental responsibility are fully informed of the school visit and the activities to be undertaken regardless of whether a contribution is required.

All activity should be planned and delivered, meeting all necessary recommendations and requirements, as well as assuring educational quality.

The degree of complexity of a particular plan (along with its supporting procedures) will need to reflect the nature and complexity of several variables that can impact on any given activity. These variables can be remembered as "STAGED" as explained below.

- **S**taffing requirements – trained? Experienced? Competent? Ratios?
- **A**ctivity characteristics – start? finish? possible delays? Connections? specialist? Insurance issues? Licensable?
- **G**roup characteristics – prior experience? Ability? Behaviour? Special and medical needs?
- **E**nvironmental conditions – like last time? Impact of weather? Water levels?
- **D**istance from support mechanisms in place at the home base – transport? Residential?





**START**  
Will an External Provider, Activity Centre or Tour Operator be used?

NO

YES

Does the provider hold an LOfC Quality Badge?  
[www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk)

NO

YES

Email a 'Provider Form' to the provider. Retain completed unmodified form at your establishment or on Evolve

Will a member of your establishment's staff be leading an adventurous activity as defined in [Section 30](#)?

YES

The member of staff must be specifically approved by the Head Teacher to lead the activity. - see Section 31

NO

Will the visit be residential, overseas, or involve an adventurous activity as defined in [Section 30](#)?

NO

YES

Has the Visit Leader been assessed as competent to lead the visit, and is he/she able to comply with the [Visit Leader Checklist](#)?

YES

YES

Has the visit been reviewed by the EVC and Head of Establishment?  
If applicable, has Governing Body policy been complied with?  
Normal / Local visit      Adventurous activity, residential or overseas visit

YES

YES

**Approval is delegated to the Head of Establishment**  
This would normally be operating under standard operating policies or procedures for simple, local low risk activities  
If approved by Head Teacher/Manager:

**May seek advice from the LCC safety advisor**  
If no concerns raised &  
**Approved by Head Teacher**

Establishment should monitor visits on a 'sample' basis

**THE VISIT MAY PROCEED**

Assess risks on an on-going basis and implement appropriate control measures

Evaluate the visit

## Using an External Provider

An 'External Provider' normally provides one or more elements on an activity or visit such as instruction, staffing, guiding, or accommodation. This may be, for example:

- an Activity Centre
- a Ski Company
- an Educational Tour Operator
- an Overseas Expedition Provider
- a Climbing Wall where instruction is provided by climbing wall staff
- a Freelance Instructor of adventurous activities
- a Youth Hostel (where instruction is provided)
- a Voluntary Organisation (e.g. Scout Association), where instruction is provided

For the purposes of **school** approval, an External Provider is **NOT**:

- a Campsite
- Museums, galleries, etc.
- Tourist attractions
- Theme Park
- Farm
- a Coach, Train, or Airline company
- a Swimming Pool
- a Climbing Wall where instruction is provided by a member of your establishment's

## Residential Providers

All reasonable checks will be made to ensure that the accommodation is suitable for our school. There should be appropriate security arrangements to prevent unauthorised persons entering the accommodation, separate male and female accommodation and washing facilities with staff accommodation close to participants' accommodation. In the UK accommodation should be: covered by a current fire safety risk assessment and / or advice has been sought from a fire officer and implemented. If abroad, the accommodation complies with fire, health and safety regulations which apply in the country concerned.

Some residential providers may hold a LOTC Quality Badge. If not it may be helpful to use the Provider Form to gather this information (and retain evidence). Alternatively the team leader must carry out a pre-visit and take a checklist.

The decision about the use of an external provider is the responsibility of the visit leader, EVC, and headteacher. Further steps may include:

- Asking for written references from other groups if the provider is not known locally, and contacting the referees directly;
- Inviting presentations and quotations from providers offering a similar service to ensure that you are getting good value for money;
- Visiting a course being run for another group to observe standards and talk "informally" to staff from that group.

To confirm that all aspects of the operation of the provider are satisfactory, the school ensures that the Provider holds an LOTC Quality Badge [www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk) for residential visits.

### **For Providers that hold an LotC Quality Badge**

The leader must that the provider's Quality Badge will be valid on the date of your visit. Staff must ensure the provider has at least **£5 million** public liability. No further action is necessary, other than to check the suitability of the provider/venue in relation to the intended aims or learning outcomes for the particular group. A pre-visit and recommendation from previous users will help you decide on its suitability.

### **Adventure Activities Licensing Regulations**

Employers, Head Teachers/Managers, EVCs and Leaders should have a basic understanding of where and when the provision of adventurous activities is legally regulated.

The Activity Centre (Young Persons Safety) Act 1995 established the Adventure Activities Licensing Regulations and the Adventure Activities Licensing Authority (AALA), initially responsible to the DfE. The scheme is now the direct responsibility of HSE and operated through the Adventure Activities Licensing Service (AALS).

The intention of the regulations is to provide a regulatory framework to protect children, parents, teachers and schools when using providers of defined adventurous activities in closely defined environments. The regulations and supporting inspection regime provide a formal process of professional inspection to accredit that providers have effective safety management systems and processes, meeting a national standard.

The definitive source of advice on the Licensing Regulations is to be found in the Health and Safety Executive publication: "[Guidance to the Licensing Authority on Adventure Activity Licensing Regulations 2004](#)".

*Leaders should be aware that the AALS license is an assurance of safety. It does not accredit educational or activity quality.*

**Regulations surrounding academies are complex so staff should contact the Health, Safety and Wellbeing Team before organising potentially In-scope activities.**

### **Transport**

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it and school **must** follow all national and local regulatory requirements.

The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus.

Transporting children in private cars requires careful consideration. Where this occurs, it should be part of the risk assessments taking due regard for safeguarding and insurance.

If travelling aboard please refer to **OEAP National Guidance Page: [Travel Abroad](#)**

### **Farm Visits**

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

### **Water Margin Activities**

This section applies to:

**Activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow\* water. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.**

\*In this context, paddling means walking in shallow sheltered water (below knee height on the participants).

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

At the outset staff must decide whether the activity:

- a) Falls **within** the definition in bold above - in which case the guidance below applies,  
*Or*
- b) **Exceeds** the definition in bold above - in which case this is a water-based adventurous activity see below.

All staff involved in water-margin activities should be conversant with the guidance contained within [Group Safety at Water Margins](#). This document must be made available to all supervising adults in advance of the visit.

As with all visits, where appropriate there should be an approved alternative 'Plan B' that could be used where conditions dictate, and for which parental consent has been obtained if necessary. The leader must have previous relevant experience, and must have been assessed as competent to lead the activity by the EVC and/or Headteacher.

### **Water-Based Activities**

For clarification of the differences between water-margin and water-based activities see [definition above](#)

The school acknowledges the immense educational benefits that water-based activities can potentially bring to children, and fully supports and encourages water-based activities that are correctly planned, managed, and conducted. In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

The following are not regarded as adventurous activities:

- Swimming in publicly lifeguarded pools
- Water-margin activities as defined
- Use of commercial craft, tourist boat trips, and similar activities for which children would not normally wear personal buoyancy.

With the exception of the above, all other forms of water-based activities are regarded as adventurous activities.

The responsibility for the safety of participants in an adventurous activity will rest with either:

a) **An external provider**

The provider must hold a [LOtC Quality Badge](#) or complete a Provider Form

Note: If a Provider holds an [AALA licence](#) (and/or any other accreditation) but not a LOtC Quality Badge, then a Provider Form is still required.

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff retain a 'pastoral' duty of care.

**Or**

- b) **A member of your establishment's staff** – (see below and for further details on adventure activities refer to **the OEA for advice**). This person must be specifically approved by the **school** to lead the activity.

In order to participate in water-based activities, participants should normally be water confident. Participants who lack water confidence may still be able to take part subject to consideration of all factors, including the activity itself and supervision arrangements. The level of water confidence of all participants must be known by the activity leader prior to the commencement of water-based activities.

Leaders should have knowledge of the water conditions/hazards (and potential changes) that might be encountered, and prepare accordingly. Local advice must be sought where appropriate, e.g. coastguard, harbour master, other site users, etc.

Personal buoyancy conforming to the appropriate National Governing Body must be worn at all times by all participants in water based activities, except, at the discretion of the activity leader, where the activity:

- a) takes place in a swimming pool, **or**
- b) is 'swimming', **or**
- c) is an activity for which personal buoyancy would not normally be worn by young people.

### **Swimming**

Swimming is part of the national curriculum and fully supports and encourages swimming activities that are correctly planned, managed, and conducted.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken. For paddling refer to Water Margin Activities.

All swimming activities and venues must be included within the visit plan, and lifeguarding arrangements checked in advance.

Particular consideration should be given to the following factors:

- Unknown locations and hazards.
- Changing environmental conditions.
- Supervisor complacency & lack of transferable knowledge.
- Adherence to local advice.
- Preparation and knowledge of young people, i.e. is it a planned activity?

**Children must be supervised by a competent adult at all times whilst undertaking swimming activities. The following criteria apply:**

#### **For Swimming pools (lifeguarded):**

- UK Swimming Pool safety is guided by various Health and Safety at Work Acts and Regulations. Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.
- Unless suitably qualified, the establishment's staff should not have responsibility for lifeguarding. However, they do retain a pastoral role for participants at all times either through direct or 'remote' supervision.
- For swimming lessons, the school will ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.

## **Residential Visits**

The school acknowledges the immense educational benefits that residential visits can potentially bring to children and young people, and fully supports and encourages residential visits that are correctly planned, managed, and conducted.

In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

## **Supervision on Residential Visits**

Mixed parties engaged in journeys involving an overnight stay should normally be accompanied by at least one adult of each sex. In this case the responsible adult may be a parent or student over the age of 18, acceptable to the group leader, assessed as being suitable by the Headteacher and DBS checked in accordance with DFE guidance.

On occasion where children are under 7 years of age it may be acceptable for female teachers only to accompany mixed parties provided the Governors, Headteacher, parents and staff involved are satisfied that this is an appropriate arrangement.

**School** staff retain a duty of care for young people throughout the visit – even if a provider is delivering activities or assisting with overnight supervision. They are always responsible for pastoral care and must be able to deal with an emergency effectively, at all times.

The **school** has clear written policies relating to staff conduct on residential visits. Staff must not smoke in front of young people and should smoke away from buildings and clearly it would be unprofessional for staff to be intoxicated on any visit. There are clear disciplinary procedures in the terms and conditions of employment of staff in relation to Drugs and Alcohol. Policies should be discussed with volunteers as part of their briefing / induction.

## **See Appendix 5 and 6**

Head Teachers, EVCs and Visit Leaders should check:

- That suitable and sufficient Insurance is in place for all participants (including staff and volunteers)
- All staff have been had appropriate DBS checks
- The accommodation is suitable for the group (for example the provider may hold a LOTC Quality Badge, or should complete the relevant sections of the Provider Form. Also refer to

## **Non-prescription medicines and residential visits**

School policy is that non-prescription medicines should not normally be given to pupils. This policy is designed to protect the best interests of the child, as well as those of staff. It takes into account several factors:

1. the child may well be able to return home if s/he is unwell;
2. generally the child will return home at the end of school and a parent/guardian can administer medication if appropriate;
3. it should be relatively straightforward to visit a doctor, if required.

However, this approach may be inappropriate **on a residential visit**. If a child develops toothache during the night, it may be both impractical (and inappropriate) to call a doctor or visit casualty.

Taking into account the circumstances, it may be appropriate, in accordance with the expectation of the 'duty of care', which the group leader holds, for him/her to use judgement and common sense (as a parent would) and provide a mild painkiller, however:

“Staff should **never** give a non-prescribed medicine to a child unless there is specific prior written permission from the parents. Where the Headteacher agrees to administer a non-prescribed medicine it **must** be in accordance with the school policy. Where a non-prescribed medicine is administered to a child it should be recorded .....and the parents informed.....

**A child under 16 should never be given aspirin or medicines containing ibuprofen unless prescribed by a doctor”.**

It must be emphasised that the group leader would take this role on a voluntary basis. This will be could be incorporated into the main consent form for the residential visit.

### **Overseas Visits**

The school acknowledges the immense educational benefits that overseas visits can potentially bring to children, and fully supports and encourages overseas visits that are correctly planned, managed, and conducted. In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

**For all visits** it is essential that consideration is given to the following:

- a) Culture: food and drink, local customs, religion, expected behaviour/dress, gender issues, sanitary arrangements, corruption, political stability, local financial information, alcohol & drugs.
- b) Accommodation: checked for suitability, security, safety precautions and emergency evacuation.
- c) Transport systems have been assessed as safe for use.
- d) Advice should be sought regarding the need for inoculations (or other treatment) to be taken as a precautionary measure prior to the visit.

The visit leader should consider the relevant country information from the Foreign and Commonwealth Office website: [www.fco.gov.uk](http://www.fco.gov.uk) ('Home' page, 'Travel & Living Abroad', 'Travel Advice by Country'). All relevant FCO information should be circulated amongst the staff team.

All participants must hold a valid Global Health Insurance Card.

There is information on the application process, who is eligible, what is and is not covered and the relationship between GHIC and insurance.

Visas may be required, check with planned country's embassy or consulate.

### **Organising your own visit**

Visit organisers who decide to arrange travel independently may seek the advice and help of the Foreign and Commonwealth Office's (FCO) Travel Advice Unit.

Under The Package Travel, Package Holidays and Package Tours Regulations 1992, schools/academies may themselves become organisers, where they contract directly with hotels and apartments for accommodation and with an airline, coach or ferry company for transport and/or with others for excursions.

As an organiser, however, the school/academy would have to provide sufficient guarantee for the

refund of money paid over and for the repatriation of the consumer in the event of insolvency.

Group leaders organising their own visits should be aware of the EC Directive on Package Travel, Package Holidays and the Package Tours Regulations 1992, as mentioned above.

These regulations impose obligations and liabilities on the “re-organiser” or “other party to the contract” in the case of package travel. Schools/academies organising their own educational visits abroad should be able to justify why their visit is not within scope of these Regulations.

- A “package” is a combination of any two of: accommodation, transport and other tourist services. To be exempt from the Regulations, a package should not be a regular event.
- The regulations should not apply for visits that have a clear educational aim and are part of the curriculum of the pupils. Schools should therefore clearly state the main educational aim(s) of the visit on their visit approval forms.

### **Weather and Clothing**

Where appropriate, the leader must obtain and act upon recent weather forecasts and local advice.

Participants should be adequately clothed according to:

- The time of year, prevailing weather conditions, altitude and exposure to elements;
- Likely changes in weather;
- The experience and strength of the party;
- The nature of the visit and environment.

When venturing away from immediate help, leaders should consider the need for:

- Comfort, insulation and shelter for a casualty;
- Comfort, insulation and shelter for the whole group;
- Provision of emergency food and drink;
- Torch;
- Possible need of signalling equipment and/or mobile phone (NB. Mobile phones may not work in remote areas);

It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (e.g. Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.

### **Definition of an ‘Adventurous Activity’**

**The following activities are regarded as ‘adventurous’:**

- All activities in ‘open country’ (see below)
- Swimming (all forms, excluding publicly lifeguarded pools)
- Camping
- Canoeing / kayaking
- Sailing / windsurfing / kite surfing
- Rafting or improvised rafting
- Use of powered safety/rescue craft
- All other forms of boating (excluding commercial transport)
- Water skiing
- Snorkel and aqualung activities
- Hill walking and Mountaineering
- Rock climbing (including climbing walls)
- Abseiling
- River/gorge walking or scrambling
- Coaststeering/coastal scrambling/sea level traversing
- Underground exploration
- Shooting and archery
- Snowsports (skiing, snowboarding, and related activities), including dry slope

- Air activities (excluding commercial flights)
- Horse riding
- Motor sport – all forms
- High level ropes courses
- Off road cycling/ mountain biking
- 'Extreme' sports
- Other activities (e.g. initiative exercises) involving skills inherent in any of the above

'Open country' is normally defined as land above 300m, or more than 1.5 km (30 mins) from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate.

For further details on adventure activities refer to section below.

The following activities are **not** regarded as 'adventurous'. However, these activities must be supervised by a member of staff who has previous relevant experience and who in the opinion of the EVC and Head of Establishment is competent to supervise the activity:

- Walking in parks or on non-remote country paths
- Field studies - unless in the environments stated in 'open country'
- Swimming in publicly lifeguarded pools
- Theme parks
- Tourist attractions (including commercial 'show caves')
- Pedal go-karts
- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum, library, etc.
- Physical Education and sports fixtures (other than the above)
- Water-margin activities

## **Adventurous Activities**

The school acknowledges the immense educational benefits that adventurous activities can potentially bring to children, and fully supports and encourages adventurous activities that are correctly planned, managed, and conducted. In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

The responsibility for the safety of participants in an adventurous activity will rest with either:

a) **An external provider**

The provider must hold a [LOtC Quality Badge](#).

**Or**

b) **A member of your establishment's staff**

This person must be specifically approved by **the school** to lead the activity.

## **Leader Qualification for Adventurous Activities**

In the Appendices of this document the appropriate qualification for an instructor is given for each activity. Teachers who provide these activities to young people on roll of their own school are not required to be licensed by AALA but the same standards will be applied and they will need to hold relevant National Governing Body qualifications outlined in Appendix 1 of this document. Non possession of such an NGB award may be for a variety of reasons, therefore it does not necessarily mean such a person is not able to take such an activity. If the school is leading an adventure activity such as canoeing, the Headteacher must ensure that the group leader and other supervisors are suitably competent to lead or instruct pupils in the activity.

## **Criteria for Approval**

Approval will normally be given where the leader of the activity has recent relevant experience, is appropriately qualified through the relevant National Governing Body and holds an appropriate first aid qualification.

In cases where no National Governing Body exists, the **school** will make a decision based on factors which may include: technical advice, the leader's stated competence, observed competence, past experience, and attendance at training courses.

Internal approval within the school will always be subject to a requirement that the leader must act at all times within the remit of his/her qualifications, and in accordance with National Governing Body Guidelines where these exist. Reference to the other aspects of the visit such as general management and supervision skills, the risk assessment should also be taken into consideration.

## **Emergency Procedures**

The school ensures that their Health and Safety policy includes off-site visits.

Staff involved in a visit must be aware of and adhere to their establishment's policy on emergency procedures.

For visits that take place outside normal establishment hours:

- A completed [Emergency Card – Visit Leader](#) (or equivalent) must be with the Visit Leader at all times, **and**
- A completed emergency card, record (or equivalent) must be with the emergency home contact(s) at all times.

## **Accident and Incident Reporting**

Establishment managers must ensure they meet the requirements of the RIDDOR regulations and good practice. Refer to school procedures and forms. Accidents are reported via the AssessNET system.

### **The Value and Evaluation of Outdoor Learning**

Evaluation and assessing the value of educational visits should be included in the process employed by schools. This is often overlooked by schools and academies or not pursued with sufficient rigor i.e. in the way that classroom learning is evaluated.



## Launde Primary School Transport Risk Assessment

Year group: ..... Date of trip: ..... Trip destination:

Led by: ..... Deputy Lead:

Coach supplier:.....

Date risk assessment signed by Headteacher:.....



**Launde Primary School – Risk assessment (revised October 2024)**  
**\*Risk assessment to be handed to EVC with specific risk assessment**



*Journey... amend as appropriate*

Hazard (Something with a potential to cause harm)	Who might be Harmed & How?	Existing Controls (Consider Hierarchy of Control)	Further Controls Required (Consider Hierarchy of Control)	Residual risk (with all controls in place)
Road Accident	All  Injuries sustained during accident	Ensure that buses used have appropriate documentation and drivers hold relevant qualifications prior to booking. See OEAP guidance on selection of bus companies.	If the condition of either the bus or the driver are considered to be dangerous the venture is not allowed to proceed.	Low
Road Accident – injuries to passengers	All  Injuries sustained during accident	Young people sitting in seats with seat belts fastened at all times when the bus is in motion. Young people must not be allowed to move around the vehicle when it is in motion. Where there is a toilet on board it is used only in an emergency. Toilet stops arranged for the journey at appropriate intervals. Young people must not distract the driver when the vehicle is in motion. Appropriate insurance is arranged for young people during the journey.	Staff supervision to ensure that this is complied with throughout the journey.	Low

Road Accident	All Injuries sustained during accident	<p><i>If the accident is not serious.</i> Ring school and emergency services and follow advice. On normal road keep pupils safe by remaining on the transport if it is safe to do so. If not the move the young people to a safe location protected from oncoming traffic. When moving follow the highway code and use staff to supervise the young people to avoid danger.</p> <p><i>If the accident is serious</i> Move those able to walk away from the scene of the accident keeping them safe throughout. This will have to be assessed at the time. Contact emergency services, do not assume this has been done by someone else. Deal with casualties as best as you can until emergency help arrives. Administer first aid where qualified and appropriate to do so.</p>	<p><i>If the accident is not serious.</i> Control communications with parents. Contact school as soon as possible.</p> <p><i>If the accident is serious</i> Control communications with parents. Contact school and Crisis Line as soon as possible. Co-operate with the emergency services and at least one member of staff accompanies an injured young person to hospital. They remain there until parents or guardians arrive.</p>	Low
Mechanical breakdown - motorway	All Injuries sustained whilst awaiting assistance	<p>Get the party behind the side crash barrier as soon as possible. Check that young persons are protected from weather as much as possible. Check transport that firms have procedures in place to cover such circumstances.</p>	<p>Keep the young people in a safe position until either the problem is fixed or replacement transport arrives.</p>	Low

<p><b>Breakdown of transport – normal roads</b></p>	<p><b>All</b> <b>Injuries sustained whilst awaiting assistance</b></p>	<p><b>On normal road keep pupils safe by remaining on the transport if it is safe to do so. Ring school and emergency services – follow advice. If not the move the young people to a safe location protected from oncoming traffic. When moving follow the highway code and use staff to supervise the young people to avoid danger. Check transport that firms have procedures in place to cover such circumstances.</b></p>	<p><b>Keep the young people in a safe position until either the problem is fixed or replacement transport arrives.</b></p>	<p><b>Low</b></p>
<p><b>Young person becomes ill or is injured</b></p>	<p><b>Young People</b></p>	<p><b>Young people informed what to do in the case of emergency. Administer first aid where qualified and appropriate to do so. Member of staff identified to accompany the injured or ill young person to hospital if necessary. Staff will remain there until parents/guardians arrive or the patient is released. Check transport that firms have procedures in place to cover such circumstances.</b></p>	<p><b>Supervision reorganised to take into account the member of staff now off-site.</b></p> <p><b>Arrangements to return the member of staff and young person if necessary either to school or the intended venue.</b></p>	<p><b>Low</b></p>
<p><b>Member of staff becomes ill or is injured</b></p>	<p><b>Staff</b></p>	<p><b>Supervision reorganised to take into account the member of staff now missing. Contact made with establishment so that next of kin can be informed as soon as possible. Plan B prepared and fully risk assessed. Plan B brought into play if supervision levels now prevent the original activities from taking place.</b></p>	<p><b>Contact establishments EVC for advice.</b></p> <p><b>Liaison with venue throughout the trip if still proceeding.</b></p>	<p><b>Low</b></p>

		<p>Additional / replacement member of staff to join the venture to maintain supervision levels.</p> <p>Group return home early if supervision levels fall below the required standard for safety to be maintained.</p>		
Young Person gets lost	Young People	Head count taken on a regular basis especially when young people leave and re-board transport.	<p>Assess likelihood of young person wandering off.</p> <p>Reinforce behaviour standards.</p> <p>Record head count.</p>	Low
Child Protection	Young People	<p>Staff supervision to ensure that there is no time where the driver is alone with either individual or small groups, of young people.</p> <p>Supervision of young people at public toilets if used during the visit.</p> <p>The age and maturity of the young people will have to be taken onto account.</p>	If there is not same sex supervision for this use the unisex disabled toilet for the sex without direct supervision.	Low
Toilet stops at motorway service station.	All children	<ul style="list-style-type: none"> <li>• Toilet stop not planned but if circumstances become necessary so a stop is needed – ie: long jopurney then..</li> <li>• Children will all wear bright red school sweatshirt or jumper to make sighting easier;</li> <li>• Children visiting service station will remain in group supervised by adults;</li> <li>• Children will only leave bus to enter service station for the use of the toilet;</li> <li>• Supervision of young people at public toilets if used during the visit;</li> <li>• Children not visiting services will remain upon bus with member(s) of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• If there is not same sex supervision for this use unisex disabled toilet without direct supervision</li> </ul>	Low



# Launde Primary School

## External Trip Risk Assessment

Year group: ..... Date of trip:..... Trip destination:

Led by: Deputy Lead:

Date risk assessment signed by lead:.....

Date risk assessment signed by Headteacher:.....



**Launde Primary School – Risk assessment (revised October 2024)**

**\*Risk assessment to be handed to EVC 14 days prior to visit**

Destination of trip:	
Date of Journey:	
Leaving at:	
Return Journey leaving at:	
Arriving back to Launde at:	
Number of children taking part in journey:	
Number of adults:	
Coach operator (if applicable)	
Possible comfort stoppages (if applicable)	
Party lead and contact number:	
Deputy lead and contact number:	
Identify accompanying first aiders:	
List of all adults accompanying:	
Are any of these adults are NOT DBS checked? E.g. parent helpers:	
List any children/adults with specific health concerns (disabilities, medical conditions, allergies, travel sickness etc)	
What arrangements are being made to manage the above?	
List any children who may display behavioural traits that may endanger themselves or others	

What arrangements are being made to manage the above?	
-------------------------------------------------------	--

**Safeguarding & Child Protection**

All children will be supervised with the appropriate number of adult to child ratio as per setting or activity.

All adults who work **regularly** with our children have an Enhanced Disclosure and Barring Service.

All adults who **occasionally** work with our children are known to the teaching staff and have provided verification of their identity to the office prior to the trip.

All adults who **occasionally** work with our children have been issued with our leaflet on Safeguarding & Child Protection and have read our Educational Visits Guidance for Parents.

A qualified first aider is available at all times and is identified as the first aider to the adults and the children.

Photographs must only be taken on the school camera and not shared on social media.

**I testify that prior to undertaking this trip/ visit; I have read and understood the contents of Code of Practice 11 (Guidance for the Conduct of Educational Visits and Adventurous Activities).**

Signed.....(Course leader)

Date.....

Hazard (Something with a potential to cause harm)	Who might be Harmed & How?	Existing Controls (Consider Hierarchy of Control)	Further Controls Required (Consider Hierarchy of Control)	Residual Risk (with all controls in place)
Infection and illness (including E.coli 0157)	Participants staff, Infections	<ul style="list-style-type: none"> <li>• Follow hygiene rules in place on site.</li> <li>• Avoid transmission of infection from hand to mouth.</li> <li>• Check hand washing facilities on pre visit.</li> <li>• Wash hands before eating, avoid touching your face.</li> <li>• High ratio in place for under-fives where animal petting is allowed.</li> <li>• Briefing of staff and participants.</li> </ul>		Low
Hazards on site including machinery, chemicals, slurry pits, animals, barbed wire, electric fences	All  Chemical burns, Crushing injuries, drowning, zoonoses, cuts and abrasions, electric shocks	<p>Site is pre visited by leader and risk assessed. If farm is regularly open for school visits, ask manager for their risk</p> <p>assessment for visiting groups and review this.</p> <p>Plan visit and supervision to minimise risks.</p> <ul style="list-style-type: none"> <li>• Avoid moving machinery.</li> <li>• Do not climb on bales, walls or fences.</li> <li>• Keep away from slurry tanks.</li> <li>• Do not touch barbed wire or electric fences.</li> <li>• Do not touch or feed animals unless the farm personnel are supervising/give permission.</li> <li>• Behaviour code of conduct or pre-visit discussion. (OEAP 8i)</li> </ul>	<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> <p>Active and vigilant supervision.</p>	Low

		NB arrangements at farms can change daily. Re-assess at start of visit.		
Safeguarding children	Participants assault	Close supervision with frequent headcounts.		Low
Child protection	Participants staff, Injury, child protection issues	<ul style="list-style-type: none"> <li>• Considered within risk assessment and must be appropriate for the age group.</li> <li>• Staff supervision to ensure that there is no time when the children are alone without supervision.</li> <li>• Participants in small groups and understand the need to look out for each other.</li> <li>• Participants briefed about conduct and contact with public.</li> <li>• Staff monitor and remain accessible.</li> </ul>		Low
Young person becomes ill or is injured	All children	<ul style="list-style-type: none"> <li>• Young people informed what to do in the case of emergency;</li> <li>• First aider assesses situation;</li> <li>• Member of staff identified to accompany the injured or ill person to hospital if necessary</li> <li>• Staff will remain there until parents/guardians arrive or the patient is released</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision reorganised to take into account the member of staff now missing;</li> <li>• Arrangements to return member of staff and young people if necessary either to school or intended destination.</li> </ul>	:Low

Member of Staff becomes ill or is injured	Staff	<ul style="list-style-type: none"> <li>Supervision reorganised to take into account the member of staff now missing;</li> <li>Contact made with school /home so that next of kin can be informed as soon as possible;</li> <li><b>Plan B</b> brought into play if supervision levels now prevent original activities from taking place;</li> </ul> <p><b>Plan B</b></p> <ul style="list-style-type: none"> <li>Supervision reorganised to make larger groups of children. – 11/ 12 children</li> <li>If member of staff can not be left alone, another member of staff to stay with them groups become 12/13</li> <li>Group return home early if supervision levels fall below the required, specified standard for safety to be maintained.</li> </ul>	<ul style="list-style-type: none"> <li><b>Plan B prepared and fully risk assessed</b></li> <li>Contact head teacher/ SLT for advice;</li> </ul>	Low
Young person gets lost	All children	<ul style="list-style-type: none"> <li>Children to wear wrist bands with school number on and safe places to be communicated to children. No passing points to be clearly identified as the children make their way through the centre.</li> <li>Head count taken on regular basis – especially as young people leave and re-board transport;</li> </ul>		Low
Toilet stops	All children	<ul style="list-style-type: none"> <li>Supervision of young people at public toilets if used during the visit;</li> <li>Toilets checked by adults</li> <li>Children counted in and out</li> </ul>	<ul style="list-style-type: none"> <li>If there is not same sex supervision for this use unisex disabled toilet without direct supervision</li> </ul>	Low

Potential Severity of Harm	<b>High</b> Death, paralysis, long term serious ill health.	<b>Medium</b>	<b>High</b>	<b>High</b>
	<b>Medium</b> An injury requiring further medical assistance or is a RIDDOR incident.	<b>Low</b>	<b>Medium</b>	<b>High</b>
	<b>Low</b> Minor injuries not resulting in any first aid or absence from work.	<b>Low</b>	<b>Low</b>	<b>Medium</b>
		<b>Low</b> The event is unlikely to happen.	<b>Medium</b> It is fairly likely to happen.	<b>High</b> It is likely to happen.
Likelihood of Harm Occurring				

Risk Rating Definitions	
<b>Low</b>	This is an acceptable level of risk. No further controls are required as the risk rating cannot be reduced any further. However, it is advised that continual monitoring occurs in order to ensure that no changes / deviation of control measures occur.
<b>Medium</b>	It is advised that further controls are implemented to reduce the risk rating to as low a level as possible. If the risk cannot be reduced to lower than a medium, then on site monitoring should occur to ensure that all stipulated controls are being adhered to.
<b>High</b>	This is an unacceptable risk rating. Urgent interim controls should be implemented to reduce the risk so far as is reasonably practicable. If the risk rating cannot be reduced to lower than a <b>High</b> , then a documented safe system of work should be implemented to control the activity. It may be necessary to seek further professional advice. Serious considerations should be given to the validity of carrying out the activity at all. Regular monitoring of the activity should occur.

**Briefing the staff before the trip**

<b>I have briefed the staff on:</b>	<b>Date:</b>
Behaviour expectations; For the whole group	
For separate individuals	
Safety procedures; getting to and from trip;	
Group leaders and grouping arrangements	
Toileting arrangements	
Lunch procedures	

**Briefing the children before the trip**

<b>I have briefed the children on:</b>	<b>Date:</b>
Behaviour expectations; For the whole group	
For separate individuals	
Safety procedures; getting to and from trip;	
Whilst in the trip location	
Group leaders and grouping arrangements	

**This risk assessment seen and agreed by:**

Name	Position	Signature	Date
Clare Johnston	<ul style="list-style-type: none"> <li>EVC</li> </ul>		
	<ul style="list-style-type: none"> <li>Party leader</li> </ul>		
	<ul style="list-style-type: none"> <li>Deputy Party leader</li> </ul>		
	<ul style="list-style-type: none"> <li>First Aider</li> </ul>		

## Appendix 2

### Class Teachers Guide to Educational Visits- Procedures (Day trips, including Sports)

All trips should have a designated **group leader** and **deputy group leader** who takes responsibility for organising the trip and liaising with admin staff and the EVC. They should read and be familiar with the school's **Outdoor and Off -site Visits Policy** throughout the trip organisation period.

#### First Steps

- Clarify aim of visit, identify participants involved and potential numbers.
- Discuss with nominated EVC the viability of proposal and competence to lead visit, gain outline approval.
- Plan with Admin funding required according to schools funding policy.
- Identify support staff suitable to accompany on the visit.
- Transport should be arranged as soon as the trip has been confirmed by the company/ centre.
- Once the trip is confirmed, office staff will notify the teachers in the year group of the date, times, number of pupils and size of coach.

All visits, including sports events need to be organised well in advance and require regular liaison between the office staff and teaching staff.

Letters should be sent out (including plans for lunch, necessary clothing, spending money etc) 6 weeks in advance and trips should be mentioned on newsletter 8 weeks in advance.

#### Background Research, Risk assessments and Pre-Visits

- Read visits policy, guidance for our school
- Read through LA model risk assessment on Evolve and make sure plans are in accordance with these.
- Make preliminary visit to enable effective risk assessment.
- Obtain information and safety assurances from provider.
- Research location, tour operators and or travel arrangements. Consider alternatives.
- If visit involves adventurous activities, discuss with EVC, Headteacher and gain approval from Governors.
- Speak with colleagues who may have undertaken similar visits.
- If going abroad, check with Foreign Office and Health Department websites for safety and health risks.
- Complete specific risk assessment with advice from EVC if required.
- Establish insurance arrangements.
- Establish financial arrangements and costs – including contingency.

Effective supervision should be determined by proper consideration of:

- age (including the developmental age) of the group;
- gender issues; such as mix of accompanying staff
- ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc.);
- nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions,
- staff competence.

Wherever possible, risk assessments should be completed **2 weeks before** the visit. These should include travel plans, toilet procedures, emergency procedures. Risk assessments from sites (*Eg Conkers, Twycross Zoo etc.*) should be attached, with any school specific annotations. These should be handed to the EVC (Educational Visits Coordinator) who will respond **within 24 hours** and notify the group leader of any necessary amendments.

#### Staffing

- Ensure you have competent leaders and supervisors.

- Develop a plan for supervision and management of the visit.
- Arrange a briefing for staff involved.
- Ensure the Deputy Lead would be able to lead the visit if the Leader is not able to be present for any reason.
- All adults supporting the trip should be given copies of the risk assessments and any notes about the trip beforehand. (Eg. When and where is lunch, what time is the coach leaving, what to do if a child needs to go to the toilet, is ill or misbehaves etc). They should be debriefed again before leaving and given the opportunity to ask any questions.

**A pre-visit should be arranged.** Please speak to the EVC about this at least 4 weeks before the trip.

### **Use of Parent Volunteers**

Where a Volunteer Helper is a parent (or otherwise in a close relationship to of a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the Risk Assessment. Eg:

\*Not including parents in the adult/pupil ratio or

\*Explain to the parent that they will not have their own child in a group.

Parent Volunteers should read and sign the **Parent Helper Guidelines** prior to the day of the trip.

### **Coach Travel**

- A list of all children present must be given to the office and EVC before departure. If more than one coach is being used, the leader must decide beforehand who will be on which coach and provide a list.
- Count all children on and off the coach and a designated adult should check all seat belts are fastened.
- Adults should spread out on the coach and position themselves next to emergency doors/ exits where possible.

### **Participants**

- Make arrangements for applications and collection of money.
- Hold parents meeting. Discuss programme and activities – use photos if possible to explain risks and outcomes involved.
- Arrange a series of meetings with the children leading up to the visit to answer their questions, share some itinerary.
- Organise dormitory groups according to friendships and information available.
- Receive applications and select group according to agreed criteria.
- Issue parent consent forms.

### **For Visits Abroad**

- Check Foreign Office website regularly,
- In plenty of time, check passport and visa arrangements (particularly f non-British nationals as included.) and make necessary applications.
- Arrange European Health Insurance cards
- Order foreign currency.

### **Approval**

- Submit applications via EVOLVE for residential events at least 4 weeks in advance
- Submit applications 8 weeks for trips abroad.
- Submit risk assessment and accompanying sheet for supporting helpers to Headteacher at least 7 days in advance.

### **Medication/ First Aid**

- Brief all pupils who have inhalers, EPI pens or other medical treatment before the visit.

- Complete medical risk assessment for pupils with serious or complex medical conditions. Separate risk assessments and procedures to be included with the main risk assessment.
- The group leader should ensure that a first aid kit is available and fully stocked.
- First Aid trained staff should accompany the visit and everyone should know who they are.

### **New Children**

- If a new child starts at the school after a trip has been organised, office staff and teaching staff should liaise to see whether a place can be made available for the child, taking into account adult/pupil ratios and size of coach. The risk assessment and any group lists should be amended accordingly.

The school mobile telephone should be taken on all visits and all adults should have access to this number. Please ensure that it is fully charged. The school office number will be the main contact during visits and the EVC or designated Senior Leader will remain at school until all children have returned. For residentials, the contact number of the Headteacher or other senior staff member will be taken.

The group leader should keep school informed of any unexpected delays and parents will be notified.

### **Pre-visit Preparation**

- Ensure you have full parent consent for ALL participants
- Check medical information provided and deal with any issues
- Check arrangements with travel operators/providers
- Issue any updated information to parents, staff, pupils.
- Plan emergency procedures and collate contact details for all
- Brief participants on visit and health and safety procedures
- Ensure you have all the necessary documentation
- Carry out final check of all essential documentation before you depart.

### **While on the visit**

- Maintain effective ongoing organisation
- Review plans and amend as appropriate
- Keep staff informed of any alternations to operating procedures.
- Log all medicine administered
- Log all incidents and first aid applied.

### **On return**

- Review visit with pupils and collect their comments
- Prepare report of EVC/Head/Governing Body
- Ensure financial accounts are closed
- Deal with any insurance claims, complaints and accident reports
- Write letters of thanks

## **Appendix 3**

## **Parent Helper Guidelines in the classroom and on Educational Visits out of School**

Thank you for volunteering to help our children in school. We feel that the involvement of parents in children's education is vital and we encourage active participation in many ways. Some parents come to school to help with a variety of tasks such as reading support, ICT and cooking and usually work with individuals or small groups from specific classes. Other parents help when the children are taken on visits outside school. The aim of this document is to give you all the information you need to make your time both worthwhile and enjoyable.

We ask that you read and sign two copies of this policy. Please keep one copy for your information and leave one at school.

### **Safeguarding Checks**

It is our policy that all staff and volunteers who work directly and regularly or intensively with children or vulnerable adults in roles which involve caring for, training, supervising or being in sole charge of pupils will be required to obtain a DBS disclosure at the appropriate level.

The school has the authority not to accept the help of volunteers if we believe that it is not in the best interest of the children.

### **Parent Helper Guidelines Disclosure**

There is a requirement for schools to carry out a Disclosure and Barring Service check for all staff and volunteers who have regular contact with children. All schools need to hold a register of the checks undertaken. In order for you to work regularly in school as a volunteer, you will need to complete a DBS form, available from the school office. Please be assured that all information will be treated in the strictest confidence and that these checks are done only for the protection and safety of the children.

### **Volunteers not requiring an Enhanced Disclosure**

- Volunteers or parents who accompany staff and children on one-off outings (who will not have unsupervised access of children) or trips that do not involve overnight stays.
- Those who help out at specific events e.g. school fete, mums in school days etc who do not have unsupervised access to children.

### **Confidentiality**

We recognise that for staff and parents of other children to be confident about helpers in school all volunteers will need to agree to a protocol about confidentiality and conduct. Confidentiality extends to school trips where **all** communications regarding the trip must come via the class teacher.

Volunteer helpers are not to use 'whatsapp' or any other social media groups or text messages to update other parents.

It is vital that you do not share anything about specific children with friends, family or a child's parents, even if you know them well. Please discuss any issues that you may come across with the class teacher. It is the teacher's responsibility to inform parents of any concerns about their child.

### **Conduct**

Volunteers working in classrooms should do so on the understanding that they support the teaching staff. This may mean working with groups or individuals outside or inside the classroom. These groups may or may not include your own child. When the class teacher is leading lessons and activities, volunteers should behave appropriately and mirror the behaviour of the class teacher.

- It is helpful if you are not overly affectionate with your own child.
- Please encourage the children to be independent - we expect children to try everything themselves before we help them.
- Please do not lift, carry or move a child in any way.

- If a child does something or tells you something that causes you concern, please tell the class teacher or Headteacher as soon as possible in an appropriate setting, respecting confidentiality.
- Please keep your mobile phone switched off during your time helping at school and keep it in the school office.
- Parent helpers may **not** take photographs / record videos in school

Parents cannot bring any siblings or additional children on a school trip. Childcare arrangements should be made in case a trip is late back.

**First Aid**

Please do not administer First Aid to children whilst you are volunteering. Staff hold appropriate first aid certificates. Please inform the teacher in charge of the trip, in the first instance, if a child requires first aid.

**Smoking**

Smoking and vaping are not allowed on school premises or during educational visits.

**Mobile phones**

We would be most grateful if you could keep your mobile phone on silent/ vibrate whilst helping on a school trip, and avoid taking calls/texting whilst supporting the children.

**Housekeeping**

There are tea and coffee making facilities in the staffroom. Please do not take hot drinks into the classroom whilst children are in school. All subject matter heard and seen around school must be kept in confidence. Thank you for your support.

Thank you - we really do appreciate your help and hope that you enjoy your time with us. If you have any questions please ask Pam Bridgwood, headteacher.

..... Please sign the form below to show that you have read, understood and agreed to parent volunteer conduct in school and/or on educational visits.

Signature.....

Print.....Date.....

**Expectations of parent/carer volunteering on a school visit**

Thank you for volunteering to help on our school visit. It is important that you listen to the brief. School staff have carried out risk assessments and pre-visits to the venue and will act in loco-parentis and ensure that safety measures are put in place.

**Your group**



As a group leader, your role will be to:

- Look after your group at all times. You should not leave their group/class at any time without notifying the teacher in charge of the trip
- Engage with the children to ensure they follow instructions
- Ensure that all children in your group participate fully and independently in all activities.
- Parent/volunteers who are not DBS checked cannot take children to the toilets or take charge of a group.

Specific information about today's visit:

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Points to note:

- **Photos** Parents should not take any photographs of children during the visit.
- **First Aid** Please do not administer First Aid to children. Please inform the teacher if a child requires first aid.
- **Mobile phones** We would be most grateful if you could keep your mobile phone on silent/ vibrate whilst helping on a school trip, and do not take calls/texting whilst supporting the children. Your mobile should not be visible at any time

## Appendix 4

### Ratios

Ratios are very difficult to prescribe and in reality will always be determined by the risk assessment.

When considering staffing of an activity or visit, the school will take into account the type of visit and the risks associated with it. The school understands that some visits will require a greater level of supervision than others. Adequate consideration must be given for the maintenance and welfare of the whole party in the event of one or more adults having to leave the group for any length of time.

The following ratios are given by the Leicestershire Local Authority as a guide only.

#### DAY VISITS

The following ratios should be **considered** the minimum for off-site day visits: For example visits to local historical sites and museums or for local walks in normal circumstances.

- Years 1 to 3 a ratio of 1:6 (1 adult to 6 children)
- Years 4 to 6 a ratio of 1:10 - 15 (1 adult to 10 - 15 children)

#### RESIDENTIAL VISITS

For all residential visits, at home or abroad, a good rule of thumb is 1 adult to 10 young persons.

All residential visits must be accompanied by at least two adults.

There must be a member of staff of each sex for mixed groups. In the case of a single sex group there must be at least 1 member of staff of the appropriate sex

Where children are of infant school age (less than 7 years old) it is desirable to have mixed gender supervision. However, if this is not possible then reasonable care should be exercised at all times, e.g. boys being taken into the female toilet by female staff. If this is the case and the school cannot arrange mixed gender supervision for mixed gender parties of under sevens, parents should be informed of this and their views taken into consideration.

Parents should agree to single sex supervision of a party on the permission form. Head Teachers/governing bodies will take single sex supervision into consideration as part of risk assessment and must take the safety of all pupils at all times as an overriding factor when deciding whether or not the visit should take place.

The safety of the supervising staff and the recent trend towards litigation should also be considered, especially in the case of single sex supervision of a mixed gender party.

On residential visits at least one of the adults must hold a valid first aid certificate.

## Appendix 5

### Information for staff accompanying children on Residential Visits

**Departure day** –arrival 30 minutes before the children, details of departure time.

**Group information**– for activities and where appropriate staff responsible for each group.

**Room Allocations**- including staff arrangements.

**Contact numbers** – number of leader to be shared and all relevant mobile numbers. Also home contact number.

**Risk assessments** – the school risk assessment, signed by all staff accompanying the trip and any centre risk assessments for activities.

**Children's instructions** – outline of expectations and specific instructions for the trip to be shared with the children before and during the trip.

**Safeguarding/Accidents** – Procedures regarding safeguarding or accidents and details of First Aid.

**Break times / Down time**–details of how this will be organised and the responsibilities of staff.

**Meal times** – supervision arrangements and details of any special dietary requirements

**Dormitories** – details of staff responsibilities, protocol in dormitories, and rules for children regarding behaviour and access to rooms.

**Timings** – Eg. Staff to be dressed and up before the children wake up

**Night time** – instructions what to do in an emergency and the need to be alert to any problems

**Medicines** – Details about inhalers/ Epipens and medication responsibilities and procedures, including recording of administration of medicines.

**Any other relevant information**– Eg Fire drill procedure, specific responsibility.

**Example of information for staff on residentials**

**Departure Day** – Please arrive at least 30 minutes before the children on the day so you are ready to receive the parents and their children (Children arriving at school from 11:00am).

**Attached information** – Groups are based on 1:12, see the attached page for groups. Dormitories are also attached alongside a complete list with key information.

Please make sure you always have your group list on you at all times along with the concerns list. The concerns' list is particularly important at meal times as it lets you know who can eat what food.

Activity list attached – make sure you have checked relevant risk assessments before you do the activity so you inform children and know what you need to do.

**Contact numbers** – Always carry the number of the group leader i.e.xxx so that you are able to make immediate contact should a problem arise. xxx's mobile number is xxx please can you all make sure the party leader has each of your numbers in case they need them. xx mobile number is xxx

**Risk assessments** – Attached: these are the basic ones required when the school staff are supervising the children. Risk assessments for each activity are in your packs, it is useful to read these and take the relevant ones for the day for further reminders. Take particular note of the school board risk assessment.

**Children's instructions** – Children should also be given the relevant information.

Children should follow all reasonable instructions and again if there are any issues please contact me immediately if very serious or at relevant break times.

In terms of giving all children instructions for the day or period then take this in turns, do not rely on the group leader to do all of this.

**Safeguarding/Accidents** – Issues must be dealt with immediately and the school policy must be followed for all issues, any concerns must have two members of staff present as stated in the school risk assessments. We have an additional member of staff to cover those eventualities.

Any accidents however minor they are must be recorded with all details, this includes giving calpol to any child. All first teeth must be kept and handed to the parents.

**Break times** – All staff to be responsible for time, this should be organised on a rota basis and not left to one or two members of staff.

**Meal times** – Staff need to ensure they take turns to bring children back to the dormitories. Between them the staff need to organise who has their food first so that children have supervision

at all times and the workload is shared. **Staff must make sure they have the pupil information list so that you know what children can and cannot eat.**

**Dormitories** – All staff are on duty when in dormitories, no one should sit in the staff area whilst others do all of the work, everyone takes it in turns to check on children.

Children are not allowed in each other's dormitories as it is their personal space.

**Behaviour in dormitories** should be clearly identified to all children by all staff. Repeat this daily as necessary. If children are not adhering to the behavior requirements please seek advice from the party leader.

You need to be dressed and ready to supervise children each morning, before they wake up, not whilst they are waking up.

**Night time** – All staff to be alert to any problems and to respond as necessary. Contact other staff if needed.

Please be alert at all times and have a sense of urgency when required e.g. getting to places on time and motivating children to do the same.

**Medicines** – Each group leader needs to make sure that they have the children's inhalers. Other medicines that need to be administered should be noted and then given as required. Again, this should be shared between the group.

**Please note** – There is no time out on a residential other than what is organised between the party of adults. This is not a jolly you are acting in loco parentis so it will be hard work and non stop.

**School visits/ outings in the Early Years Foundation Stage (EYFS)**

**Aim**

To ensure children are kept safe on outings ( EYFS requirement 3.65).

**Ratios**

In Reception, one adult will supervise a maximum of 5 children. Staff working on a 1 to 1 basis with a child do not count towards the overall staffing ratio for the class/ group.

An individual risk assessment will be carried out before each trip to ascertain exact ratio need.

**First aid**

At least one member of staff with a current pediatric first aid certificate must accompany children on a visit/ outing ( EYFS requirement 3.25). They will be responsible for ensuring an adequate first aid kit is taken.

**Transport**

Vehicles in which children are being transported, and the driver of those vehicles must be adequately insured (EYFS requirement 3.66)