

Policy for Educational and Offsite Visits and Learning Outside the Classroom

Review Cycle: 2 Years – Autumn Term

Review By: Leadership Team, Qu of Ed/HR Sub-Committee

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Introduction

Educational visits are activities arranged by or on behalf of the academy, and which take place outside the school grounds. The governors and teaching staff believe that educational off-site activities can supplement and enrich the curriculum by providing experiences that would otherwise be impossible.

Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment.

Experiential learning can also provide opportunities for development in other areas: relationships, emotional and spiritual, environmental, independence and teamwork.

Educational visits help to develop students' investigative and social skills and longer visits in particular encourage greater independence.

All visits should serve an educational purpose, enhancing and enriching our students learning experiences.

Educational visits are commensurable with the academy's strategic vision:-

- An academy with a diverse curriculum which 'best fits' the desires of the students

- Alcester Academy is committed to the development of independent, confident and motivated learners, who leave the school equipped with qualifications, skills and attributes required to successfully take their place in the world.
- A place where students of all abilities fulfil their academic potential
- A place where students thrive as a result of excellent teaching
- An academy with a well-developed pastoral support system which offers a high level of care
- A place where behaviour does not inhibit the learning process
- An academy with a positive outward face

In this policy document we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety, health and well-being of our students at all times. Within these limits we seek to make our visits available to all students, and wherever possible to make them accessible to those with disabilities. Visits usually take place within the school day but not exclusively.

The range of visits and off-site activities covered by this policy includes (but is not limited to):-

- Sporting fixtures involving travel to another school or venue e.g. local leisure or sports centre
- Visits to local amenities (e.g. sacred spaces, local schools, towns and villages)
- Day visits within the UK
- Residential visits within the UK
- Overseas visits
- Adventurous activities, including The Duke of Edinburgh's Award

Alcester Academy has formally adopted the Outdoor Education Advisers' Panel's (OEAP's) 'National Guidance' as its own 'Employer Guidance' and as such is the principle source of guidance and information regarding practice for Learning Outside the Classroom (LOtC) educational and offsite visits.

It is a legal expectation that all employees must work within the requirements of their employer guidance; therefore Alcester Academy employees must follow the requirements of this policy in conjunction with the Outdoor Education Advisers' Panel 'National Guidance' (NG). This guidance can be found on the following website: <http://oeapng.info>.

Where an employee commissions LOtC activity, they must ensure that such commissioned agents have systems and procedures in place where standards are not less than those required by OEAP National Guidance.

Aims:

This policy shall apply to all employees whose work involves any one of the following: -

- direct supervision of students undertaking experiences beyond the boundary of the school;
- direct supervision of students undertaking experiences that fall within the remit of Learning Outside the Classroom;
- facilitating experiences for students undertaking experiences beyond the boundary of the school;
- deploying staff who will supervise or facilitate experiences of or for students undertaking experiences beyond the boundary of the school;

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

Employer Requirements

As an employer, Alcester Academy is required to ensure that its employees are provided with:

- appropriate guidance/policy relating to educational visits and LOtC activity;
- training to support policy/guidance to ensure that it is understood;
- suitable systems and processes to ensure that those trained are kept updated;
- access to advice, support and further training from an appointed adviser who has proven expertise and professional understanding of the policy/guidance, the training and expectations set by current good practice

Role-specific Requirements and Recommendations

Governors:

- To act as a 'critical' friend'
- To ensure that the Headteacher and Educational Visits Coordinator (EVC) adhere to statutory requirements and good practice
- To define which type of visits should be approved by the Governing Body
- To agree all residential visits, visits overseas and visits involving outdoor adventurous activity
- To ensure that all aspects of risk management have been considered
- To ask questions regarding a visits' educational objectives and how they will be met
- To review policy and procedures as agreed

Headteacher:

- To ensure that visits comply with statutory requirements and good practice
- To ensure that the EVC is competent to oversee the coordination of all off-site education
- To ensure that the EVC keeps him informed of the progress of visits and that information is relayed to Governors and parents
- To ensure the competence of visit leaders and supporting staff
- To ensure that there is access to advice from an appropriate technical adviser
- To ensure that in the event of a critical incident or accident, there is suitable support and that procedures are followed – contacting parents, staff, media, others etc. Help to ensure that critical incidents / accidents / near accidents are investigated and findings acted upon

EVC:

- To act on behalf of the Headteacher to ensure visits comply with statutory requirements and good practice
- To approve visits as agreed by the Headteacher / Governing Body
- To provide suitable documentation to support the planning of visits
- To ensure visits are appropriately planned using standardised academy documentation
- To ensure staff are aware of academy requirements to organise or lead a visit
- To assign competent staff to lead or support visits
- To ensure visits have appropriate staffing ratios and adequate cover for health and safety, student wellbeing, including first-aid, and behavioural management
- To work with the visit leader to ensure full visit details are made available to parents and that parental consent has been provided / or not

- To organise emergency arrangements and ensure that there is an emergency contact for each visit
- To keep records of individual visits, including reports of accidents / near accidents
- To ensure that the Governing Body are made aware of agreed visits and that approval is given
- To notify the technical adviser of agreed visits within timescales
- To ensure that visit evaluation is used to inform future visits and training needs
- To arrange training as appropriate
- Review of incidents / near accidents as required
- To review policy, systems, procedures and, on occasion monitor, practice

Visit leader:

- To adhere to academy requirements with regard to policy, systems and processes
- Identify the clear purpose and objectives of a visit. In the first instance, the visit leader is to seek provisional approval for the visit from the EVC who will liaise with the Headteacher as appropriate. No visits are to be booked before consent is given
- The visit leader must ensure they complete all school visit packs. This includes pre-visit planning forms, consent forms as relevant, risk assessments as relevant and, upon return, a visit evaluation form that includes details of accidents / near accidents and incidents
- Visit leaders are responsible for ensuring that a visit report is completed for the off-site visit file and a written report for the academy website / newsletter
- The visit leader is responsible for ensuring all paperwork is completed and returned to the EVC / office team. All paperwork is required to be returned within timescales. Failure to adhere to deadlines may result in the cancellation of the visit
- Ensure that risk assessments, where appropriate, are completed and that contingency plans are in place. Ensure information is shared with staff and students
- Plan an itinerary to account for all times whilst on the visit, including meals and 'downtime'
- Have prior knowledge of the venue, undertaking preliminary visits as appropriate
- Inform parents and seek consent, detailing the nature of the visit / activities
- For residential visits, ensure that parents are provided with emergency numbers and contacts, kit lists, departure and arrival times and provisional itineraries. An information evening should normally be held for residential / overseas visits
- Allocate supervisory responsibilities to adults with named students. Ensure that adults know what their responsibilities are and that students know which adult is responsible for them
- To continuously monitor the appropriateness of the activity, the physical and mental condition and ability of group members and the suitability of prevailing conditions and, if conditions are considered to be unsuitable, to withdraw from activity

Refer to National Guidance Section 3.4 'Roles and responsibilities' <http://oeapng.info>.

Training

Educational Visits Coordinators:

- There should be one nominated senior member of staff to act in the capacity of Educational Visits Coordinator (EVC) who is a member of the SLT.
- The EVC should undertake formal OEAP revalidation on a minimum 3 year cycle.

EVCs should be specifically competent, ideally with practical experience in leading and managing a range of visits.

Visit Leaders:

- Leaders should be current in their knowledge and expectations regarding good practice.
- It is recognised as good practice for newly qualified staff, staff new to the school or staff involved with higher risk activities, to attend OEAP Visit Leader Training course.

The EVC will support the Headteacher / governing body in ensuring that competent staff are assigned to lead and accompany visits, taking into account their ability to lead, manage and control the students. Competence in activities and knowledge of venues may also be required.

Approval and Notification process

The EVC / Headteacher and Governing Body shall consider and approve educational visits. The school's appointed educational visits advisor will also check and acknowledge arrangements for visits which are deemed 'medium' or 'higher risk'.

Event / Day Visit – Simple low risk 'everyday' activity (usually within the normal school day). Approval sought from the EVC (normally no later than 6 weeks prior to the visit).

Non-residential Visit UK - Medium risk activity.

Approval sought from the EVC (normally no later than 6 weeks prior to the visit). The Technical Adviser will be notified by the EVC, check and comment on arrangements.

Residential / Overseas / Adventurous Activity - Higher risk activities.

Approval sought from the EVC / Headteacher / Governors (normally no later than 8 months prior to the visit). The Technical Adviser will be notified by the EVC, check and comment on arrangements.

Please complete –Initial Visit Proposal Form (EV1) and Initial Budget Form (EV2). These are available from the school office.

These forms should be submitted to the EVC as per timescales indicated. Once approval for the visit has been given, staff can then commence organising the visit. The earlier the form is submitted the sooner approval can be issued and arrangements commenced. Arrangements, including bookings, should not be made without approval.

In assessing the appropriate risks / category for an off-site activity, the EVC and / or visit leader should take account of the environment in which the activity will take place. An activity might be rated as a higher risk if it takes place: -

- in, on or near water
- in winter or bad weather conditions
- in crowded locations

Refer to appendix B: Categories of Risk - Activities

Risk Management

As an employer, Alcester Academy has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level. Suitable and sufficient risk management systems must be in place.

The Academy adopts a "Risk-Benefit Assessment" approach, whereby the starting point for any risk assessment is the consideration of the benefits and learning outcomes. This appreciation of the benefits to be gained through participation provides objectivity to a decision that any risk remaining after control measures have been put in place is "acceptable". HSE endorse this approach through their "**Principles of Sensible Risk Management**" and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

There is no legal requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e., those that may cause serious harm to an individual, or harm several people.

The academy takes a common sense and proportionate approach, remembering that in schools, risk assessment and risk management are tools to enable students to undertake activities safely, and not prevent activities from taking place. Sensible risk management cannot remove risk altogether.

Alcester Academy ensures that exemplar generic risk assessments are available. Staff should review and adapt these generic risk assessments for medium and higher risk activities to ensure that they are appropriate to specific events and activities.

For medium and higher risk activities, a specific risk assessment should be completed, focussing on hazards that staff have control over. It should assess risks which might be encountered on the visit and will indicate measures to prevent or reduce them.

Staff are not required to complete a risk assessment for low risk simple everyday activity which forms part of the normal school day, for example, taking students to a local venue which is frequently visited, such as a swimming pool, local sports fixtures, parkland, or place of worship. The visit leader and support staff must however be familiar with the contents of the available generic risk assessment for simple low risk everyday activity.

Where Alcester Academy is purchasing the services of a reputable external provider, rather than the activity being self-led, then it is reasonable to expect the provider to conform to relevant legislation and accepted good practice, although it is accepted that staff cannot delegate Duty of Care responsibilities to a provider. The staff should be prepared to stop an activity should they feel that the safety of staff and students could be jeopardised.

In these circumstances, the visit leader and accompanying staff should focus on completing risk assessments for the areas of their own responsibilities not covered by the providers risk assessment / management for medium and higher risk activities. This will usually be travel to and from the location, pastoral and welfare issues, how any 'down-time' will be safeguarded and contact arrangements for the emergency 'base contact' person.

Individual risk assessments / plans may be required for students with differing or special needs.

- All risk assessments should be agreed by the EVC
- Risk assessments should be shared with accompanying staff and with students as appropriate. This includes contingency plans.
- Visit leaders remain in charge throughout the visit. Duty of care cannot be delegated to third parties.
- Leaders should challenge provider staff if they feel that an activity is too hazardous, not delivered at an appropriate level etc. Actions may include amending the activity or ceasing it.
- Where it is considered a risk to include a particular student because of serious doubt as to their behaviour, or it is felt they present a significant risk to others, the Headteacher will make the final decision regarding student participation in the visit.

Emergency Planning and Critical Incident Support

A critical incident is an incident where any member of the group undertaking an offsite activity:

- Has suffered a life threatening injury or fatality or is at serious risk
- Has gone missing for a significant and unacceptable period
- Is any incident that is beyond the normal coping mechanisms of the Visit Leadership Team

As an employer, Alcester Academy is committed to providing emergency planning procedures to support staff in the event of a critical incident.

To activate support, the visit leader should immediately contact the Emergency 'Base' contact number. Failing that, the Headteacher, EVC or school switchboard should be contacted. For emergencies occurring outside of the normal school day, the Emergency 'Base' contact number should be used.

The schools emergency 'base' contact number(s) should be carried by visit leaders at all times during an off-site activity and should be used immediately if there is cause for concern. *Under no circumstances should these numbers be given to students or to their parents or guardians.*

The appointed Technical Adviser for educational visits / outdoor education is available to support the emergency 'base' contact or leadership team – advice / guidance both in and out of normal academy hours. Contact: Neil Wilson **07496 574226**

For critical incidents and emergencies the Coventry, Solihull and Warwickshire (CSW) Resilience Team, who are the sub-regional Local Authority's emergency planning team are **available to support the Emergency Base Contact person, SLT members or the EVC.**

Call **024 76 832 673** (24-hour) and ask to speak to the CSW Duty Emergency Planning Officer (DEPO)

- Give your name and position
- The name of the academy
- A contact number for yourself
- Brief summary of the situation

The operator will contact the CSW DEPO and then they will call back via the number(s) supplied. The CSW DEPO will discuss what support is needed such as communications, media support, educational psychologists etc.

Monitoring

As an employer, the academy will ensure that there is sample monitoring of the visits and LOtC activities undertaken. Such monitoring will be in keeping with the recommendations of National Guidance.

Reviewing

- All visits must be evaluated upon return
- Visit leaders must record any 'near misses' or key events

Charging for Visits

Funding for off-site activities is provided mainly by parental contributions. The schools charging & remissions policy follows the legal framework for charging voluntary contributions

and remissions as set out in sections 449-462 of the Education Act 1996. No student may be excluded from an activity because of the unwillingness or inability of the parent to make a contribution.

The costing of visits / off-site activities should include any of the following that apply:

- Transport
- Entrance fees
- Insurance
- Provision of any special resources or equipment
- Costs related to adult helpers
- Any refreshments the academy has opted to pay for

The visit leader, after consultation with the Headteacher, can charge parents for board and lodging on residential visits as well as full costs when a visit is deemed an 'optional extra'.

An 'optional extra' is defined as:

- Falling wholly or mainly outside normal hours, i.e. a ski visit during holiday periods
- An activity which does not form part of the National Curriculum or the statutory requirements for religious education
- Is not part of the syllabus towards a Prescribed Public Examination

The parents' agreement to meet the costs of an 'optional extra' visit before the visit is planned in detail will always be obtained in writing. The stated cost of an 'extra visit' must not include an element of subsidy for students whose families do not meet the full charge.

Refer to the schools Hardship Fund Policy AND Charging & Remissions Policy.

Disclosure and Barring Service (DBS) Checks

Employees and volunteers who are working in Regulated Activity either with young people or carrying out certain activities for adults, must undergo an enhanced DBS check as part of their recruitment process. With specific reference to LOtC activities and Offsite Visits, Regulated Activity for Children is defined as any adult (staff or volunteer) carrying out **unsupervised** activities **at least once a week, 4 or more days, or once overnight** (between 2am and 6am) **in a 30 day period.**

For the purposes of this guidance, "activities" are to: teach, train, instruct, care for or supervise children, provide advice/guidance on well-being, provide relevant personal care, e.g. washing or dressing, or drive a vehicle only for children.

Volunteers used on a temporary or occasional basis or supervised volunteers no longer fall within the scope of regulated activity and are not entitled to an enhanced DBS with barred list check, although the academy can still carry out an enhanced DBS without barred list check. The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered.

It is normal practice that all school staff (employees / volunteers) having access to students will be DBS and barred-list checked.

- The use of volunteers should only be permitted by the Headteacher or EVC. Permission will be based on knowledge of the volunteers and their previous experience and training.
- All volunteers will require a current DBS check.
- Volunteers have responsibility to follow the instructions of the visit leader.

Assessment of Leader Competence

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

Approval of Leaders Employers should have clear processes for approving people to lead visits or activities. This should ensure that leaders are accountable, confident, and competent to lead the specific visits or activities for which they are approved.

Being accountable means that the leader has been engaged through an appropriate recruitment and selection process, which includes vetting and induction into the establishment's policies and procedures. The details of this process may depend upon whether the leader is employed, contracted, or acts as a volunteer, but in all cases should be thorough. Regardless of a leader's employment status, they should understand the chain of accountability, what is expected of them, and the establishment's policies and procedures.

Being confident includes leaders having the ability to take charge of a situation while being aware of, and understanding, their abilities, as well as their limitations. Being confident does not mean being complacent.

Being competent means that the leader has demonstrated the ability to operate effectively and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which the visit will take place. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment. It is situational – a leader who is competent in one activity or environment may not be so in another, and it involves breadth as well as depth.

Relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments.

Requirement to Ensure Effective Supervision / Ratios

Effective supervision should be determined by proper consideration of:

- Age (including the developmental age) of the group
- Gender issues
- Ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc.)
- Nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions)
- Staff competence.

Staff assigned to support the special needs of particular individuals should not be included in the overall staffing ratio. Their responsibility should not include the wider group. Consideration should be given to the implications of one member of staff effectively being removed from the intended supervision arrangements for a period of time e.g. to accompany a student to hospital.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits. Any such arrangement must be made with specific agreement by the Headteacher beforehand, together with a risk assessment where appropriate.

Staffing ratios are a risk management issue and should be considered through the process of risk assessment. It is not always possible to set out definitive staff / student ratios for a particular age group or activity. However, Alcester Academy expects the following as normal **minimum** requirements, and any variation should be discussed with the EVC in the first instance.

Year 7 upwards	Low Risk	Medium or Higher Risk
	1:15 /1:20	1:12
		All Overseas visits 1:12 - minimum of 2 staff
		Duke of Edinburgh's Award / OAA as per Operating Authority or National Governing Body requirements

Please remember that third party provider 'free staff place' ratios may not reflect those shown above and should be negotiated were applicable prior to signing agreements.

First Aid

First aid should form part of any risk assessment. Before undertaking a visit or off-site activities, the visit leader should assess what level of first aid might be needed. On any kind of visit the visit leader and / or accompanying staff should have a good working knowledge of first aid and ensure that an adequate first-aid kit is taken. A qualified first-aider is required for any residential visit. All adults in the group should know how to contact the emergency services and the schools emergency 'base' contact.

The minimum first-aid provision for a visit is:

- A suitably stocked first-aid kit
- Person / persons appointed to be in charge of first-aid arrangements

Other considerations when considering first-aid needs should include:

- The numbers in the group and the nature of the activity
- The likely injuries and how effective first aid would be
- Duty of care requirements
- Distance to the nearest hospital
- Venue / providers first aid availability

Student Responsibilities

Students are responsible for: -

- Handing in all medicines & ensuring staff are aware of any medicines they have on their person (e.g. epi-pens)
- Being aware of risk assessments and any contingency plans
- Not taking any unnecessary risks
- Following the instructions of the visit leader and other staff, including adults at the venue
- Dressing and behaving appropriately and responsibly
- Standards of behaviour
- Being respectful to local codes and customs
- Taking care of their belongings and possessions
- Being punctual

A student's participation in educational and other off-site activities is at the academy's discretion. If a student's behaviour before or during a trip / off-site activity falls short of the expected standards, sanctions may be applied in accordance with the academy's Behaviour Policy. During a visit, in exceptional circumstances, parents may be required to collect their child before the end of the visit.

Preliminary Visits and Provider Assurances

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information

gathering is essential in assessing the requirements for the effective supervision of student's. It is a vital dimension of risk management.

Wherever reasonably practicable, preliminary visits will be undertaken. If visits to particular providers or venues are regular or frequent, it may be acceptable after an initial visit for no further pre-visits to be undertaken. Staff should still ensure that there have been no significant changes / hazards. Where possible, it is good practice for visit leaders to take full advantage of the nationally accredited, provider assurance schemes that are available. These remove the need for the sight of provider Safety Management System documentation, including risk management summaries or risk assessments.

Examples of such schemes include: -

- The LOtC Quality Badge
- Adventurous Activities Licensing Authority (AALA)
- Adventuremark
- Outdoor NGB centre approval schemes (applicable where the provision is a single, specialist activity)

Insurance for Educational Visits and Off-site Activities

Staff

Employer's Liability Insurance is a statutory requirement and the academy holds a policy that indemnifies it against all claims for compensation for bodily injury suffered by any person employed by it. This cover also extends to those persons who are acting in a voluntary capacity on behalf of the academy.

The academy also holds Public Liability insurance, indemnifying it against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, property. Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff. The indemnity covers activities such as off-site activities and visits organised by all establishments and settings for which the employer is responsible.

Some level of Personal Accident Insurance is provided for all employees in the course of their employment, providing predetermined benefits in the event of an accident. However, visit / activity leaders are advised that they should consider taking out additional personal accident cover privately or obtain cover through a professional association.

Students

The academy does not provide Insurance cover for students regarding the following: – cancellations, delays, curtailment, accidental injury, emergency repatriation or personal belongings.

- The visit leader must check the need for additional travel insurance depending upon the nature of the activity being undertaken.
- Students will pay the nominal charge for any additional insurance cover arranged. This will be covered within the visit costing.
- Where a tour operator is used, the type and extent of insurance cover in place should be ascertained. Providers must hold £5 million public liability insurance cover.
- It is the responsibility of the visit leader to liaise with office administrative staff and the EVC to check the level of insurance cover in place and to decide if additional cover is required.

Inclusion

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for students with special needs, every **reasonable**

effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

The academy will take all **reasonably practicable** measures to include all students. The principles of inclusion will be promoted and addressed for all visits and reflect school policy, thus ensuring an aspiration towards: -

- An entitlement to participate
- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers.

When offering a trip, the school will do their utmost to give opportunities to as many students as possible. However, it may not be possible to offer places to all students in a year group as this will be dependant on the number of places available and offered by the venue.

Additionally, it may be limited by the logistics of staffing, particularly when a trip takes place during the school day and also transport limitations.

The school reserves the right to set the number of places available for a trip but will always ensure all students have a fair chance to participate. Places for a trip may be determined by a student's attendance and behaviour record.

Under the Equality Act 2010, it is unlawful to: -

- Treat a young person to whom one of the protected characteristics applies less favourably.
- Fail to take reasonable steps to ensure that such persons are not placed at a substantial disadvantage without justification.

Rewards Activities and Trips

As part of Alcester Academy rewards policy, pupils who meet a certain criteria may be invited to participate in a school rewards activity. These will take place at various times during the academic year and may involve prize draws and also involve either a trip or an activity.

These activities are a way of rewarding pupils, so it is important that pupils earn their invitation to participate. All Alcester Academy pupils are eligible for the trips if they meet the required criteria. This will be based on various factors that include:

Punctuality – Pupils must have a good punctuality record during registration and lesson time.

Good attendance – 5% and above - Students with 95% attendance for the Year will be invited to attend a rewards trip (subject to satisfactory behaviour and academic achievement). The Headteacher reserves the right to lower the attendance required to attend the trip in the interest of ensuring the trip is full and cost effective. This will always be done to allow students with the best attendance to be invited first.

Excellent effort/work/behaviour in and around school: This will be monitored by the Demerits behavior tracking system part of the Epraise system. Pupils must have a clear behaviour record that does not include serious incidents or breaches of the behaviour policy. This also includes behaviour on school buses and when students are out in the community. If there are any concerns about behaviour, effort or attitude, they will not be invited on the trip.

The final decision on any pupil's inclusion on a reward activity will be made by the Headteacher.

Good Practice Requirements

To be deemed competent, staff should be able to demonstrate the ability to operate to the current standards of recognised good practice for that role - Visit / Activity Leader, or Assistant Leader.

In order to lead a trip (both a day trip & residential) the expectation is that a new trip leader will have received training from the EVC. Prior to leading a residential trip, they should also have participated in a residential trip acting as a deputy trip leader, this also applies to day trips.

All staff and helpers must be competent to carry out their defined roles and responsibilities. National Guidance sets clear standards to which staff must work.

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

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

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues is applied to both newly qualified and newly appointed staff.

Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it and staff must follow the statutory and good practice requirements. All national and local regulatory requirements must be followed. The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction / student behaviour.

The visit leader should ensure that coaches and buses are hired from a reputable company.

Refer to National Guidance 4.5a, 4.5b, 4.5c <http://oeapng.info>.

Minibuses

The driver of the vehicle cannot safely drive and supervise passengers at the same time. Therefore a risk assessment should be undertaken to ascertain the likely behaviour and individual needs of students.

Considerations should include –

- The length of the journey and time of day when it takes place
- The nature of the group (age / maturity / special needs / behavioural issues) and the level of behaviour management or support they are likely to require during the journey
- The overall workload of the driver during the day (other responsibilities and duties undertaken or planned by drivers)
- Safeguarding Issues

Based on an assessment of these factors, it may prove satisfactory to have only a driver present in the vehicle (no supervisors). It may however also demonstrate the need for additional staff to share driving duties or to act as supervisors.

Any driver / supervisor should have access to a mobile phone and have academy contact details available.

Where more than one minibus is being used to provide transport to the same destination, vehicles should normally travel in convoy.

Hired Transport

There must be appropriate levels of supervision to ensure the safety and welfare of all students. The driver has no responsibility for student behaviour. Only reputable companies should be used who can confirm suitable risk management procedures are in place.

Staff using Private Cars

Staff are recommended not to use their own vehicles to transport students. However, if they must be used: -

- The vehicle has tax and is roadworthy
- The driver has business use insurance cover
- Parents have given permission
- Child seat and seat belt laws are adhered to *

Ideally there should be 2 staff present in the vehicle and there must be male and female staff present if there are male and female students.

*Child and Seat Belt laws: - Children in cars, vans and other goods vehicles must be carried in an appropriate child restraint from birth until either they are 135cm (4'5") tall or 12 years old, whichever comes first. There are very few exceptions. They must then use a seat belt (although it would be preferable to use a booster seat until they are 150cm (5') tall).

Planning

Visit planning includes consideration of the question: 'What are the really important things that we need to do to keep us safe?' It should focus on those issues that are individual to the specific event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the leader in the context of the event. Significant issues must be recorded; and shared with all relevant parties.

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

- The plan is based on the academy's procedures and employer guidance
- For all visits refer to the 'Planning Checklist' and relevant trip pack in the staff shared area
- Proportionate assurances have been obtained from any providers (making full use of national schemes which accredit that assurances have already been obtained by credible inspection regimes)
- Approval has been issued for the visit – simple low risk and medium risk activities – 6 weeks in advance, higher risk activities 8 months in advance
- All visits involving residential, overseas activity or outdoor adventurous activity should be given to the EVC within timescales to then go to governors for approval and to be passed on to the nominated technical adviser.
- Following approval, liaise with the office administrative staff to collect student replies, medical details and organise finance, costing, transport, insurance and booking. No student will be allowed to go on a visit without parental permission – annual 'blanket' consent form for low risk everyday activities, specific for medium or higher risk activities. This will be strictly enforced. Looked after children may need permission from Children's Services, please liaise with relevant pastoral staff

- Those in a position of parental authority have been fully informed and, where appropriate, formal consents has been obtained
- Collect student 'donations' (see charging & remissions policy). Liaise with EVC / Office admin staff if any changes are to be made prior to departure
- All staff (including any adult volunteer helpers) and the students to be involved have a clear understanding of their roles and responsibilities, including their role in the risk management process
- Designated academy emergency contact(s) have been identified that will be available on a 24/7 basis where required and that details of the visit / students are accessible to the emergency visits / base contact person(s) throughout the period of the activity.
- Risk assessments – low risk simple everyday activity, the visit leader and support staff should be familiar with the contents of the generic risk assessment. For medium / higher risk activities a specific risk assessment must be completed and the contents shared with staff and students as relevant. Documents are available in the staff shared area.

Refer to appendix B: Categories of Risk - Activities

It is strongly recommended that at an early stage of the planning process, the provisional staffing team meet to identify the benefits and learning outcomes of the activity (or range of activities). If the outcomes are to be evaluated with any rigour, then it will be essential that these outcomes are prioritised and appropriately targeted. A record of these outcomes will help keep the plan focussed and also be a vital part of the risk management process in providing some objectivity in a "Risk Benefit Analysis".

Once the targeted outcomes have been recorded, it will then be possible to identify appropriate on-going review and evaluation strategies.

The degree of complexity of a particular plan (along with its supporting procedures) will need to reflect the nature and complexity of several variables that can impact on any given activity. These variables can be remembered as "STAGED" as explained below. It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, and will become more 'risk aware' and hence at less risk.

- **S**taffing requirements – Trained? Experienced? Competent? Ratios?
- **T**iming – When? For how long?
- **A**ctivity characteristics – Specialist? Insurance issues? Licensable?
- **G**roup characteristics – Prior experience? Ability? Behaviour? Special and medical needs?
- **E**nvironmental conditions – Like last time? Impact of weather? Water levels?
- **D**istance from support mechanisms in place at the home base – Transport? Residential?

Consent

Employers and employees need to take account of the legalities regarding a requirement for formal consent (parental permission).

Low risk simple everyday activity

Parents will complete, sign and return an annual 'blanket' consent form for visits at the start of the academic year that gives permission for simple everyday activities to be undertaken within the normal curriculum day and local sports fixtures after school. No additional consent will be sought. It is still a requirement to inform parents that their son / daughter will be undertaking an off-site visit. It is the parent's responsibility to notify the school of any changes to their child's health / medical conditions / medicines.

Medium and Higher risk activity

Specific consent should be sought. It is important that sufficient detail is provided about intended arrangements so as to allow *informed* consent to be given.

Retention of Records

There are no legal requirements to retain information after a visit. However, it is useful to retain information:

- To record the range of opportunities that the school provides for students
- To record staff experience in leading visits and outdoor learning (competence based on number / range of visits leading or supporting)
- To demonstrate effective planning and evaluation of visits and outdoor learning - as a future planning tool.

Any records containing personal information must be stored securely and kept in compliance with data protection requirements. For example, unless the guidance on accidents applies, parental consent forms need only be retained until the visit (or period of time) covered by the consent has ended and then they may be destroyed (unless annual 'blanket' consent).

Records - In the event of an accident

Whenever there has been an accident or incident, the school will consider whether the nature of any accident or incident might, in the future, give rise to an insurance claim or a civil claim for damages. Where this is considered to be a possibility, or where an incident was reported to HSE under the Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR), sufficient information regarding the visit and incident will be retained to allow the school to investigate fully and, if necessary, defend the actions:

- Full details of the incident and any related report/witness statements/follow-up actions
- The plan for the visit (including risk management plan)
- Names of the students and adults on the visit
- The programme of activities that took place on the visit
- A copy of the information about the visit sent to parents prior to the visit
- A copy of the completed parent consent form(s) for anyone directly involved in the accident/incident

This information will be stored electronically. Due to the time limits on civil claims for negligence, such records should be kept until the student reaches age 21, or for 3 years following the incident in the case of an adult.

This policy document links to other policies and documents including:

- Health and Safety
- SEND
- Child Protection and Safeguarding
- Hardship
- Charging and Remissions
- Behaviour/Discipline
- Data Protection
- Supporting Students with medical conditions
- Administration of medicines
- Allergy Awareness
- Attendance Policy
- Safeguarding & Child Protection

Signed: _____ **Headteacher**

Signed: _____ **Chair of Governors**

Date: _____

(ratified by the Full Governing Body on 04.12.2023)

Responsibilities and Liabilities

Where an employee commissions a Learning Outside the Classroom (LOtC) activity they must ensure that such commissioned agents have systems and procedures in place where standards are not less than those required by the employer and/or OEAP National Guidance.

Appendix B

Categories of Risk – Educational Visits

'Low risk' - *Everyday simple activities usually within the normal school day*

- Sports fixtures (not involving longer travel distances / residential activity)
- Swimming in indoor pools (with lifeguard / swimming coach)
- Theatre and museums
- Local village / town
- Local church / shops
- Local parkland including simple water margins activity
- Sacred spaces
- Country parks
- Study / visitor centres
- Countryside walking (simple lowland rural terrain)
- Visits to local schools / business
- Low level initiative and team building activity (simple activity)

'Medium risk' - *Not every day simple activity activities in or outside school day*

- Larger town / city visits (easy to manage environments / managed public interaction)
- All UK residential visits (non-adventurous activity)
- Forest schools and bush-craft (away from site)
- Orienteering / navigation in local parkland / small woodland areas (good geographical boundaries)
- Larger conference and exhibition venues or similar environments
- Lower level / non-wild terrain field studies (be aware of wild/mountainous areas, seaside locations and anywhere close to / in water)

'Higher risk' – *More complex activities in or outside school day*

- All Outdoor Adventurous Activity (OAA)
- All overseas visits, including residential
- Field studies undertaken in wild / remote terrain
- Large city locations (student's on foot / use of public transport / difficult to manage public interaction)
- Higher level ropes courses / aerial runways

*** The following are usually defined as Outdoor Adventurous Activities (OAA)**

- *Higher level hill /mountain walking*
- *Cave / mine exploration (not guided show caves)*
- *Rock climbing / abseiling (indoor / man-made / natural rock)*
- *Mountain / all-terrain biking*
- *Orienteering and navigation (forests / wild or mountainous terrain)*
- *Skiing / snowboarding / tobogganing (indoors / outdoors)*
- *Gorge scrambling / sea level traversing / canyoning*
- *Improvised rafting / canoe / kayaking / white-water rafting*
- *Sailing / windsurfing / paddle boarding*
- *Open water swimming (lakes / rivers / sea)*
- *Pony trekking in wild / mountainous terrain*
- *Higher Level Ropes Courses / Aerial Runways*

This list is not designed to be exhaustive.

Residential trip checklist

Stage ONE - at least 6 months before visit/ 12 months for abroad		Completed (Date & Initials)
1	Educational Visit Leader (EVL) (you) to complete the yellow Initial Proposal for visits (EV1) and arrange to meet with Educational Visits Co-ordinator (BU) (Karen Buckthorp). Once signed, form needs to be given to SV (Karen Savery) BU to clear with governors. Assign Deputy trip leader.	
2	EVL to check cover is ok for the proposed date with ML (Chris Millen)	
3	EVL to meet with SV to discuss trip budget/finance.	
4	EVL to complete draft letter and give to SV with a list of invited students. SV to remove those not allowed to participate (behaviour/attendance)	
5	Risk assessment to be completed by EVL	
6	EVL to check that the trip has been added to the school calendar (LK) Lyndsey Kirby	
7	EVL to schedule parent meeting on calendar if required	

Stage TWO - at least 6 months before visit/12 months for abroad		
1	Letter to be released to students and set up on Gateway with payment deadline (SV). SV to consider PP pupils	
2	Alcester Academy budget form for proposed trips to be signed by EVL	
3	If the visit is abroad, ensure all staff are aware of PP/GHIC/VISA arrangements	

Stage THREE – when enough deposits received to make trip viable		
1	Staff confirmed and cover in to ML	
2	EVL to send out letter 2 to confirm place on trip, remind re payment deadlines, inform re meeting, send out parental consent forms/medical forms etc	
3	SV – as forms are returned, log and check carefully. If any students appear to have additional SEND or medical needs a parent meeting may be required in order to discuss how best the student needs can be met.	
4	If visit is abroad collect in student information PP/GHIC	

Stage FOUR - no less than 1 month before the trip		
1	EVL - Book a mobile telephone with SV to take on the trip	
2	EVL - obtain staff emergency contact information and give to SV Form - EV5	
3	EVL – organise a staff briefing to go over risk assessment and other plans for the trip.	
4	EVL – organise a student briefing to go over plans for the trip – if required	

	For some trips a parent info meeting may also be needed - definitely for abroad.	
5	SV to complete County form NWil1 if required	
6	SV to inform canteen if 20 or more students will be missing from brunch or lunch sessions	
7	EVL to inform attendance and other teaching staff about participants due to be absent	
8	EVL to organise emergency contact cards for students and for lanyards if required with SV	
9	Re-evaluate Risk Assessment	

Stage FIVE – at least 1 week before trip		
1	SV - to create Trip Information Pack and share with trip leaders	
2	EVL to get together supplies for the coach - bin bags etc	
3	Collect First Aid kit	
4	All medicines to be collected in from students on departure. Medicines to be clearly labelled with names and instructions for administering.	

Stage SIX – On the trip		
1	All medicines to be administered and monitored by staff	
2	Students to stay in groups of 3 for safety. Students to have emergency contact numbers on them as a card/lanyard	
3	Regular meet up times to be arranged for students to check in with staff	
4	Staff to be available at a meeting point known to students at regular intervals.	

Stage Six - after trip		
	Com Complete evaluation form from Karen Savery	

Appendix F

UK non-residential procedure checklist

Stage ONE - at least 6 weeks before visit			Completed (Date & Initials)
1	Educational Visit Leader EVL (you) to complete the yellow Initial Proposal for visits (EV1) and arrange to meet with Educational Visits Co-ordinator BU (Karen Buckthorp) Once signed, form needs to be given to SV (Karen Savery)		
2	EVL to check cover is ok for the proposed date with ML (Chris Millen)		
3	EVL to meet with SV to discuss trip budget/finance.		
4	EVL to complete draft letter and give to SV with a list of invited students. SV to remove those not allowed to participate (behaviour/attendance)		
5	Risk assessment to be completed by EVL		
6	EVL to check that the trip has been added to the school calendar (LK)		
Stage TWO - 4 weeks before visit			
1	Letter to be released to students and set up on Gateway with payment deadline (SV)		
2	Alcester Academy budget form for proposed trips to be signed by EVL		
3	Staff confirmed and cover in to ML		
Stage THREE - no less than 7 days before the trip			
1	EVL - Book a mobile telephone with SV to take on the trip		
2	EVL – to check final numbers and ensure final list of students is accurate		
3	EVL to inform attendance and relevant teaching staff about students due to be out of school		
4	SV to organise PP lunches if required and/or inform canteen if more than 20 students will be missing a brunch or lunch session		
Stage FOUR – prior to trip			
1	EVL to collect trip info pack and emergency cards from SV		
2	EVL to collect packed lunches and coach supplies – bin bags etc		
3	Collect First Aid kit from SV		
Stage SIX – On the trip			
1	EVL to organise that all medicines to be administered and monitored by staff		
2	Students to stay in groups of 3 /4 for safety. Students to have emergency contact numbers on them as a card/lanyard		
3	EVL to organise regular meet up times to be arranged for students to check in with staff		
4	Staff to be available at a meeting point known to students at regular intervals.		

5	EVL to liaise with base contact about return to school and any changes.	
----------	---	--

Stage Seven - after trip

1	All medicines to handed back to students on the coach or returned to school.	
2	Trip paperwork & mobile all handed back into office	
3	EVL - Trip evaluation to be completed & to organise student evaluations	
4	EVL – Write up for newsletter.	

Appendix G

CONSENT FORM FOR SCHOOL TRIPS AND OTHER OFF-SITE ACTIVITIES (EV3)

Name: _____

Tutor

Group:

Please sign and date the form below if you are happy for your child

- a) to take part in school trips and other activities that take place off school premises;
and
- b) to be given first aid or urgent medical treatment during any school trip or activity.

Please note the following important information before signing this form:

- The trips and activities covered by this consent include;
 - all visits which take place during term time
 - off-site sporting fixtures outside the school day,
- The school will send you information about each trip or activity before it takes place.
- You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity.

Written parental consent will not be requested from you for the majority of off-site activities offered by the school – for example, year-group visits to local amenities – as such activities are part of the school’s curriculum and usually take place during the normal school day.

Please complete the medical information section below (if applicable) and sign and date this form if you agree to the above. It is your responsibility to keep the school updated of any changes to your child’s medical information.

MEDICAL INFORMATION

Details of any medical condition that my child suffers from and any medication my child should take during off-site visits:

Signed.....

Date.....



Appendix H

Consent to Visits, Medical Details and Treatment Form
Other than simple everyday activity (EV4)

Visit to:

.....
...

From: (date) To:
(date)

Name of Student:

.....

Date of Birth:

Male

Female

Home address:

.....
.....
.....

Telephone No:

Emergency contact telephone numbers (home/mob/work)

1).....

2).....

3).....

Name, address and tel. no. of own doctor:

.....

Known Medical Conditions:

.....
Known allergies:
.....

Is he/she having any medical treatment at present? If so, please give written details of treatment and medicines, etc. (These MUST be handed to the Visit Leader)
.....

Are there any reasons that you know of that stops her/him from participating fully in the planned activities?
.....

Are there any activities in which he/she should not participate?
.....

Please indicate any special food dietary/requirements (if applicable):
.....
.....

Other relevant Information:

I wish my child to take part in the educational visit / offsite activity and having read the information provided, agree to his/her taking part in any or all of the activities described.

I agree to my son / daughter receiving any emergency or other medical treatment as deemed urgent, necessary and / or in the best interest of my son / daughter by the medical authorities present. This includes dental, medical or surgical treatment, the use of anaesthetic's or blood transfusion.

I also agree to the release of relevant and necessary medical information to academy staff by the GP **if** circumstances are deemed necessary and appropriate.

Your name (Block capitals please):
.....

Signature:

Date:



Appendix I

Staff / Adult Medical Details Form (EV5)

Name:

.....

Date of Birth:

Male:

Female:

Home address:

.....
.....

Telephone No:

Emergency contact telephone numbers (home/mob/work):

1).....

2).....

Name, address and tel. no. of own doctor:

.....

Known Medical Conditions – or allergies:

.....
.....
.....

Please indicate any special food dietary/requirements (if applicable):

.....
.....

Other relevant Information the visit leader should be aware of:

Your name (Block capitals please):

.....
Signature:Date:



Appendix J

Educational Visits Planning Checklist

This checklist is designed to help the Headteacher, the SLT, the EVC and visit leaders to ensure, as far as possible a safe, successful educational visit.

1. Objectives

- There are clear and well considered learning aims that are particular to the development of the group as a whole and individuals within it, which contribute to the wider curricular or programme aims of the school
- Due consideration has been given to the needs of all students

2. Staffing

- Has a visit leader been approved by the Headteacher and EVC?
- Are they sufficiently confident and competent?
- Are the staff accompanying/leading the groups appropriately qualified/competent in accordance with policy/guidelines?
- Has the visit leader had previous experience of being a deputy leader on a similar trip?
- Has the trip leader received training from the EVC?
- Are the Visit Leadership Team familiar with the academy's educational visits policy/procedures?
- Are all adults physically and mentally capable of undertaking the proposed off-site activity?
- Is there a requirement for appropriately qualified First Aider(s) in the group?
- All members of the Visit Leadership Team have received all relevant information on both the visit and the group?
- Have adults been DBS checked?
- Have all adults completed their own medical details form (if applicable)?
- There are sufficient leaders to ensure effective supervision and deal with incidents and emergencies?
- If accompanying leaders are taking a family member on the visit, are there arrangements to ensure that this will not compromise group management?

3. Risk Management

- Risk assessments have been completed as appropriate – for the elements which we manage e.g. transportation, pastoral/welfare, safeguarding, teaching etc?
- Providers - Risk Management Summaries (RMS) and/or evidence of providers meeting quality standards e.g. LOTC Quality Mark, AHOEC Gold Standard, AALA etc. have been obtained?

- The Visit Leadership Team has been involved with the risk assessment process where possible and are aware of the main hazards/dangers?
- Students have/will be briefed as appropriate?

4. Location

- Is the chosen location appropriate to the proposed activities and the needs of the students?
- Where accommodation is used it is appropriate to the needs of the students – accessibility/safety and security etc.?
- Does the accommodation meet the needs of the group in terms of age, gender, management/supervision etc.?
- Where remote supervision will be used the environment is suitable for it?
- Are alternative arrangements available if necessary (Plan B), e.g. Bad weather?

5. Approval

- Have the proposed plans been approved (as appropriate) by:
 - employing/governing body
 - the Headteacher
 - the Education Visits Coordinator (EVC)

6. Supervision Ratios

- Are ratios appropriate for the proposed activities and nature of the students?
- Is the ratio of male/female competent adults appropriate?
- There are sufficient leaders to ensure effective supervision at all times and to deal with incidents and emergencies?

7. Preliminary Visits

- Has a pre-visit been completed?
- Has suitable/sufficient background information been obtained?

8. Contact with Parents/Carers

- Have they been sufficiently informed of the proposed visit/activity?
- Has appropriate consent been obtained – low risk blanket consent/medium and higher risk specific consent?
- Have parent(s) been informed of any special requirements?
- Has a meeting been convened for residential visits?
- Up to date medical information and contact details are available and will be shared with the Visit Leadership Team (Emergency Details) and any relevant provider staff?
- Parents provided with emergency numbers

9. First Aid

- Is suitable First Aid equipment available?
- Is someone with relevant First Aid experience or training available whilst on the off-site activity?
- Procedures in place for staff to administer all medication & appropriate record keeping to support this.
- Will the provider/location have First Aid qualified staff available?

10. Transport

Is suitable transport available and arranged?

Have you referred to the school policy with regard to staff using their own vehicles?

Is the driver appropriately qualified and DBS checked (if necessary)?

Are the vehicles roadworthy and appropriately insured?

Has parental permission been obtained for the transportation of young people by staff (if applicable)?

11. Equipment

- Are you satisfied that any equipment provided by the academy to be used by the group has been checked for safety, is in good working order and meets the necessary safety standards?

12. Insurance

- Have appropriate insurance arrangements been made?

13. Finance

- Costs of visit are being recovered?
- Have appropriate financial arrangements been made?
- Are the arrangements in accordance with the academy's charging policy?
- Any catering implications (FSM's etc)?

14. Students

- Are the students to be properly prepared and briefed on safety and emergency procedures, including:
 - Rendezvous procedures
 - Emergency actions/Contingency
 - Supervisory groupings
- Are the students physically/emotionally capable of undertaking the activities?
- Are the students suitably clothed and equipped?
- Have students handed in all medicines?
- Are special or differing needs catered for appropriately to promote inclusion?

15. Emergency Procedure

- There is an emergency plan in place and leaders, helpers, participants, providers and Emergency Base Contacts have been given relevant information about it (as applicable)?

16. Documentation

- Are the following required or available to take on the visit?
 - Tickets
 - Copies of relevant policy documents
 - Completed copies of Medical and Consent forms for all participants.
 - Base Contact Emergency Telephone number(s)
 - Insurance documents (if appropriate)
 - Copies of risk assessments
 - Passports and visas (if required)
 - European Health Insurance Card (if appropriate)

17. Finally

- The visit meets all relevant requirements of the academy's policy/procedures?

Appendix K

SAMPLE Visit Evaluation Form (EV6)

Trip:	
Trip Leader:	
Date of Trip:	
Venue:	
Year group:	
Number of students:	

Objectives of visit:

Learning Outcomes Achieved:

Outline of visit:

Activities completed:

Any “Near Miss” information / or issues that happened:

Anything that needs to be changed for next time:

Any other comments:

Sample of comments from student evaluations:

PLEASE ENSURE YOU DO A WRITE UP FOR THE SCHOOL NEWSLETTER

Appendix L

**Educational Visits Notification Form (NW11)
Medium and Higher Risk Visits**

This form should be completed and submitted by the EVC for all medium and higher risk activities including residential visits, adventurous activity and overseas activities.

All visits must operate in accordance with OEAP National Guidance as interpreted by the academy's policy.

The EVC will notify the nominated Technical expert as per timeframes below.

Submission timescales for medium and higher risk activities:

Higher risk – the form should be returned **at least 8 working weeks** before departure

Medium risk - the form should be returned **at least 4 working weeks** before departure

Name of Educational establishment:	
Purpose / Aims:	
Date(s) of Visit:	
Destination / Venue:	
Age / Year Group(s) involved:	
Number of students:	
Provider Details: Company name (If applicable):	

<p>Address:</p> <p>Emergency Telephone Contact(s):</p>	
<p>Insurance required / in place?</p>	
<p>Risk Management Summary / Risk Assessment(s) in place?</p> <p>Designated Visit Leader Details:</p>	<p>Name:</p> <p>Competence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Qualified Teacher <input type="checkbox"/> Teaching Assistant <input type="checkbox"/> Other Staff Member <input type="checkbox"/> Visit Leader Training
<p>Assistant Visit Leaders: (all should be competent to undertake responsibilities/duties as directed)</p>	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
<p>School Emergency (base) Contacts:</p>	<p>Daytime Tel. No:</p>

Name:	Outside of School Hours Tel. No:
Name:	Daytime Tel. No:
	Outside of School Hours Tel. No:
Name:	Daytime Tel. No:
	Outside of School Hours Tel. No:

Programme / Itinerary:

Day	Place of Activity	Brief Description of Activity	Staff Responsible	Supervision Ratio (academy staff and provider as applicable)
1				
2				
3				
4				
5				
6				

Any significant changes to visit arrangements prior to commencement should still comply with the establishment's educational visits policy.

Any further Information:

EVC Approval Date:

Signature:

Headteacher Approval Date:

Signature:

EVC's please submit this form to Neil Wilson Educational Visits and Outdoor Learning

E-mail: nwilevol@gmail.com Telephone: 07496 574226



Alcester
Academy

Appendix M **EDUCATIONAL VISITS EMERGENCY OVERVIEW**



Alcester
Academy

Appendix N **EDUCATIONAL VISITS Out of Hours**



Appendix O

First Response Visit Emergency Telephone Record (EV7)

This document is designed to ensure that in an initial telephone discussion between a Visit or Assistant Leader in trouble and their designated Emergency Contact, **both parties have the same document to look at** and thereby ensure that all key factors are recorded. The document should be kept to hand by those designated as a Visit Emergency Contact and also carried by Visit Leaders and Assistant Leaders.

1. **Incident:** a situation dealt with by the Visit Leader, who remains in control and can cope
2. **Emergency:** an incident that overwhelms the coping strategies of the Visit Leader so that they refer to the Emergency 'Base' Contact for help
3. **Critical Incident:** an incident that meets the definition and is probably overwhelming the coping strategies of both the Visit Leader and the school's Visit Emergency Plan
4. **Major Incident:** declared as such by the UK Police or Foreign and Commonwealth Office etc.

Name of Caller		Role of Caller (Visit Leader? Assistant Leader? Helper?)	
Caller's telephone number(s) – landlines/mobile		Time of this call Time of the incident	
Name of Group Number and age of group		Which leaders are at the scene	
Present Location		Is the group staying put or moving to a new location?	
Nature of the Incident or Emergency			
Names of any casualties and their injuries		Names of any party members sent to seek assistance	
Is the rest of the party safe and likely to remain safe?			
Weather conditions including any threatening environmental factors			
Emergency Services alerted / in-attendance? <i>Police Fire/Rescue Ambulance Air Ambulance</i> <i>Mountain Rescue Coastguard/RNLI Other</i> Already alerted? At what time?			
What is the caller asking you to do? For Information only, Advice or for Action?			

Agreed Action Plan (visit leader / caller / emergency contact):

Additional Notes:

Appendix P

Emergency Action Plan – Visit Leader/Accompanying Staff (EV8)

Immediate Action

1. Assess the situation, establishing the nature and extent of the problem but ensuring that the leaders do not put themselves at further risk.
2. Make sure all other members of the party are:
 - Accounted for.
 - Safe.
 - Adequately supervised.
 - Briefed to ensure that they understand what to do to remain safe.
2. Leaders should assume their allocated roles – ensuring that where one or more of the Visit Leadership Team is incapacitated then these roles are reassigned on a priority basis.
3. If there are injuries, take action to establish their extent and administer appropriate first aid.
4. Contact the appropriate emergency services if required - see *Communications 1* below

First Aid

Aim to:

- Preserve life.
- Prevent the condition worsening.
- Promote recovery – treat for shock – reassure and keep warm.

Communications

Direct contact with a Parent of a group member, from the scene of the incident should be avoided. This task should be carried out by the school/emergency contact person or nominated representative(s).

1. Contact the appropriate emergency service(s). They will guide you through the information they need but this will include:
 - Your name and the name of the group.

- Location.
 - Nature of emergency and number of injured persons.
 - Action so far.
2. Control any communications by the rest of the group. Rumours spread very quickly and can cause serious and unnecessary upset.
 3. Alert the School's Emergency Contact: You may be in shock and need support. Also news travels fast and the school will need accurate information.
Consider other people who may need contacting:
 - Emergency Services (UK 999, EU 112).
 - Embassy/Consulate if overseas.
 - Local accommodation/contact.
 - Tour operator/provider.
 - Insurer.

DO NOT speak to the media. Refer all media interest/enquiries to the academy.

Secondary Action

1. Arrange appropriate protection from the elements.
2. Uninjured group members should be moved to shelter or away from the immediate vicinity of any casualties. Ensure that they:
 - Are adequately supervised throughout.
 - Are returned as early as possible to base.
 - Receive appropriate support and reassurance.
2. Avoid splitting the group – unless it is the only way to get help – and leave nobody on their own.
3. Manage the incident – ensure that all appropriate actions have been/are being attended to.
4. It is useful to keep an accurate record of events and actions as close to real time as possible. Any leader with spare capacity should, therefore, keep notes – see the attached on recording an incident.
5. Ensure that an appropriate adult accompanies any casualties to hospital, taking with them parental consent forms and appropriate medical information for the injured persons.
6. Maintain contact with the emergency services and the School contact until the Emergency is over.

7. Monitor, reassess and review – ensure nothing has been forgotten and all leaders and young people are coping, cared for and secure.

Post-Incident Action

1. Consider the emotional needs of any staff or young people who may have been adversely affected.
2. Follow the academy's reporting requirements, including completing any accident and incident forms and complying with RIDDOR regulations.
3. Review the lessons learned and ensure that these feed into future visit plans, emergency plans and staff training.
4. Share the experience and learning with colleagues.

Media/legal points

1. Do not admit anything.
2. Do not sign anything.
3. Avoid discussing legal liability with others.
4. Do not talk to the press – refer them to the academy's media contact.
5. Record all events, times and details – establish witness contact details and get statements from leaders.

Recording and incident

Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused. Record the following:

1. Time, date and nature of the incident.
2. Accurate incident location.
3. Names of casualties.
4. Details of injuries.
5. Actions taken, including all communications
6. Names of others involved but not injured.
7. Details of any moves from the incident site (times, who moved, where to, how).
8. Names and contact details of witnesses.

9. Proposed actions.