

Educational Visits, Charging and Remissions Policy

Aims and purposes of Educational Visits:

The Trust has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises by the use of carefully planned educational visits. This is part of the school's required role to provide a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development and prepares young people for the opportunities and experiences of adult life. Educational Visits must support the Trust's learning characteristics and/or School drivers in our primary schools.

1.0 Introduction

- 1.1 Each year our schools will arrange a number of activities that take place off the school site and/or out of school hours, which support the aims and focus of the school. This may include development of self through residential opportunities and a growing awareness of the local and global environment for all pupils.
- 1.2 The Trust Board have given approval to the following types of activities being arranged in support of the educational aims of the school:
 - 1.3 Out of hours Clubs (music, drama, art, science, sport, homework etc);
School teams away fixtures;
Regular nearby visits (museums, libraries, shops, woodlands, place of worship, farms);
Day visits for particular year groups;
Residential visits;
Adventure Activities;
Transition days.

2.0 Approval Procedure and Consent

- 2.1 Each school/hub has nominated a *competent* Educational Visits Coordinator (EVC) and the Trust Board has approved this appointment. This person will have attended appropriate training courses (and updates) and will be given sufficient time and resources to carry out the role. The Trust has delegated the consideration and approval of educational visits and other offsite activities to the EVC. The CEO will provide additional oversight for residential and adventurous experiences. Each Academy Head will keep their Locality Committee aware of its Educational Visits events & programme via the normal reporting process. The Trust Board will receive an annual EV report.
- 2.2 **The school will comply with the DFE Guidance on Health and Safety on Educational Trips. This advice can be found at <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits> .**
- 2.3 Before a visit is advertised to parents the Academy Head must approve the initial plan. They will also approve the completed plan and risk assessments for the visit at a later date. Teachers and visit leaders are to complete the attached form and submit it to the Academy Head as soon as practical. (See Appendix 2) Risk Assessments are undertaken locally and the Academy Head must be satisfied that the

necessary risk management procedures are in place **and must sign the form to confirm that this has been done** prior to submitting the application to the EVC for approval.

- 2.4 The EVC must ensure that the visit has been planned in line with inclusive practice to enable all pupils to attend wherever possible, and that a modified risk assessment has been completed for any pupils requiring one. Support from the school SENDCO and/or Head of Service Inclusion should be accessed if advice is needed.
- 2.5 Where external contractors are involved in organising all or part of the visit the contract will be made with the school on behalf of the pupils. All payments for the visit will be made through the school's accounts.
- 2.6 For regular out of hours clubs, school sports teams and nearby visits parents will be asked to sign a general letter of consent for participation in these activities when their child enters the school. (Example of consent form is located in Appendix 5) Parents will be given a letter for the activities that pupils are involved in and will be informed by phone and/or email if an activity has to be cancelled.
- 2.7 For any visit lasting a day or more or involving significant travel, or adventurous activity parents will be asked to sign a letter, which consents to their child taking part. The school has a standard model letter (see Appendix 6), which should be used for this purpose.
- 2.8 As part of the parents' consent they will be fully informed of the activities and arrangements for the visit. For all residential visits parents will be fully informed and can ask for clarification of any aspect of the itinerary and organisation of the visit.
- 2.9 The school has separate statements for 'Charging and Remissions' (see Appendix 7) and 'Diversity, Equal opportunities and inclusion (see Appendix 8)', which apply to all educational visits.
- 2.10 The Academy Head and visit Leader must ensure that any off site learning opportunity is fully compliant with the schools' Safeguarding procedures. Refer to the Safeguarding and Child Protection Policy.
- 2.11 Final authorisation will be signed by the EVC and the CEO for residential activities and issued to the school prior to the planned activity. Paperwork will be held Centrally and by the individual school.

3.0 Staffing

- 3.1 The school recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a school visit.
- 3.2 All staff assisting and supervising during an educational visit will have been assessed competent to carry out the roles and responsibilities of a visit leader. Assessment will have been undertaken by members of the School Leadership Team and reviewed by the Academy Head. (See Appendix 1 for forms). All staff are required to have an up-to-date DBS and sufficient staff with first aid knowledge. All Academy Heads have received a briefing by the EVC and are required to ensure that this information is shared with staff. All staff are required to have a copy of the Handbook for Group Leaders (see Appendix 3).

- 3.3 Teachers and other staff are encouraged and supported to develop their abilities in organising and managing pupils' learning in a variety of environments through induction, apprenticeship and training. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit.
- 3.4 There are no mandatory figures for staffing ratios and the number of adults required to safely staff the visit must be considered based on the age and needs of the pupils, the location and type of visit and any other relevant factors such as type of travel, staff experience and any additional needs or risks identified in the risk assessment.

A useful framework for assessing requirements for ratios and effective supervision is **STAGER**.

<File:///C:/Users/Teacher/Downloads/4.3b-Ratios-and-Effective-Supervision.pdf>

See OEAP National Guidance document 1b "Foundations":

- **Staffing:** who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- **Timing:** How will the time of year or time of day affect the visit and its staffing? If the visit takes place out of the establishment's normal working hours, or at a weekend or during holidays, how will this affect staffing and the availability of support back at base?
- **Activities** to be undertaken: what do you want the group to do and what is possible?
- **Group characteristics:** prior experience, abilities, behaviour and maturity, sex, any specific individual needs.
- **Environment:** indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded? Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions. Consider the implications of current guidance about avoiding infection during an epidemic.
- **Remoteness:** do the activities take place within the establishment grounds, close to it or at a distance? Will communications between the group and base be straightforward? How easy will it be to summon help in an emergency, and for emergency services to reach the group?

As guidance, the general expectation would be 1:4 for EYFS pupils (and higher for our youngest children), 1:6/8 for KS1 and 1:10 for KS2 pupils. These are for guidance purposes only and will need to be discussed and amended as necessary for the groups of pupils and staff attending. Special schools don't have specific staffing ratio requirements for visits either. Instead, for all visits, individual pupils' needs into account when carrying out risk assessments.

- 3.5 Where it is appropriate the school will ensure that DBS screening is completed in line with current legislation for volunteer adults assisting with educational activities and visits.
- 3.6 The school does not normally support additional people accompanying educational visits who are not pupils at the school or part of the agreed staff complement. Exceptions may include family members accompanying visits if the Academy Head is satisfied that there is an educational benefit for the pupils. This must be detailed in a Pupil Specific Risk Assessment.

3.7 The appointed Visit Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and Academy Head might work in partnership to undertake planning and risk assessments. Example of risk assessments are attached in Appendix 4.

4.0 Remissions Policy

4.1 Where non-chargeable education is provided during a residential visit, then the parents of pupils who are eligible for pupil premium for either the whole or part of the time spent on a visit shall receive a complete remission of any charges that would otherwise be payable in respect of board and lodgings:

4.2 Where charges are made by the Trust for optional extras, parents may apply for a remission for the whole or part of the charges set out in the school's remissions policy.

4.3 The School may ask for voluntary contributions. Parents should be made aware that the contribution is not compulsory, and that the children of parents who do not contribute may not be discriminated against. It is permissible to ask parents to contribute more than the minimum amount to subsidise those pupils whose parents have not contributed. In the last resort, the visit may have to be cancelled if there are not enough voluntary contributions and the shortfall cannot be made up. (See Appendix 7, for full remissions and charging policy).

5.0 The expectations of Pupils and Parents

5.1 Each school has a clear code of conduct for school visits based on the schools' 'Behaviour and Inclusion Policy'. This code of conduct will be part of the condition of booking by the parents/carers and include the potential of withdrawal of a pupil prior to and during the visit if such conduct would have led to a suspension from school.

6.0 Emergency Procedures

6.1 The school will appoint two emergency points of contact (EPOC) for each visit; this will usually be the school office during normal school hours (9am to 3pm) and the Academy Head out of normal school hours. All major incidents should immediately be related to this person, especially those involving injury or that might attract media attention.

6.2 The Visit Lead will leave full details of all pupils and accompanying adults on the visit with the emergency point of contact, including the home contact details of parents/guardians and next-of-kin, as appropriate.

6.3 The Visit Lead will take with them a copy of the Critical Incident Plan.

6.4 All incidents and accidents occurring on a visit will be reported back through the school systems.

6.5 The school will have emergency funding available to support the Group Leader in an emergency.

6.6 The school has a Critical Incident Plan in place in the event of a critical incident this should be implemented immediately by the most senior member of staff available.

7.0 Data protection

7.1 Where data such as pupil's emergency contact details cannot be accessed electronically in the case of an emergency, a hard copy can be carried by the Group Leader. This must not be shared unnecessarily and must be kept securely on their person at all times and destroyed once the Visit is over.

8.0 Inclusion

8.1 We will aim to make our visits available to ALL pupils, including those young people with SEND and SEMH to participate as far as is possible. Understanding the needs and abilities of the group is a foundation for visit planning. We seek to ensure that any risks are managed and kept to a minimum for the safety and health of all our staff and pupils This may be achieved by providing extra adult support or by amending the visit, in consultation with parents/carers to make it more accessible. Any such adjustments will be included in the risk assessment.

See Appendix 8 for further details and a timeline for decision making.

See OEP educational visits guide for further guidance on inclusive practice:

https://suffolksendiass.co.uk/uploads/OEP_educational_visits_guide.4.4i-Special-Educational-Needs-and-Disabilities.pdf

9.0 Evaluation

9.1 The Visit Lead with the Academy Head will evaluate all visits. A short evaluation report will be made available for the Locality Committee and Trust Board on request.

9.2 The Academy Head will ensure that any risk assessments on the trip are dated as having been evaluated and/or modified as a result.

9.3 The Visit Lead (with administrative assistance) is responsible for presenting a financial account for the visit, which will be audited as part of the schools' procedures.

10.0 School Development Plan

10.1 The school will ensure it highlights and plans for it's out of classroom learning via the School Development Plan wherever appropriate.

Appendix 2

Educational Visit Application Form

To be completed by the visit leader, authorised by EVC and a copy to k.lloyd@consortiumtrust.org.uk

Name of Visit:	
Date of Visit:	
Educational aim:	
Main purpose:	
Learning characteristic Links:	
Destination:	
Mode of Travel:	
Coach Company:	
Visit Leader:	
Mobile Contact No:	
EPOC 1:	
EPOC 2:	
Other Staff:	
Volunteers:	
Year Groups:	
Total pupils attending:	
Total pupils not attending:	
Number of SEN students attending/not attending:	/
Number of FSM pupils attending/not attending?	/

Are all pupils with SEN Support, Inclusion needs, health care plans, part time timetables and EHCPs attending the EV?	
Has a modified risk assessment for above pupils been completed? SEE EV POLICY for criteria to be considered (Appendix 4 RA in bold and Appendix 8 for decision protocol) Please contact your SENDCo in the first instance if you require support to plan for a pupil with SEND or Inclusion needs.	
Paediatric first Aid provided (if required):	
Adequate Child Protection (DBS) provided:	
Adequate Supervision provided:	

For AH records:	
Copy of Letters to Parents attached: for walking trips etc.	
Copy of Parental Consent Form attached:	

for remote and/or adventurous trips.	
Copy of Programme attached: optional but visit leader must be in receipt	
Copy of Risk Assessments attached: optional but visit leader must be in receipt.	
Copy of Class Lists attached: optional but visit leader must be in receipt.	
Other information attached: optional but visit leader must be in receipt.	

Additional comments:

Signed (Visit Leader):	
Date:	

EVC Approval	Name:	Signature:	Date:
I have seen the risk assessments, information and documentation relating to this visit and thereby authorise the trip to proceed.	_____ Academy Head		
<p>The proposed educational visit has been reviewed by the Educational Visits Coordinator (EVC) and has been approved.</p> <p>The visit leader must ensure that they comply with current legislation and follow the academies Educational Visit Policy, protocol and procedures for Risk Assessments, Health & Safety, First Aid and Safeguarding etc.</p> <p>Any conditions relevant to this educational visit will be attached.</p>	_____ EVC Coordinator		

Appendix 3

A handbook for group leaders

INTRODUCTION

The purpose of this handbook is to provide practical information that might be helpful to group leaders and others, day to day, whilst taking part in an educational visit.

The handbook is not a substitute for training. We recommend that all group leaders have access to training before taking pupils on educational visits.

The handbook does not seek to replace local or other professional guidance or regulations. Community and voluntary controlled schools should follow Trust guidance as a first recourse. No guidance should be taken as an authoritative interpretation of the law. That is for the courts.

The handbook includes advice on supervision, ongoing risk assessment, emergency procedures, and some specific types of visit.

It should be read in conjunction with DfE Health and Safety: Responsibilities and Duties for Schools, Health and Safety on educational visits and the Outdoor Education Advisors' Panel for school trips guidance

<https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools>

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

<https://oeapng.info/downloads/all-documents/>

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SUPERVISION

Responsibility

The Visit/Group Lead is responsible overall for the group at all times. In delegating supervisory roles to other adults in the group, it is good practice for the Visit/Group Lead to:

- allocate supervisory responsibility to each adult for named pupils;
- ensure that each adult knows which pupils they are responsible for;
- ensure that each pupil knows which adult is responsible for them;
- ensure that all adults understand that they are responsible to the group leader for the supervision of the pupils assigned to them;
- ensure that all adults and pupils are aware of the expected standards of behaviour.

It is good practice for each supervisor to:

- have a reasonable prior knowledge of the pupils including any special educational needs, medical needs or disabilities;
- carry a list/register of all group members;
- directly supervise the pupils (except during remote supervision) - particularly important when they are mingling with the public and may not be easily identified;
- regularly check that the entire group is present;
- have a clear plan of the activity to be undertaken and its educational objectives;
- have the means to contact the group leader/other supervisors if needing help;
- have prior knowledge of the venue – the group leader should normally have made an exploratory visit, see *Standards for Overseeing Educational Visits*;
- anticipate a potential risk by recognising a hazard, by arriving, where necessary, at the point of hazard before the pupils do, and acting promptly where necessary;
- continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions;
- be competent to exercise appropriate control of the group, and to ensure that pupils abide by the agreed standards of behaviour;
- clearly understand the emergency procedures and be able to carry them out;
- have appropriate access to First Aid;

Each pupil should:

- know who their supervisor is at any given time and how to contact him or her;
- have been given clear, understandable and appropriate instructions;
- rarely if ever be on their own;
- alert the supervisor if someone is missing or in difficulties;
- have a meeting place to return to, or an instruction to remain where they are, if separated;
- understand and accept the expected standards of behaviour.

Head counts etc.

Whatever the length and nature of the visit, regular head counting of pupils should take place, particularly before leaving any venue. It is good practice for all supervisors to:

- carry a list/register of all pupils and adults involved in the visit at all times;
- ensure that pupils are readily identifiable, especially if the visit is to a densely populated area. Brightly coloured caps, T-shirts or a school uniform can help identify group members more easily;
- avoid identification that could put pupils at risk e.g. name badges (though some schools find it useful to provide pupils with badges displaying the name of the school or hotel and an emergency contact number, or for visits abroad a note in the language of the country being visited);
- ensure that all pupils are aware of rendezvous points;
- ensure that all pupils know what to do if they become separated from the group.

'Buddy' system

Each child is paired with a buddy. Each regularly checks that the other is present and is OK. A variant of this is the 'circle buddy' system – the pupils form a circle at the start of the visit so that each pupil has a left side buddy and a right side buddy. He or she will check on these when asked. Thus two pupils cannot vanish together and not be missed (as might happen with paired buddies).

Remote Supervision

Supervision can be close or remote but is always 24 hours:

- close supervision occurs when the group remain within sight and contact of the supervisor;
- remote supervision occurs when, as part of planned activities, a group works away from the supervisor but is subject to stated controls (e.g. during certain Duke of Edinburgh's Award expeditions). The supervisor is present though not necessarily near or in sight, but his or her whereabouts are known;
- down time (or recreational time) – for example during the evenings – may involve close or remote supervision, but should not be unsupervised - the supervisors continue to be in charge;
- it is essential that everyone involved in the visit understands the supervision arrangements and expectations.

When supervision is remote:

- groups should be sufficiently trained and assessed as competent for the level of activity to be undertaken, including first aid and emergency procedures. Remote supervision will normally be the final stage of a phased development programme;
- pupils will be familiar with the environment or similar environments and have details of the rendezvous points and the times of rendezvous;
- clear and understandable boundaries will be set for the group;
- there must be clear lines of communication between the group, the supervisor and the school. Do not rely exclusively on mobile phones;
- the supervisor should monitor the group's progress at appropriate intervals;
- the supervisor will be in the expedition or activity area and able to reach the group reasonably promptly should the group need support in an emergency;
- There should be a recognisable point at which the activity is completed;
- there should be clear arrangements for the abandonment of the activity where it cannot be safely completed.

Rearranging Groups

Potential danger points can occur when rearranging groups. In particular:

- when a large group is split into smaller groups for specific activities;
- when groups transfer from one activity to another and change supervisor;
- during periods between activities;
- when small groups re-form into a large group.

It is therefore important that the supervisor:

- clearly takes responsibility for the group when their part of the programme begins, particularly making certain that all group members are aware of the changeover;
- clearly passes on responsibility for the group when their part of the programme is concluded, together with any relevant information ensuring that the group members know who their next leader is.

Down Time

Group leaders should ensure that pupils continue to be properly supervised during downtime before, between and after activities, including the evenings on residential visits. A group occupied in study or activity is far safer than a group left to its own devices in an unfamiliar environment. Too much unstructured free time in a residential programme can allow time for mischief, bullying, homesickness and wandering off from the body of the group.

It is good practice to:

- ensure that all staff and pupils understand the standards of behaviour that apply at all times, not just during activities;
- ensure that handover between activities is properly supervised, with a named supervisor responsible for the group if there is down-time between activities;
- ensure that all supervisors understand that their supervisory role continues in the evening – however hard a day it has been, that it is not a time to relax in the bar or in front of the TV;
- use down-time in the evening or at the beginning of the day to brief the group on the planned activities for the day to come, e.g. the planned learning outcomes, specific health and safety issues, meal and break times etc.;
- use down time after activities for individual reflection on personal learning outcomes, and group discussion about the highs and lows of the day;
- apply the advice contained in “Remote Supervision” above, adapted as necessary, if it is felt reasonable to allow pupils some time without close supervision;
- occupy the group with mildly active, non-academic activities in the evening, e.g. craft activities, environmental activities, quizzes, team challenges, led-walks.

Night Time

Group leaders should ensure that:

- the group’s immediate accommodation is exclusively for the group’s use;
- teachers (of both genders where appropriate) have sleeping accommodation on the same floor immediately adjacent to the pupils’ accommodation;
- there is a teacher present on that floor whenever the pupils are there;
- child protection arrangements are in place to protect both pupils and staff;
- where hotel/hostel reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visits;
- in the absence of 24 hour staffing of reception, external doors must be made secure against intrusion and windows closed as necessary to prevent intrusion;

- where possible, internal doors are lockable but staff must have reasonable access to the pupil accommodation at all times;
- where pupils' doors are locked, teachers have immediate access, as necessary, to a master key;
- all staff and pupils know the emergency procedures/escape routes in the event of a fire. Where windows and doors are locked against intrusion at night, ensure that alternative escape routes are known and that all fire doors function properly.

Don't be lulled into a sense of false security by local assurances, such as "no need to lock doors in this part of the country". The presence of the group may attract unwelcome attention that is unusual in the locality.

Travel

A driver cannot safely drive and supervise children at the same time. Group leaders should ensure that:

- transport by road has seat belts and that the pupils wear them, booster seats available where required
- there is adequate supervision at all times when travelling;
- supervisors are reserved seats that allow them to supervise properly
- pupils are supervised when boarding and leaving;
- extra care is taken when leaving a vehicle in a country that drives on the right as some doors may open onto the road side;
- standards of behaviour are met, and in particular that drivers are not distracted
- smoking/alcohol etc. bans are observed;
- pupils are occupied on long journeys – this will help the journey pass quickly;
- evacuation procedures are clearly understood by everyone, luggage is securely stored and emergency exits are kept clear;
- there are adequate rest stops for drivers;
- head counts are carried out when the group is getting off or onto transport.

ONGOING RISK ASSESSMENT

Outdoor Education Advisors Panel section 4.3 deals with risk assessment. Risk assessment does not end when the visit begins. Changes to the itinerary, changes to the weather, incidents (whether minor or major), staff illness – all or any of these may bring pupils face to face with unexpected hazards or difficulties and give rise to the need to re-assess risk.

The group leader (and other adults with responsibility) prepares ongoing risk assessments while the visit is taking place. These normally consist of judgements and decisions made as the need arises. They are not usually recorded until after the visit. They should be informed by the generic and visit or site specific risk assessments

It is good practice to have briefings each night to take stock and assess the circumstances for the next day, and to spend time early the next morning explaining arrangements to the pupils.

Check the local weather forecast

- to inform decisions on appropriate clothing;
- to be aware of whether water activities might be in areas prone to flash floods, high winds etc.;
- to be aware of whether trekking or climbing at altitude might be subject to dramatic changes of weather; potential for fallen trees, avalanches etc.

Seek local knowledge of potential hazards, e.g.

- tides;
- rivers/streams prone to sudden increases in flow;
- difficult terrain;
- crossing points for road, rail or water;
- unstable cliffs.

Plan B

- good forward planning will always include alternative plans in case the itinerary needs to be changed;
- a flexible itinerary can allow activities from later in the visit to be substituted for earlier activities if those are prevented by unexpected circumstances;
- group leaders faced with potential difficulties will feel more confident to change the itinerary if a pre-assessed alternative is available;
- regardless of whether alternatives have been pre-assessed, always take time to reassess risks if the itinerary changes;
- on arrival at an alternative site or activity that has not previously been risk assessed, we recommend that the group leader should risk assess the situation before allowing the pupils to disembark from the transport;
- an unknown location might involve hazards not covered in the original risk assessment, for example if the original intention to visit a land-only site has to be

changed at short notice to a lake or seaside location.

Behaviour problems, illness or injury

- challenging behaviour may be reduced by ensuring that all pupils are signed up to agreed standards of behaviour before (or at least at the beginning of) the visit;
- educational visits can be a good opportunity for school staff to get to know pupils away from the confines of the school. But the group leader should resist any temptation to accept lower standards of behaviour. The different hazards that pupils may be exposed to away from the school will require them to observe standards of behaviour that are at least as high as, or higher than, in the classroom;
- if one adult has to give prolonged attention to one group member, the group leader should reassess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his or her attention to the group;
- group leaders should trust their own knowledge of the young people and use their own professional judgement;
- this may include challenging an activity leader where the group leader's knowledge of the group is superior, or intervening to prompt a change of plan.

EMERGENCY PROCEDURES

Preparation

See Health and Safety: responsibilities and duties for schools Section 6, Health and safety on educational visits Section 6 and Standards for Overseeing Educational Visits section 4. By their nature, emergencies are usually unexpected. But careful emergency planning can mitigate the trauma of being caught up in an emergency. It is good practice for the group leader to:

- agree an emergency action plan, which includes 24-hour (i.e. constant cover) contact points at the school/LEA and clear roles for the group leader, school/Trust contact, Academy Head e.g. managing media interest, supporting parents of an injured pupil, transport arrangements etc.;
- ensure that all members of the group know what action to take if there is a problem;
- hold evening briefings with supervisors to discuss issues for the next day;
- spend time early the next morning explaining arrangements to the pupils;
- hold, or ensure that other adults in the group hold, up-to date competence in first aid and other life saving competence as necessary for the activities;
- ensure that the first aid kit is properly stocked and accessible
- ensure that all pupils' medical needs (e.g. asthma, diabetes, anaphylaxis) are known and that staff are competent to handle them (See https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf and the Trust and school policy <https://www.consortiumacademy.org.uk/attachments/download.asp?file=566&type=pdf>)

- be aware that some diseases are more common in some countries and know what preventative action to take and what to do if a group member becomes infected;
- recognise that many of the health problems of pupils on longer visits are caused by lack of food, of liquid or of sleep;
- if appropriate, advise group members about the dangers of over-exertion in the heat and of dehydration, which can cause headache, dizziness and nausea;
- in warm climates, keep fluid levels high, take extra salt and wear loose, lightweight clothing – preferably made of cotton or other natural fibres – and use suitably factored sun protection creams and sun hats/glasses;
- ensure that drivers take adequate rest breaks on long journeys;
- ensure that all pupils understand and follow the code of conduct;
- practice emergency drills e.g. evacuation of mini-bus;
- if abroad, know where the nearest British Embassy or Consulate is located and the telephone number. Depending on the age of the pupils, it may be appropriate to ensure that they have this information to hand.

Emergency procedures framework during the visit

If an emergency occurs on a school visit the group leader should maintain or resume control of the group overall. The main factors to consider include:

- establish the nature and extent of the emergency as quickly as possible;
- ensure that all the group are safe and looked after;
- establish the names of any casualties and get immediate medical attention;
- ensure that a teacher accompanies casualties to hospital with any relevant medical information, and that the rest of the group are adequately supervised at all times and kept together;
- notify the police if necessary;
- ensure that all group members who need to know are aware of the incident;
- ensure that all group members are following the emergency procedures and the roles allocated to them – revise procedures and re-allocate roles as necessary;
- inform the school contact and provider/tour operator (as appropriate). The school contact number should be accessible at all times during the visit;
- details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom);
- school contact should notify parents, providing as full a factual account of the incident as possible;
- notify insurers, especially if medical assistance is required (this may be done by the school contact);
- notify the British Embassy/Consulate if an emergency occurs abroad;
- ascertain phone numbers for future calls. Try not to rely solely on mobile phones;
- write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence;

- keep a written account of all events, times and contacts after the incident;
- complete an accident report form as soon as possible. Contact HSE or local authority inspector, if appropriate;
- no-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Refer media enquiries to a designated media contact in the home area;
- no-one in the group should discuss legal liability with other parties, nor sign anything relating to accident liability without clear advice from the Trust;
- keep receipts for any expenses incurred – insurers will require these.

ADVICE ON SPECIFIC ACTIVITIES

Coastal visits

The group leader will want to bear the following points in mind when assessing the risks of a coastal activity:

- tides, rip tides and sandbanks are potential hazards; timings and exit routes should be checked;
- group members should be aware of warning signs and flags;
- establish a base on the beach to which members of the group may return if separated;
- look out for hazards such as glass, barbed wire and sewage outflows etc;
- some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain are out of bounds, and whether the risk assessment allows swimming in the sea;
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to a safe distance from the cliff edge at all times – a “buffer zone” between the pupils and the hazard. Be aware that cliff falls can mean that cliff paths stop abruptly at the cliff edge;
- group leaders should not normally allow pupils to ride mountain bikes on any route that is near a sheer drop e.g. coastal path or canal towpath. If the risk assessment indicates that the risk could be managed adequately, then there should be a small known group of skilled and experienced riders accompanied by appropriately qualified staff;
- the local coastguard, harbour master, lifeguard or tourist information office can provide information and advice on the nature and location of hazards.

Swimming in the sea or other natural waters

Swimming and paddling or otherwise entering the waters of river, canal, sea or lake should never be allowed as an impromptu activity. The pleas of children to be allowed to bathe – because it is hot weather, for example, or after a kayaking exercise - should be resisted where the bathing has not been prepared for. In-water activities should take place only when a proper risk assessment has been completed and proper measures put in to control the risks. The activities should be formal and supervised.

It is good practice that, wherever possible, group leaders seek out recognised bathing areas that have official surveillance i.e. qualified lifeguard cover. But, even then, group leaders should be aware that pupils might mingle with members of the public and be lost to view. Pupils should always be in sight and reasonable reach of their supervisors.

The group leader should:

- be aware that many children who drown are strong swimmers;
- ascertain for themselves the level of the pupils' swimming ability;
- check the weather;
- be aware of the local conditions – such as currents, weeds, rip tides, a shelving, uneven or unstable bottom – using local information from the lifeguard, coastguard, harbourmaster, police or tourist information office;
- beware of rocks, breakwaters and other potential hazards;
- look out for warning signs and flags: a red flag means it is unsafe to swim; yellow flags mean that lifeguards are on patrol in the area between the flags; a black and white flag means it is an area used by surfers and not suitable for swimming;
- designate a safe area of water for use by the group;
- brief the group about the limits of the swimming area;
- avoid crowded beaches where it is harder to see pupils;
- be aware of the dangerous effects of sudden immersion in cold water;
- be aware of the dangers of paddling especially for young pupils;
- ensure that pupils have not eaten (at least half an hour) before swimming;
- ensure the activity is suitable for the pupils, especially any with special needs or disabilities;
- adopt and explain the signals of distress and recall;
- ensure that buoyancy aids, lifejackets etc. are used where appropriate;
- carry out regular head counts;
- be aware that it is not always possible to tell when someone is in difficulties.

Supervisors should

- have clear roles – at least one supervisor should always stay out of the water for better surveillance, even where lifeguards are on duty;
- take up a best position from which to exercise a constant vigilance;
- divide their careful watching between staff who stand in the sea and look landward towards the group and staff who stay on land and watch the group from that vantage point;
- give the children their full, undivided attention;
- always follow the advice or directions of a lifeguard;
- never swim themselves unless it is to help a child in distress;
- not join in any of the children’s games;
- ensure that no child is allowed to wade out or swim further than his or her waist height;
- nevertheless, be aware that it is possible to drown in one’s own depth, and to act immediately when a child appears to be in difficulties;
- ensure that children leave the water immediately if they get too cold, especially if toes and fingers look blue or feel numb - could suggest the onset of hypothermia;
- recognise that a child in difficulty is unlikely to wave or shout – all of their energies will be in trying to keep afloat.

It is good practice for the group leader, or another designated adult in the group, to hold a relevant life saving award, especially where lifeguard cover may not be available. For further advice contact the: The Royal Lifesaving Society UK, Red Hill House, 227 London Road, Worcester, WR5 2JG <http://www.lifesavers.org.uk/>

Farm Visits

All animals carry micro-organisms, such as E coli 0157 (a bacterium) and Cryptosporidium (a parasite), some of which can be transmitted to humans. These and Weil’s Disease (from contaminated water) or Lyme Disease (from infected ticks) can cause serious illness. However the risk of infection can be readily controlled by everyday measures. Preparation and planning will minimise the risks. Parents should be fully informed about the nature of the visit, how the risks will be managed and what to be aware of following a visit.

For advice about Lyme Disease see www.nhs.uk/conditions/Lyme-disease

For advice about Weil's Disease see www.nhs.uk/conditions/Leptospirosis

Visit leaders should inform women, including young women participants, about the risk of infection to anyone who is pregnant or of contact with animals that are giving, or have recently given, birth. This is particularly the case with sheep but also cattle and goats.

Group Leaders should check the provision at the farm to ensure that

- eating areas are separate from those where there is any contact with animals;
- there are adequate clean and well-maintained washing facilities;
- there is clear information for visitors on the risks and the precautions to take.

Ensure that

- there is adequate trained adult supervision wherever children can come into contact with animals and need to wash their hands;
- all children wash their hands thoroughly immediately after touching animals and before any eating or drinking;
- shoes are cleaned and then hands are washed on leaving the farm.

Never let pupils:

- place their faces against the animals;
- put their hands in their own mouths after touching or feeding the animals;
- eat or drink while going round the farm;
- eat or drink until they have washed their hands;
- sample any animal foodstuffs;
- drink from farm taps (other than in designated public facilities);
- touch animal droppings - if they do then wash and dry hands;
- ride on tractors or other machines;
- play in the farm area, or in other areas that are out of bounds such as grain storage tanks, slurry pits etc.

The Chief Medical Officer's revised guidance suggests:

- individual supervision by an adult for every child younger than 12 months;
- a supervision ratio of one adult for two children for children between ages one and two;
- gradually increasing ratios up to one adult for eight children for children between ages five and eight;
- higher standards for washing facilities.

FURTHER INFORMATION

Department for Education

Health and safety: responsibilities for schools <https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools#recording-and-reporting-injuries-and-accidents>

Supporting Pupils with Medical Conditions: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

Outdoor Education Advisors Panel : <https://oeapng.info/downloads/all-documents/>

HSE <https://www.hse.gov.uk/education/visits.htm>

HSE Example risk assessments: <https://www.hse.gov.uk/education/example-risk-assessments.htm>

Avoiding ill health at open farms: <http://www.farmsforschools.org.uk/ffsinformation/AvoidingIllHealthAtOpenFarms.pdf>

Adventure activities centres; five steps to risk assessment

The New General Teaching Requirement for Health and Safety, QCA/HSE, 1999 <https://www.hse.gov.uk/education/qca.htm>

Health and Safety in Swimming pools (free copy available to download) <https://www.hse.gov.uk/pubns/books/hsg179.htm>

Reducing Risk Protecting People 2001

Preparing Young People for a Safer Life (issued with Cheshire County Council and The Institute of Occupational Safety and Health – tel 0116 257 3100). This has a model risk assessment for a sponsored walk.

Adventure Activities Industry Advisory Committee (AAIAC): *Statement of Risk Perception in Adventure and Outdoor Activities* <https://www.aaiac.org/>

Others

Information about adventure activity providers covered by the Adventure Activities Licensing Scheme <https://www.hse.gov.uk/aala/licensing-authority.htm>

The Wales Tourist Board, the Scottish Tourist Board and the British Activity Holiday Association (see next) provide voluntary inspection schemes to complement licensing for providers of activities that are out of scope of licensing

The British Activity Holiday Association, 22 Green Lane, Hersham, Surrey, KT12 5HD. Tel/Fax: 01932 252994. www.baha.org.uk

The Royal Lifesaving Society UK, Red Hill House, 227 London Road, Worcester, WR5 2JG <http://www.lifesavers.org.uk/>

Minibus Safety: A Code of Practice - RoSPA and others 2002 <https://www.rospa.com/rospaweb/docs/advice-services/road-safety/practitioners/minibus-code-of-practice.pdf>

Guidance published by the National Governing Bodies (NGBs) for various adventure activities. NGBs also maintain leader training and assessment programmes.

Safe and Responsible Expeditions and Guidelines for Youth Expeditions - Young Explorers' Trust, <https://www.theyet.org/>

The Royal Geographical Society (with IBG)'s Expedition Advisory Centre, 1 Kensington Gore, London SW7 2AR provides advice, information and training to anyone planning an overseas expedition. Tel 020 7591 3000 <https://www.rgs.org/in-the-field/>

The Duke of Edinburgh's Award has its own clear structure, procedures and guidelines <https://www.dofe.org/>

Guidance is produced by many of the voluntary youth organisations

Transport for London provides free transport for school groups on the underground, buses, Thameslink and the Docklands Light Railway. The website is at www.tfl.gov.uk/schoolparty. The general travel advice line can offer information on route planning and station layouts. Apart from its commitment to the safety of its passengers Transport for London does not offer specific advice on health and safety for school groups.

The Waterways Code http://www.britishwaterways.co.uk/media/documents/publications/Waterways_Code_Leaflet.pdf

The Suzy Lamplugh Trust has produced a range of guidance on personal safety, including booklets, videos and training courses <http://www.suzylamplugh.org>

Appendix 4

Generic Risk Assessment GRA1

ALL EDUCATIONAL VISITS

This is a generic risk assessment for educational establishment use which identifies the common hazards and risks associated with this type of visit or activity. Before undertaking the activity Visits Leaders must also make an assessment of any special risks which are specific to their particular visit, venue or pupils.

Assessment carried out by: _____ Assessment Date: _____

Signed: _____ Heads Initials _____

Hazards		Who might be harmed?	Is the risk adequately controlled?	What further actions are needed to control the risk?	Tick if in Place	Outcome H/M/L risk
Exposure to weather	H/M/ L risk? H/M	Pupils Staff	<ul style="list-style-type: none"> Consider possible weather conditions and plan appropriate programme, clothing and equipment Plan for pupils who do not bring suitable clothing – check before departure and/or bring spares Daily weather forecast obtained and plans adjusted accordingly (Know where to obtain this) 	<ul style="list-style-type: none"> Provide clear information re suitable clothing and equipment to pupils and parents 		L
Pupil lost or separated from group, inadequate supervision	H	Pupils	<ul style="list-style-type: none"> Ensure all supervising staff are competent and understand their roles and responsibilities Ratios comply with guidance Plan and use suitable group control measures (e.g. buddy systems, large groups split into smaller groups each with named leaders, wearing uniform or common design etc not individually named badges/stickers) Discuss fully the itinerary and arrangements with all pupils 	<ul style="list-style-type: none"> Plan supervision before visit and brief staff and pupils Review if any changes to group occur 		L

			<ul style="list-style-type: none"> • Briefing to all on what to do if separated from group • Regular head counts by leaders especially at arrival/departure points, and when separating and reforming groups 			
Illness or injury to any group member	M	Pupils Staff	<ul style="list-style-type: none"> • At least 1 leader with each group first aid trained/kit carried • Leaders know how to call emergency services • Pupils and parents are reminded to bring individual medication and this is securely kept • Additional adult to cater for unforeseen event/emergencies • Mobile phones carried if available • Emergency contacts with school/Headteacher and parents arranged 	<ul style="list-style-type: none"> • Check first aid certificate is current • Arrange training if not 'Plus One' rule applied • Medication brought by pupils 		L
Additional needs of specific pupils – medical, SEND, Inclusion needs	H / M	Pupils	<ul style="list-style-type: none"> • Obtain information from parents • Take advice from SENDCO/HoS Inclusion if appropriate • Make necessary arrangements for individual pupils including individual and modified risk assessment and additional staffing as necessary. <p>To be considered on the modified risk assessment:</p> <ul style="list-style-type: none"> • Adaptations to enable pupils with part time timetables to attend • 5As/7Cs- what triggers could be different on trip and need planning for?) • Additional resources to support the understanding of change for the pupil (now/next board, visual timetable, calm box etc) • Sensory overload and how to mitigate the risk • Additional adults, including those to support/transport if Plan B is needed. • Are any resources, (from school or visiting venue) appropriately amended? • Is alternative transport needed? • Is there appropriate car/booster seat available in case of emergency transport being needed? 	<ul style="list-style-type: none"> • Use recommended parental consent form (Section 2 EVJ doc) 		L

			<ul style="list-style-type: none"> • Ensuring that timely communications are shared with families to facilitate discussion around inclusion needs. This may be more than just the standard letter to families. 			
Indirect/remote supervision (includes fieldwork, souvenir shopping, theme parks, historic sites etc.)	H	Pupils	<ul style="list-style-type: none"> • Check location is suitable for this mode of supervision • Ensure pupils sufficiently briefed and competent (any individual pupils from whom indirect supervision not suitable must be directly supervised) • Clear guidelines and emergency procedures set and understood • Pupils remain in pairs or groups (buddy system – each responsible for named other) • Rendezvous points and times set • Identified point manned by staff throughout visits for emergencies • Pupils know how to contact staff • Staff understand they are still responsible • Parents fully informed of all the above and consent given based on fully knowledge 	<ul style="list-style-type: none"> • Included information to parents • Details of all arrangements shared with parents 		M

Generic Risk Assessment GRA2

TRAVEL PHASE OF EDUCATIONAL VISITS

This is a generic risk assessment for educational establishment use which identifies the common hazards and risks associated with this type of visit or activity. Before undertaking the activity Visits Leaders must also make an assessment of any special risks which are specific to their particular visit, venue or pupils.

Assessment carried out by: _____ Assessment Date: _____

Signed: _____ Heads Initials _____

Hazards		Who might be harmed?	Is the risk adequately controlled?	What further actions are needed to control the risk?	Tick if in Place	Outcome H/M/L risk
Traffic accident /coach	H/M/L risk? H/M	Pupils Staff	<ul style="list-style-type: none"> • Coach/transport used meets recommendations (see Chapter 6 in guidelines) – Hired from accredited coach company • Coaches have seat belt which staff ensure are used • Buses without seatbelts are avoided wherever possible and never used on high speed roads • Supervision complies with guidelines • Suitable embarkation points used (e.g. coach park, onto wide pavement) • Close supervision and head counts during any breaks in journey and getting on and off coach 	<ul style="list-style-type: none"> • Check Section Planning Transport and Visits Abroad (EVJ doc) 		L

Use of private vehicles	H	Pupils Staff	<ul style="list-style-type: none"> ● Driver provides evidence that the car is insured to carry pupils and is roadworthy ● Seatbelts worn at all times ● Driver is known to school ● Written permission obtained from parents ● One to one contact avoided 	<ul style="list-style-type: none"> ● Check Planning Transport (EVJ doc) 		L
Minibus travel	H/M	Pupils Staff	<ul style="list-style-type: none"> ● Driver and minibus adheres to Consortium requirements for booking, driver checklist and emergency guidelines: Minibus guidelines ● Minibus meet the appropriate standard ● Minibus driver has PCV or NCC Permit to drive (PVC licence for driving abroad) ● Driver ensures seatbelts are used ● Luggage in vehicle securely fastened and clear aisles ● If abroad, minibus and drivers' hours follow EC requirements ● Driver must read and follow LEA guidelines/codes of practice ● Care always taken in parking in suitable place for disembarkation <p><i>Close supervision and head counts during any breaks in journey and getting in and out of bus</i></p>	<ul style="list-style-type: none"> ● Planning Transport (EVJ doc) 		L
Service station and other breaks in journey	H/M	Pupils	<ul style="list-style-type: none"> ● Brief pupils re purpose and timings of stop ● How and where to contact staff ● Remain in pairs (older pupils) or threes (buddy system – each responsible for named other) ● Remind re moving traffic (driving on right abroad) ● Careful head count before departure 	<ul style="list-style-type: none"> ● Set boundaries ● Age appropriate, 3's or 4's ● Staff 'patrol' area 		L
Ferry Crossing	H	Pupils	<ul style="list-style-type: none"> ● Close supervision on vehicle deck ● 'Rules' established and pupils briefed especially re open deck are (not permitted in dark or if sea is rough) ● Remain in pairs (older pupils) or threes (buddy system – each responsible for named other) 	<ul style="list-style-type: none"> ● Arrange procedures with staff and pupils before arrival at ferry 		L

			<ul style="list-style-type: none"> • Meeting point agreed throughout crossing and on docking (numbered stairways to coach deck) • Careful head count before disembarkation • Planned procedure for missing pupils – e.g. member of staff to leave as foot passenger 	<ul style="list-style-type: none"> • Group seating area arranged with company, cabins on longer crossings arranged 		
On foot	H	Pupils Staff	<ul style="list-style-type: none"> • Journey is planned and assessed – key risk points identified • Careful supervision particularly in crowded areas and entry, exit and change points with regular pattern of head counts • Large groups divided into smaller groups each with leader(s) • Pupils know their group and leader(s) • Emergency plan in place – pupils briefed where they are going, what to do if separated from group. 	<ul style="list-style-type: none"> • Planning pre-visit does the whole route at the time appropriate to the visit 		L

**Generic Risk Assessment GRA3
RESIDENTIAL ACCOMMODATION**

This is a generic risk assessment for educational establishment use which identifies the common hazards and risks associated with this type of visit or activity. Before undertaking the activity Visits Leaders must also make an assessment of any special risks which are specific to their particular visit, venue or pupils.

Assessment carried out by: _____ Assessment Date: _____

Signed: _____ Heads Initials _____

Hazards		Who might be harmed?	Is the risk adequately controlled?	What further actions are needed to control the risk?	Tick if in Place	Outcome H/M/L risk
Fire	H/M/L risk? H	Pupils Staff	<ul style="list-style-type: none"> ● Provider Approval Form CF1 ● Check accommodation meets national standards i.e. meets fire officer’s recommendations / or has fire certificate ● Visit site visual inspection of fire escapes, alarms, equipment, meeting point and procedures 	<ul style="list-style-type: none"> ● Pre-visit check and/or check of information/written assurance from tour operator via CF1 ● Check on arrival ● Take up any issues, such as locked fire doors, with management. Inform group re fire procedures on arrival and practice a drill 		L

Child Protection	H/M	Pupils Staff	<ul style="list-style-type: none"> • School has exclusive use of the specific sleeping area/accommodation • Staff accommodation adjacent and same floor as pupils • External doors and windows secure against intrusion • If pupils rooms have keys staff have access to a master key • Pupils can easily contact staff throughout night • Pupils are checked into rooms at 'lights out' 	<ul style="list-style-type: none"> • Pre-visit check and/or check of information/assurance from reputable tour operator via CF1 		L
Domestic Hazards	H/M	Pupils Staff	<ul style="list-style-type: none"> • Has accommodation an external validation, such as tourist board rating/other external validation of standards • Visual inspection of balconies, stairways, electrical fittings, hazards in groups or immediate surroundings <p>On arrival, staff and pupils to report and faulty systems found in rooms</p>	<ul style="list-style-type: none"> • Pre-visit check and/or check of information/assurance from reputable tour operator) 		L
Hygiene	M	Pupils Staff	<ul style="list-style-type: none"> • Tourist board rating/environmental health endorsement or similar • Visual Inspection of washing facilities, lighting, heating, ventilation, catering where appropriate 	<ul style="list-style-type: none"> • Pre-visit check and/or check of information/assurance from reputable tour operator) 		
Night time tendencies	H/M	Pupils Staff	<ul style="list-style-type: none"> • Information gained form parents re pupils illnesses, sleepwalking etc • Suitable supervision arranged to meet needs of pupils • Pupils clear as to where to get help in the night 	<ul style="list-style-type: none"> • Use recommended parental consent form • See– Preparing Pupils (EVJ doc) 		
Special Needs/ Additional Needs	H/M	Pupils Staff	<ul style="list-style-type: none"> • Accommodation meets and special needs of any one in the group 	<ul style="list-style-type: none"> • Pre-visit check as necessary • Written affirmation via CF1 or at Visits Leaders request 		L

Generic Risk Assessment GRA4

SCHOOL ORGANISED SKI TRIP

This is a generic risk assessment for educational establishment use which identifies the common hazards and risks associated with this type of visit or activity. Before undertaking the activity Visits Leaders must also make an assessment of any special risks which are specific to their particular visit, venue or pupils.

Assessment carried out by: _____ Assessment Date: _____

Signed: _____ Heads Initials _____

Hazards		Who might be harmed?	Is the risk adequately controlled?	What further actions are needed to control the risk?	Tick if in Place	Outcome H/M/L risk
Hazards while skiing/during snow activities	H/M/L risk? H	Pupils Staff	<ul style="list-style-type: none"> • Skiing and snow activities arranged through a reputable ski school • Pupils only ski under supervision of qualified ski instructors, leaders or supervisors • Pupils understand independent skiing without instructor/qualifies leader is not allowed • Pupils briefed that sensible behaviour, (following resort skiing code) is essential including use of lists – consequences of unacceptable behaviour – sanctions agreed prior to departure • Pupils look after each other while skiing – buddy system – and know what to do if separated from group • Meeting points agreed for teachers, group and instructors at end of ski sessions • Pupils know safe procedures for carrying skis/walking in ski boots • Schools staff understand their supervision responsibilities including sick and injured pupils 	<ul style="list-style-type: none"> • Ski providers arrangements checked via CF1 form • Briefing of pupils • Necessity of sensible behaviour and following instructions included in pupil/parental information and consent form 		M

			<ul style="list-style-type: none"> • Insurance card are carried by pupils, or if held by staff, instructors can contact staff • Equipment obtained from reputable supplier and specifically fitted for each person. Pupils know not to swap equipment 	<ul style="list-style-type: none"> • If behaviour on ski slopes puts pupil or others at risk, pupil must be suitably supervised and/or list pass removed • Emergency plan agreed and staff and pupils briefed 		
Cold injury, hypothermia, effects of sun	H/M	Pupils Staff	<ul style="list-style-type: none"> • All briefed re suitable clothing and equipment and importance of protection against cold and sun • Pupils' clothing and equipment monitored by staff 	<ul style="list-style-type: none"> • Parents and pupils briefed 		M/L
Hazards in ski resort	H/M	Pupils Staff	<ul style="list-style-type: none"> • Specific risk assessment for resort completed by leader and code of practice for 'free time' agreed (and shared with parents) • Pupils briefed re low risk places/areas on resort they may go and times allowed away from hotel and return times • Pupils know value of foreign currency, warned of dangers of icy surfaces and traffic driving on the right • No alcohol may be bought or drunk by pupils (possibly agree other rules for pupils over age) • Pupils stay in pairs/groups (buddy system) • Pupils know where and how to contact staff member and what to do if separated from group • Staff know when they are 'on duty' and understand they have responsibility for pupils at all times 	<ul style="list-style-type: none"> • Completion of resort risk assessments by leader either on pre-visit or on arrival. Agree code of practice and brief staff and pupils 		M

<p>Hazards during après ski/evening activities</p>	<p>H</p>	<p>Pupils Staff</p>	<ul style="list-style-type: none"> ● Check that any activities provided by tour operator are covered by insurance, appear on the LEAAF1 form and suitably risk assessed by tour operator ● Activities arranged by Visit Leader must be risk assessed by leader – ● Leader considers activities suitable for the group and provides sufficient school staff supervision ● Parents fully informed of full itinerary 	<ul style="list-style-type: none"> ● Risk assessment ● Check that all pupils attend or otherwise supervised ● Staff understand their supervision responsibilities 		
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Generic Risk Assessment GRA5

USE OF A PROVIDER / TOUR OPERATOR ARRANGED PROGRAMME OF VISTS / ACTIVITIES

Including the use of freelance instructor, cultural tour abroad

This is a generic risk assessment for educational establishment use which identifies the common hazards and risks associated with this type of visit or activity. Before undertaking the activity Visits Leaders must also make an assessment of any special risks which are specific to their particular visit, venue or pupils.

Assessment carried out by: _____ Assessment Date: _____

Signed: _____ Heads Initials _____

Hazards		Who might be harmed?	Is the risk adequately controlled?	What further actions are needed to control the risk?	Tick if in Place	Outcome H/M/L risk
Provision does not meet Trust standards / best practice	H/M/L risk? H	Pupils Staff	Check organisation is reputable, competent and safe <ul style="list-style-type: none"> • Check literature provided • Gain information from other users, Trust Educational Visits Adviser • Check leaders of adventure activities are appropriately qualified/centre has AALA licence • Pre-visit provider • CF1 completed (for adventure activities and/or residential) • LEAAF1 used for adventurous activities • Copies of risk assessments seen and provided by venue/provider • Trust approval gained • Leader maintains on-going assessments throughout visit 	<ul style="list-style-type: none"> • Leader/EVC to check and raise any concerns with Academy Head / Trust EVC 		L/M

Programme does not meet needs of group	H	Pupils Staff	<ul style="list-style-type: none"> • School gives necessary information to provider about age, ability and any special needs in group • Include dietary needs where residential • Programme is agreed with provider before visit • Replacement activity arranged in case of inability to deliver any aspect of the programme (Use contingency planner on LEAAF1 form to gain approval for this.) 			L
Lack of clarity re split of responsibilities between school and provider	H	Pupils Staff	<ul style="list-style-type: none"> • Ensure clear programme agreed and separate responsibilities for school and provider clear and that all aspects of visit, travel, accommodation and activities are properly planned and risk assessed by school or provider • Where school is undertaking responsibility for activities (e.g. evening activities, town visits) these are properly planned and risk assessed 			L

Generic Risk Assessment GRA6

SCHOOL 'EXCHANGE' VISITS WITH A SCHOOL ABROAD

This is a generic risk assessment for educational establishment use which identifies the common hazards and risks associated with this type of visit or activity. Before undertaking the activity Visits Leaders must also make an assessment of any special risks which are specific to their particular visit, venue or pupils.

Assessment carried out by: _____ Assessment Date: _____

Signed: _____ Heads Initials _____

Hazards		Who might be harmed?	Is the risk adequately controlled?	What further actions are needed to control the risk?	Tick if in Place	Outcome H/M/L risk
Inappropriate programme arranged by foreign school – high risk activities or insufficient supervision	H/M/L risk? H	Pupils Staff	<ul style="list-style-type: none"> • Good understanding between both schools on standards required • Agree detailed programme from host school well prior to departure • If programme involves swimming, adventure activities etc check procedures with Trust • Ensure supervision arrangements for your pupils meet Trust standards • Daily contact with leader (except perhaps weekends) 	<ul style="list-style-type: none"> • Early face to face planning with host school essential 		L

igh risk activities during home stays	H	Pupils	<ul style="list-style-type: none"> ● Good understanding between school re standards required ● Pupils well matched with hosts ● Parents and host family encouraged to make contact ● Foreign school inform host families re their ‘ duty of care’ to under age guests ● Briefing to pupils and parents re pupils’ responsibility to take sensible decisions ● Agree rule re higher risk activities including evening free-time, alcohol, relationships, swimming cycling etc. ● Pupils have telephone contact number (mobile no.?) for accompanying teachers at all times ● Pupils know how they can contact leaders at any time as well as daily meetings 	<ul style="list-style-type: none"> ● Check information host school providers to their parents ● Information to pupils and parents informed and agrees to participation in higher risk activities such as cycling, riding mountaineering etc. if these are arranged by host family ● Remind parents that children are not in direct supervision of teachers 		M
Child abuse	H	Pupils	<ul style="list-style-type: none"> ● Host school has adequate vetting procedure for host families (ask if criminal record check available) ● Pupils have telephone contact with accompanying teachers at all times 	<ul style="list-style-type: none"> ● Check adequate procedures followed; make level of checks clear to parents 		L
Road traffic accident	H	Pupils Staff	<ul style="list-style-type: none"> ● Train everyone re right hand traffic. Explain host country’s traffic systems, pedestrian crossings etc. 	<ul style="list-style-type: none"> ● Plan training 		L

SCHOOL VISITS TO COASTAL LOCATIONS

This is a generic risk assessment for educational establishment use which identifies the common hazards and risks associated with this type of visit or activity. Before undertaking the activity Visits Leaders must also make an assessment of any special risks which are specific to their particular visit, venue or pupils.

Assessment carried out by: _____ Assessment Date: _____

Signed: _____ Heads Initials _____

Hazards		Who might be harmed?	Is the risk adequately controlled?	What further actions are needed to control the risk?	Tick if in Place	Outcome H/M/L risk
Extreme weather, cold or sun/heat injury	H/M/L risk? H/M	Pupils Staff	<ul style="list-style-type: none"> Seasonal (usually April – October) activity, considerations of forecast, use of suitable clothing and equipment, dry spare clothing and emergency equipment 	<ul style="list-style-type: none"> Pre-planning equipment lists to group, kit checked before departure 		L
Sea, waves, tides, rip tides, shelving beaches, underwater hazards, exit routes cut off by tides or high seas etc.	H	Pupils Staff	<ul style="list-style-type: none"> Each venue must be visited and individually risk assessed by leader with advice from coast guards, if necessary Weather forecast obtained and leader makes decision whether or not to proceed or adapt activity on basis of weather forecast and state of sea. Alternative activities are available Paddling and swimming is not allowed except if organised according to LEA policy and risk assessment Risk Assessments should be shared with all supervisors and pupils as appropriate 	<ul style="list-style-type: none"> Written specific risk assessment and/or operating procedure. Ongoing assessment by the leader at the start and during the activity 		M

Falls, falling rocks, cliffs	H	Pupils Staff	<ul style="list-style-type: none"> • From site specific risk assessment decision made regarding route, supervision, location of activities and necessary of footwear etc. • Close supervision by experienced staff • In Norfolk – no walking at cliff edge, cliff base or directly on the cliff face due to structure and nature of the rock 	<ul style="list-style-type: none"> • Pre-visit – site specific risk assessment and operating procedure as above 		L
Group Control	H	Pupils Staff	<ul style="list-style-type: none"> • Close supervision, large groups split into smaller group search with a leader known to the pupils. Overall leader remains in touch with all groups and can recall effectively. No impromptu swimming or paddling allowed, see swimming risk assessments • Pupils prepared (See Section 3.4 EVJ doc) and informed as appropriate of hazards, appropriate behaviour etc. • Supervisors are fully informed and clear on their roles and responsibilities. They have read and understand the <i>Group Safety at Water Margins</i> booklet (https://oeapnq.info/downloads/download-info/7i-group-safety-at-water-margins/) 	<ul style="list-style-type: none"> • Pre-planning of activities and supervision 		M

Generic Risk Assessment GRA8

SCHOOL LED WALKS IN REMOTE AREAS

ACTIVITY LED BY SCHOOL: WALKS IN REMOTE TERRAIN WHERE IT IS POSSIBLE TO BE MORE THAN 30 MINUTES FROM A ROAD (ASSUMES LEADER WITH GROUP – IF APPROPRIATE SEE INDIRECTLY SUPERVISED WALKS)

Leader Competence must be approved by Trust Educational Visits Adviser.

In addition to evidence of recent and relevant experiences in type of terrain to be walked. Leader must have:

MLTB Walking Group Leader or Mountain Leader

Moorland areas UK: successful assessment report from MLTB Walking Group leader (covers non-wild camping) Mountain Leader

Mountain areas UK: successful assessment report for Mountain Leader Award (covers wild camping)

This is a generic risk assessment for educational establishment use which identifies the common hazards and risks associated with this type of visit or activity. Before undertaking the activity Visits Leaders must also make an assessment of any special risks which are specific to their particular visit, venue or pupils.

Assessment carried out by: _____ Assessment Date: _____

Signed: _____ Heads Initials _____

Hazards		Who might be harmed?	Is the risk adequately controlled?	What further actions are needed to control the risk?	Tick if in Place	Outcome H/M/L risk
Falls, Drowning	H/M/L risk? H	Pupils Staff	<ul style="list-style-type: none"> ● Leader experience of walking in terrain and of leading groups ● Route researched and pre-walked ● Specific hazards (cliffs, water hazards etc) risk assessed ● Weather forecast, on going assessment of conditions and adjustment of plans by Visit Leader ● LEAAF1 completed and sent to Trust minimum of five weeks prior to departure 	Leader provides evidence of competence using matrix: <ol style="list-style-type: none"> 1. Skill 2. Experience 3. Training 4. Qualification List of qualifications deemed appropriate when and where is located in Section 4. Specific risk assessments for each walk as necessary		L
Getting Lost	M	Pupils Staff	<ul style="list-style-type: none"> ● Leader has sufficient navigational skills ● Low level Hill Walking ● Maximum group size 12 persons including leaders, two adults with all groups ● High Level and Mountain Walking ● Maximum group size 9 including 2 leaders ● Head Counts ● Briefing of pupils and staff 	<ul style="list-style-type: none"> ● Leader competence ● Use of panic cards/ emergency plan cards ● Following guidance on group size and supervision ratio 		L
Injury illness or emergency away from immediate	H	Pupils Staff	<ul style="list-style-type: none"> ● Leader first aid trained in excess of 4 hour emergency course ● Second adult with most groups ● First aid kit ● Information about pre existing medical conditions and medical carried 	<ul style="list-style-type: none"> ● Pre planning of emergency procedures and communications 		L

			<ul style="list-style-type: none"> • Leader has planned emergency procedure • Communications (mobile phones?) arranged and checked that work at the location/venue 	<ul style="list-style-type: none"> • Shared and known by all 		
Exposure to extreme weather – cold, wet, heat and sun	H/M	Pupils Staff	<ul style="list-style-type: none"> • Understanding of the expected range of weather conditions at the venue when planning dates of trip is essential • Daily weather forecast obtained, on day conditions assessed and plans adjusted as necessary – even cancelled if appropriate • All participants have suitable footwear, clothing and equipment for expected conditions • Emergency equipment carried including group shelter • If weather conditions are likely to affect tidal activity or swell rivers and streams seek specialist advice before going near water margin 	<ul style="list-style-type: none"> • Parents and pupils given checklist of clothing and equipment – kit checked before departure • If visits anywhere near water ensure all adults read 'Group Safety at Water Margins' https://oeapng.info/downloads/download-info/7i-group-safety-at-water-margins/ • Share with pupils in language appropriate to their ages, experience and understanding 		L

Generic Risk Assessment GRA9

INDIRECTLY SUPERVISED WALKS – SCHOOL LED

ACTIVITY LED BY SCHOOL: INDIRECTLY SUPERVISED WALKS (Duke of Edinburgh's Award expeditions and similar)

Leader Competence must be approved by Trust Educational Visits Adviser. In addition to evidence of recent and relevant experiences in type of terrain to be walked. Leader must have:

Normal County: relevant training (BELA, MLTB training including Walking Group Leader Award) and/or evidence of recent and relevant experience.

Moorland areas UK: successful assessment report for MLTB Walking Group Leader (covers non-remote camping) or Mountain Leader

Mountain areas UK: successful assessment report for Mountain Leader Award (covers wild camping)

This is a generic risk assessment for educational establishment use which identifies the common hazards and risks associated with this type of visit or activity. Before undertaking the activity Visits Leaders must also make an assessment of any special risks which are specific to their particular visit, venue or pupils.

Assessment carried out by: _____ Assessment Date: _____

Signed: _____ Heads Initials _____

Hazards		Who might be harmed?	Is the risk adequately controlled?	What further actions are needed to control the risk?	Tick if in Place	Outcome H/M/L risk
Insufficient pupil competence or supervision	H/M/L risk? H	Pupils	<ul style="list-style-type: none"> • Pupils are trained appropriately before the venture and their competence to work independently is assessed by the leader. Monitoring continues in the field • The indirect supervision arranged is flexible and may become tighter or looser as the situation dictates • Pupils are in small groups, usually 8 or less • Parents are fully informed of all these procedures and how remote supervision is to be managed 	<ul style="list-style-type: none"> • Leaders are aware they remain responsible for pupils at all times • Necessary monitoring of pupils is maintained • Prior skill, experience, training and qualifications (S.E.T.Q) must be taken into account 		M
Falls, drowning	H	Pupils Staff	<ul style="list-style-type: none"> • Routes researched and pre-walked – specific hazards (cliffs, water hazards etc) risk assessed and if necessary avoided 	<ul style="list-style-type: none"> • Specific risk assessment for each walk as necessary 		L
Getting Lost	H/M	Pupils Staff	<ul style="list-style-type: none"> • Pupils have sufficient navigational skills • Briefing and training of pupils • Staff remain in sufficient contact with pupils to prevent significant errors 	<ul style="list-style-type: none"> • Level of supervision must be appropriately matched to pupil competence (S.E.T.Q.) 		L

Injury, illness or emergency	H/M	Pupils Staff	<ul style="list-style-type: none"> ● Pupils and leader training in emergency procedure and first aid (panic cards used) ● Group carried first aid kit and knows how to use it ● Information re medical conditions, medication carried ● Leader has planned emergency procedures known and shared with all participants ● Communications (mobile phones?) arranged and checked to see work in that location 	<ul style="list-style-type: none"> ● Pre-planning of emergency procedures and communications ● Recorded and shared with all ● Recorded on cards laminated for use in the field 		L
Exposure to extreme weather – cold, wet, heat and sun	H/M	Pupils Staff	<ul style="list-style-type: none"> ● Weather forecast obtained ● All participants have suitable footwear, clothing and equipment ● Understanding of the expected range of weather conditions at the venue when planning dates of trip is essential ● Daily weather forecast obtained, on the day conditions assessed and plans adjusted as necessary – even cancelled if appropriate ● All participants have suitable footwear, clothing and equipment for expected conditions ● Emergency equipment carried including group shelter ● If weather conditions are likely to effect tidal activity or swell rivers and streams seek specialist advice before going near water margins ● No river crossing on route 	<ul style="list-style-type: none"> ● Parents and pupils given checklist of clothing equipment – kit checked before departure ● If visit anywhere near water margins ensure all adults have read ‘Group Safety at Water Margins’ DfES/CCPR ● Share with pupils in language appropriate to their ages, experience and understanding ● Pupils should not cross any streams or rivers unless by means of a bridge or similar structure 		

Generic Risk Assessment GRA10

SCHOOL VISITS TO FARMS

Leaders should ensure that they refer to

Leader competence must be approved by the Academy Head. Leader must pre-visit venue.

This is a generic risk assessment for educational establishment use which identifies the common hazards and risks associated with this type of visit or activity. Before undertaking the activity Visits Leaders must also make an assessment of any special risks which are specific to their particular visit, venue or pupils.

Assessment carried out by: _____ Assessment Date: _____

Signed: _____ Heads Initials _____

Hazards		Who might be harmed?	Is the risk adequately controlled?	What further actions are needed to control the risk?	Tick if in Place	Outcome H/M/L risk
Hazards on site including machinery, chemical, slurry pits, animals barbed wire electric fences	H/M/L risk? H	Pupils Staff	<p>Site is pre-visited by leader and risk assessed. If farm is regularly opened for school visits, ask manager for their risk assessment for visiting groups and review this</p> <p>Plan visit and supervision to minimise risks</p> <ul style="list-style-type: none"> ● Avoid moving machinery ● Do not climb on bales, walls or fences ● Keep away from slurry tanks ● Do not touch barbed wire or electric fences ● Do not touch or feed animals unless the farm personnel are supervising/give permission 	<ul style="list-style-type: none"> ● Pre-visit, site risk assessment planning of visit briefing to staff and pupils ● On going assessment by leader at start and during activity 		L

			<i>NB arrangements at farms can change daily, re-assess at the start of the visit</i>			
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Infections and illness (including Ecoli 0157)	H	Pupils Staff	<p>Following basic hygiene rules:</p> <ul style="list-style-type: none"> ● Avoid transmission of infection from hand to mouth ● Check hand washing facilities on pre-visit ● Wash hands thoroughly before eating ● Change or clean footwear before leaving site, wash hands ● Impervious footwear should be worn wherever possible i.e. Wellington boots <p>Ratios of under fives 1 adult to 2 children Pregnant women avoid contact with lambing ewes</p>	<ul style="list-style-type: none"> ● Briefing of staff and pupils 		M
Group Control	H	Pupils Staff	<ul style="list-style-type: none"> ● Close supervision, large groups split into small groups each with leader known to pupils <p>Leader of each group understands hazards and control measures. Overall Visit Leader remains in touch with all groups</p>	<ul style="list-style-type: none"> ● Pre planning of activities and supervision ● Risk assessment shared with all adults 		M

Appendix 5

Example text for a General Parent consent form (annual basis) for visits undertaken on foot in the immediate locality.

Date

Dear Parent/carer,

Xxxx school recognises the importance of out-of-class learning and will from time to time arrange visits to locations close to the school to support the curriculum and to enhance the learning opportunities for your child.

Examples of these visits may include (although not exhaustive), trips to local museums, places of religious worship and libraries. Taking part is shopping surveys in the local area or a trip to the park or a local book store.

We will:

1. Notify parents by letter of any visit that has been arranged for your child's class.
2. Ensure that our adult leaders are adequately trained to supervise groups off the school site.
3. Comply with Trust regulations for the organisation of such visits.
4. Be clear about the educational value and importance to your child.
5. Advise you in advance of any voluntary contribution needed to support the trip.
6. Seek your permission for your child's involvement in these visits on an annual basis.

Please note that visits that require transportation, over-night accommodation or has an element of adventurous activity will require a separate permission slip.

Please read the following statement and sign and date the form and return to your child's class teacher as soon as possible.

"I have read and understood the contents of this letter, and am happy for my child to take part in educational visits organised by xxxx school. I agree for my child to leave the school site on such visits.

Name of pupil: _____

Name of parent: _____

Signature of parent: _____

Date: _____

Appendix 6

Example of visit specific Parent consent form (for each trip) for visits undertaken at some distance from school requiring transportation and or has some element of adventurous activity.

Date

Dear Parents/Carers,

Field Study Trip 26 – 28 January 20xx

The Year 5 field trip to How Hill Study Centre Ludham will take place from Monday 26 to Wednesday 28 January 20xx. The visit will include adventure and recreation activities using the space and facilities at How Hill. There will be chances for exciting and challenging work and activities and the week forms part of the year group classroom work.

A voluntary contribution of £..... is requested to help cover the cost of this school visit, if insufficient contributions are received the school will need to cancel the visit.

Please note that deposits for residential trips (cost of day visits) are non-refundable except in exceptional circumstances.

Yours sincerely,

Year 5 Class Teachers

.....

To be returned to your child’s Class Teacher by 23 October 20xx

Year 5 Trip to How Hill – Monday 26 – Wednesday 28 January 20xx

Child’s name Class

- I would like my child to go on the field trip to How Hill
- I enclose £100 voluntary contribution
- I enclose £20 deposit (balance in instalments by **Monday 19 January 20xx**)
- I will be attending the parents briefing on **Monday 13 October at 5 p.m.**

Parent/Carer Date

Appendix 7

School Remissions and Charging Policy.

1. National guidelines state that during directed teaching time a school may not charge for an activity including off site educational visits. Pupils may be charged for activities outside directed time, including after school clubs, evenings, weekends or where the total time of the activity is greater than 50% (including travel time) occurs outside normal core hours.
2. Schools may request for voluntary contributions to fund off site educational visits during directed time. It is the **visit leaders' responsibility** to ensure that the visit is financially viable, from these voluntary contributions. This will include an estimate of how many pupils may not be able to offer a contribution. Requests may also be made to the Academy Head for a subsidy from school funds. This MUST be done in advance of the trip.
3. Pupils that are in receipt of free school meals (not Universal Infant Free School Meals) may not be charged for the catering and accommodation element of a residential trip.
4. Schools may not profit from off site educational visits over the year, but can carry forward surpluses from one visit to the next.
5. Parental consent forms must state that the contribution is voluntary, but should also make clear that if insufficient contributions are forthcoming the school may need to cancel the visit for all the children. We can not prevent a pupil from attending a visit due to financial grounds.
6. All letters to parents regarding an educational visit MUST carry the following statements...
"A voluntary contribution of £..... is requested to help cover the cost of this school visit, if insufficient contributions are received the school will need to cancel the visit."
"Deposits for residential visits (cost for day visits) are non-refundable except in exceptional circumstances."
7. In the event of a parent cancelling a child's place on a Residential Visit after payments have been made to the Tour Operator.

If the cancellation was not in the criteria of the Tour Operator's trip insurance then fee charges would apply.

These fee charges will depend on the Operator's terms and conditions and will reduce the amount of the refund.

These terms and conditions should be clearly stated in the introduction letter and before any deposits are paid by parents.

The School should contact the Tour Operator on behalf of the parents regarding a refund but The School cannot be held responsible to recover these costs.'

Appendix 8

School Diversity, equal opportunities and inclusion policy.

It is our aim that all children join in with all day visits and residential opportunities. The school will take proactive steps to ensure that financial considerations do not disadvantage vulnerable children. For residential visits, these proactive steps will be coordinated by the Academy Head.

For day visits, the Class teacher will take responsibility for discussing with the Academy Head, those children that have not returned permission slips and agreeing the steps to be taken to contact parents (if necessary).

We will aim, wherever possible for all children to be included on the visit, however, a very small minority of children are at risk of not being included due to concerns about their additional needs and/or safety based on an assessment of risk. A child with an Educational Health Care Plan would usually be included, as the Educational Health Care Plan will identify the support needed to ensure the child has full access to the curriculum.

Identification of children:

These children would normally:

- have an individual and on going Behaviour Support Plan (written by the class teacher and SENDCO)
- have an individual and on going Trust risk assessment completed by the Academy Head, SENDCO and the class teacher
- receive ongoing support and advice from Central Trust and/or external services, working with the school and home
- or hold an Educational Health Care Plan which identifies behavioural targets and support measures
- presently be the focus of weekly discussions between teacher and parent
- have been suspended ~~excluded~~ due to behaviour within the last 6 months
- have displayed previous (within the last 6 weeks) behaviour that did not respond to adult support measure and interventions
- be considered a risk to one or more of the following: themselves, other children, staff or members of the public

Decision timetable for Individual Risk Assessment for a day visit:

1. For a day visit – at least 4 weeks before going. The Class teacher to identify risks and discuss with the Academy Head and discuss and obtain information from family/carers
2. If concerns still exist – The Class teacher and Academy Head to discuss with SENDCO and/or Head of Service Inclusion
3. Individual risk assessment to be completed by the Class teacher and copied to Visit leader, SENDCO and the Academy Head (and available for parents).
4. Decision taken by the Academy Head about inclusion of child
5. The Class teacher to contact parent and inform of the decision
6. The Class teacher to meet with parent and child to explain the decision that the child will not join the day visit and what the alternative arrangements will be at school for the child on the day of the visit.

Decision timetable for Individual Risk Assessment for a residential visit:

1. For a residential – at the time the initial information letter goes to parents. The Class teacher to identify risks and discuss with Academy Head.
2. During the same week, if concerns still exist – The Class teacher and Academy Head to discuss with SENDCO.
3. During the same week, if concerns still exist – The Class teacher to contact parents to obtain information.
4. During the next week, an individual risk assessment to be completed by The Class teacher and copied to EVC, SENDCO and the Academy Head (and available for parents).
5. During the same week, decision taken by the Academy Head about inclusion of child.
6. During the same week, The Class teacher to contact parent and inform of the decision and opportunity to contact chair of governors if seeking further discussion.
7. The Class teacher to meet with parent and child to explain the decision that the child will not join the visit and what the alternative arrangements will be at school for the child during the residential visit.

Ways to Reduce Risk:

- Individual and modified risk assessment – see Appendix 4, criteria to include in bold
- 1:1 or 2:1 ~~TA~~ adult allocation.
- Parent may be invited to join the day visit.
- Pastoral Support staff or other identified colleague may be invited to join day visit.
- Emergency contingency plan may be agreed with Academy Head and or parent.

Document Control

Changes History

Version	Date	Amended By	Details of Change
V2	18/10/2018	Principal/CEO	Scheduled review, update policy references, approval process and some tidying amendments
V3	18/11/2020	S Cutler/B Cleland	Tidying amendments, updating references to amended paperwork and renewing links
V4	16/9/2021	S.Cutler	No further amendments made to above
V5	18/10/2022	Sam Davidson	Updated EV form and contact details
V6	25/09/23	Sam Davidson	Updated EV form and risk assessment to reflect consideration of SEND/Inclusion needs. Some change of terminology and new links.
V7	13/2/2024	Kathy Lloyd	Updated in line with EVC training 12/2/2024
V7.1	3/12/2024	Kathy Lloyd	Updated Appendix 2 wording from boys/girls to pupils/students

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	23/09/2016
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	04/10/2016
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	16/09/2021
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	18/10/2022
Andrew Aalders-Dunthorne	CEO	Electronic signature	25/1/2024
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	25/1/2024
Andrew Aalders-Dunthorne	CEO	Electronic signature	16/2/2024
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	16/2/2024

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