

# Stock Primary School



## Educational Visits Policy

Date revised: Apr 2021

Date agreed by the Governing Body: 13<sup>th</sup> May 2021

Next Revision: Summer 2024

<b><u>CONTENTS</u></b>	<b><u>PAGE</u></b>
1. Introduction	3
2. Reasons for Visit	3
3. Visits and curriculum links	3
4. Gaining approval for the trip	4
5. Choosing a provider	5
6. Information about the visit to/from pupils and parents	5
7. Visits and staffing	5
8. The Visit	5
9. Financing the visit	6
10. Insurance	7
11. Transport (Revised Nov 18)	7
12. Critical Incident and Emergency Procedures	8
13. Monitoring and Evaluation	8

#### EMERGENCY PROCEDURES ACTION PLAN

#### Appendices

Appendix 1 – Charging guidance	10
Appendix 2 – Using external providers and facilities guidance	13
Appendix 3 – Transport in private cars guidance (Revised Nov 18)	16
Appendix 4 – Extended Learning Locality (Local Area Visit)	18

Parental consent form

Guidance - Health and safety on educational visits -Published 26 November 2018

## 1 Introduction

1.1 The Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

- *The DfE guidance : Health & Safety on Educational Visits (Nov 2018) The key points addressed in this document have been embedded in this policy and can be found at the end of this document*
- Further guidance can be obtained from National guidance for the management of outdoor learning, off-site visits and learning outside the classroom website. [www.oeapng.info](http://www.oeapng.info)
- **NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.**

## 2 Reasons for Visits

2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

2.2 All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum, we offer a range of educational visits and other activities that add to what they learn at school.

## 3 Visits and curriculum links

3.1 All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

3.2 For many subjects in the curriculum there is a corresponding programme of activities, which includes visits by specialists. All these activities are in line with guidance published by the LEA: e.g.

- English – theatre visits, visits by authors, poets and theatre groups;
- Science – use of the school grounds, visits to local woods and parks;
- Mathematics – use of shape and number trails in the local environment;
- History – castle visits, study of local housing patterns, museums;
- Geography – use of the locality for fieldwork, field work further away
- Art and design – art gallery visits, use of the locality;
- PE – range of sporting fixtures, extra-curricular activities;

- Music – range of specialist music teaching, extra-curricular activities, concerts for parents and children to hear;
- RE – visits to centres of worship, visits by local clergy.

## 4 Gaining approval for a trip

### 4.1 Governors

As part of their responsibility for the general conduct for the school, the Governing Body has adopted this policy for the effective and safe management of educational visits.

The Governors must approve any visit involving an Overnight stay or Overseas. The Governors delegate the Headteacher / EVC the responsibility to approve all other visits. The Governors have adopted a charging and remissions policy in line with national guidance. <http://oeapng.info> (3-2c-charges-for-off-site-activity) see Appendix 1.

### 4.2 The Headteacher or EVC:

- 4.2.2 is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.
- 4.2.3 should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance refer to the Equality Act 2010
- 4.2.4 should ensure the suitability of all staff appointed to the visit.
- 4.2.5 should ensure that the visit leader fully understands his/her responsibilities.
- 4.2.6 should implement effective emergency contact arrangements.
- 4.2.7 should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.
- 4.2.8 should have a system in place to record, audit and monitor school off-site visits.

An electronic submission process **EVOLVE** is used to log, audit, approve the following:

Overseas	<b>Yes</b> and formal approval by	EVC and Head
Residential	<b>Yes</b> and formal approval by	EVC and Head
Adventurous	<b>Yes</b> and formal approval by	EVC and Head
Day Visits with transport	<b>Yes</b> and formal approval by	EVC / Head
Local Area Visit	verbal approval by	EVC / Head

## 5 Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider. For guidance refer to Using external providers and facilities guidance (Appendix 2) [www.oeapng.info](http://www.oeapng.info)

On Residential, Adventurous or Overseas visits, leaders should check to see if the Provider holds the LOtC Quality Badge or has specific National Accreditations (ABTA bonded, AALA licence, Adventuremark, etc.)

## 6 Parental Consent :

Parents are asked to sign a parental consent form on entry to agree to their child taking part in off-site activities. While parents do not have the option to withdraw their child from the school curriculum, the school will inform parents that a visit or activity is to take place. *Note, parents should be told where their child will be at all times and of any extra safety measures required (including local area visits).*

Consent **must be sought** for visits taking place outside school hours and also for activity taking place both during and outside school hours where it is perceived to involve a higher level of risk. Consent Form. Appendix 4

See also OEAP National Guidance Document: [www.oeapng.info](http://www.oeapng.info) 4.3d-Parental-Consent

## 7 Visits and staffing

It is the responsibility of the Visit Leader to carry out Risk Assessment / Risk management for the visit.

The visit leader must complete the appropriate risk assessment form and agree it with the EVC.

The visit leader must recognise that whilst leading the visit, he or she is in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care.

Risk Assessment guidance see [www.oeapng.info](http://www.oeapng.info) 4.3g Risk Management

### Key Requirements for Leaders

The key requirements for leaders are that they must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

## 8 The visit

### 8.1 On the day

Leave in the school office:

- an amended list of children present and going on visit.
- full list of escorts and staff and groups of children for which they are responsible.
- the itinerary for the entire day.

- a copy of the written briefing notes for the escorts.

Other:

- check children out of classroom to ensure bags, lunchboxes and clipboards are taken
- take First Aid Kit, sick bucket, inhalers and other medication e.g. epipen and mobile phone.
- Copies of Emergency / Critical Incident cards (available from EVC) given to all leaders.

## **8.2 During the visit**

Young Children must be kept in escort's group at all times. With older children close supervision may be acceptable if suitable checks and contingencies are in place.

There should be a system in place to safeguard young people at all times. (e.g. If toileting issues arise, an approach could be not to send young children into the toilets on their own but in small groups.

Courtesy to the public must be shown at all times, care taken not to block pathways, etc.

Escorts should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible.

Every escort must be given an emergency telephone number and the school's contact number.

## **8.3 On return**

8.3.1 Check all children off the coach and a member of staff must lead the class either into school or to area of playground where children can be collected by parent and teacher can check them off, thus ensuring that each child departs with known parent or neighbour.

8.3.2 A teacher must remain with uncollected children until all parents have arrived and all children have departed.

## **9 Financing the visit**

When stating the cost for each individual:

- explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit. Stipulate the County/School's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment.

## 10 Insurance

### 10.1 Introduction

In addition to the following advice, it may be necessary for individuals to seek information on insurance from their LEA, school or professional association which is pertinent to their own circumstances.

### 10.2 Personal

The teacher, in common with all other employed persons, is covered against industrial injuries by the weekly contribution which must be paid during employment. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers Liability].

In respect of pupils, schools have a legal duty to take care of the well being and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought.

There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

### 10.3 Indemnity

The written consent of parents is required on entry to the school. Consent will always be obtained for the participation of pupils in any activity out of school or outside the planned curriculum. [www.oeapng.info](http://www.oeapng.info) 4.3d-Parental-Consent

## Insurance Provision

Teachers should be aware of the school provision for insurance.

See: Copy schedule of School Insurance for off-site visits: in office

## 11 Transport

When travelling by coach or taxi, the provider must be approved by the EVC.

If transport is provided by a member of staff, insurance cover is **ONLY** provided by Essex County Council, *in an unexpected or emergency situation*. In non-emergency situations, this option must only be taken after consultation with the EVC or headteacher and the person providing transport must be aware of and comply with the guidance in Appendix 3. (Travel in private cars guidance )

## 12 Critical Incident and Emergency Procedures

- All trips will follow this policy, the Health and Safety Policy and the Critical Incidents policy.
- All leaders must carry the school's 'Critical Incident form' (z Cards– With Emergency Telephone contacts and action plan should an incident happen). These are available in School T drive – EVC and in the Risk Assessment folder on office.
- On return, the visit leader must comply with the school's normal accident reporting procedures.

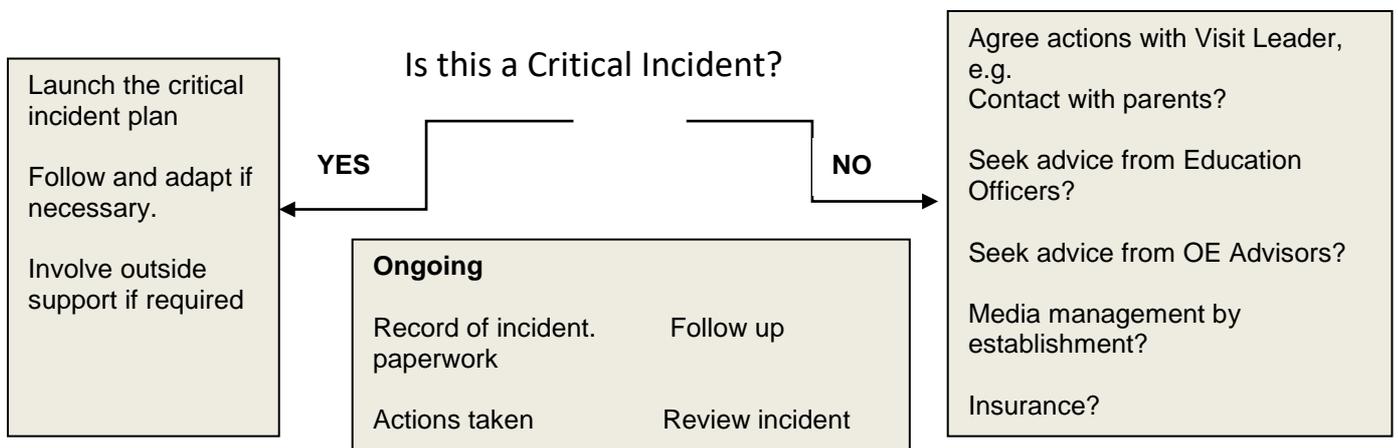
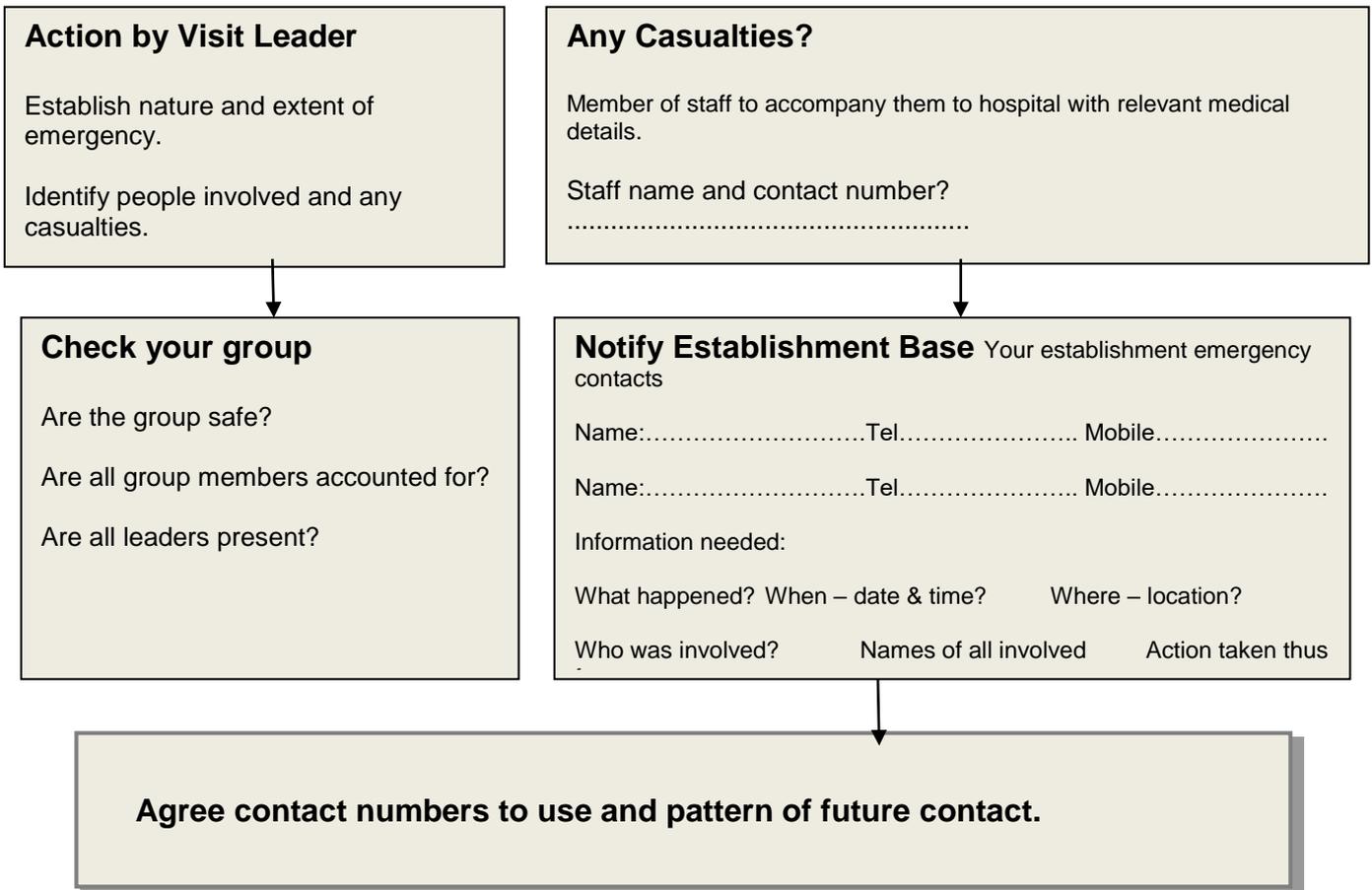
See OEAP National Guidance document: <http://oeapng.info> 1a-Critical-Incident-Management-Employer

## 13 Monitoring and Evaluation

After all visits, the visit leader shall report to the headteacher / EVC and staff via the next appropriate staff meeting. This feedback, review and evaluation will help in the celebration of success as well as feeding in to the general planning and risk management for future visits.

**CRITICAL INCIDENT ACTION PLAN**

Please follow the steps below to help manage emergencies effectively



## Appendix 1 Charging

<http://oeapng.info>

### Charging for school activities

Local authorities, maintained schools and academies (including free schools, studio schools and University Technical Colleges) must take account of the law relating to charging for school activities, as set out in sections 449 to 462 of the Education Act 1996.

### General Principles

No charges may be made unless the governing body of the school or local authority has drawn up a charging policy giving details of the optional extras or board and lodging that they intend to charge for, and a remissions policy.

Schools and local authorities **must not** charge for:

- education provided during school hours.
- education provided outside school hours if it is part of the National Curriculum, or part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school, or part of religious education.
- transport provided in connection with an educational visit.

It should be noted that ‘part of the National Curriculum’ is not restricted to learning outside the classroom experiences that are specifically subject based (e.g. geography or science fieldwork) but includes, for example, activities designed to fulfil requirements under the National Curriculum ‘inclusion statement’ (e.g. developing teamwork skills).

Schools and local authorities **may** charge for optional extras, which include:

- education provided outside of school time that is not:
  - a) part of the National Curriculum.
  - b) part of a syllabus for a prescribed public examination that the pupil is being prepared for at the school.
  - c) part of religious education.
- board and lodging for a pupil on a residential visit, except to parents in receipt of certain benefits (broadly equivalent to those which qualify children for Free School Meals).

### Definition of “School Time” and “Non-school Time”

Where an activity or visit takes place partly during and partly outside normal school hours, the Education Act 1996 prescribes a basis for determining whether the activity is deemed to take place either “in” or “out” of school hours. This depends first on whether the venture is residential or non-residential.

### Single Day (Non-Residential) Activities

A non-residential activity is deemed to take place during school hours if 50% or more of the activity occurs during school hours (including any travelling).

Where less than 50% of the activity falls during school hours, the venture is deemed to take place in non-school time. An example might be an activity that requires pupils to leave school an hour or so earlier during the afternoon and which does not end until late in the evening.

#### Residential visits

If the number of school sessions taken up by the visit is equal to or greater than 50% of the number of half days spent on the visit, it is deemed to have taken place during school hours (even if some activities take place late in the evening). Whatever the starting and finishing times of the school day, regulations require that the school day is divided into 2 sessions. A "half day" means any period of 12 hours ending with noon or midnight on any day.

#### **Example 1: Visit during school hours**

Pupils are away from noon on Wednesday to 9pm on Sunday. This counts as 9 half days including 5 school sessions, so the visit is deemed to have taken place during school hours.

#### **Example 2: Visit outside school hours**

Pupils are away from school from noon on Thursday until 9pm on Sunday. This counts as 7 half days including 3 school sessions, so the visit is deemed to have taken place outside school hours.

#### Voluntary Contributions

The restrictions on charging do not prohibit the Local Authority or school from seeking voluntary contributions in support of an activity or visit. Such contributions must, however, be genuinely voluntary. Consequently, it must be made clear to parents that there is no obligation to contribute, and students must not be treated differently according to whether or not their parents have made any contribution.

It is important to provide written information to Parents. This should explain the nature of the proposed activity or visit, the likely value in educational terms and the financial contribution per student which would be required if the activity were to take place. The information should emphasise that there is no obligation to contribute and that no student will be excluded because parents are unwilling or unable to contribute. However, it must be made equally clear whether the activity or visit is likely to be cancelled if there are insufficient contributions.

There is no limit to the level of voluntary contribution, nor is there any restriction on the way in which such contributions may be used. Thus voluntary contributions may be used to subsidise students of lesser means and to pay the travel and accommodation costs of accompanying teachers.

#### Summary of Permissible Charges

The extent to which charges may be levied is dependent upon the answers to the following questions:

1. Is the activity or visit regarded as a statutory requirement?

2. Is the activity or visit to be held in school time?

If the answer to either question is “yes”, the only charges that may be levied relate to the cost of board and lodging. No charges may be levied for either the travel or the educational activities.

If the answer to both questions is “no”, the activity or visit is an "optional extra" and the full cost may be levied. However, any charge made in respect of individual pupils must not exceed the actual cost of providing the activity or visit, divided equally by the number of pupils participating. It must not therefore include an element of subsidy for any other pupils wishing to participate whose parents are unwilling or unable to pay the full charge.

Further information

Government guidance on charging for school activities is available at the following website. This includes details of the benefits which exempt parents from being charged.

<https://www.gov.uk/government/publications/charging-for-school-activities>

## A p p e n d i x 2

### Using external providers and facilities

<http://oeapng.info>

When planning an off-site visit, you should thoroughly research the suitability of the venue and check that facilities and third party provision will meet your group's needs and expectations. This is an essential element of risk-benefit management and is critical in deciding how you will supervise the young people effectively.

#### Provider or Facility?

A Provider means any third-party person or organisation contracted to organise and/or deliver all or part of a Visit or Activity, and/or supervise Participants.

A Facility means a publicly accessible venue or resource, which will form part of a visit but where the Establishment Leadership Team will remain in charge and deliver any activities. For example: public transport providers, museums and galleries, theme parks, theatres.

#### Researching Providers

You have a duty of care to ensure that any provider you use meets acceptable standards. See the document 3.2a in this Guidance: "Duty of Care and the use of Third-Party Providers".

The most straightforward way to do this is to take advantage of the nationally accredited provider assurance schemes. Examples of such schemes include:

- Learning Outside the Classroom (LOtC) Quality Badge (covers both quality and safety of all activities offered).
- Adventure Activities Licensing Authority (AALA) licence (this statutory scheme covers only safety management).
- Adventuremark (covers only safety).
- National Governing Body centre approval schemes (applicable where the only provision is a single, specialist activity).

If the provider holds such an accreditation, there should be no need to seek further assurances about the areas that it covers. However, you should still consider the following questions:

- Do the values and ethos of the provider match your expectations?
- Is there a clear understanding about the responsibility for supervision at all times during the visit?
- What are the respective roles of provider staff and your staff?
- What provision will be made for any special needs?
- How flexible is the programme to meet changing circumstances?
- To what extent will you be able to involve the provider in evaluation of the visit's learning objectives?

If a provider does not hold a suitable accreditation which covers all aspects of their provision, then you must use other means of gaining assurances about relevant aspects of their operation including:

- Insurance
- Compliance with legal requirements
- Health, safety and emergency policies and procedures
- Use of vehicles
- Staff competence
- Safeguarding
- Accommodation
- Sub-contracting.

A Provider Statement form is an effective way of obtaining such assurances: see the example in section 8 of this Guidance.

It is not necessary to look for such accreditation or assurances from facilities that are open to the public and where no arrangements are made for them to provide activities or supervision. However, you still need to satisfy yourself about the suitability of such facilities for your group

#### Researching Facilities and Venues

While the wide availability of websites, ease of communication and the LOTC Quality Badge scheme all have an important part to play in information gathering, there can be no substitute for a preliminary visit. This will back up research and enable you to clarify issues face to face. So, wherever reasonably practicable, it is good practice to carry out a preliminary visit to any unfamiliar facility or venue, including those used by a provider. The cost of this can be built into the pricing of the visit.

#### **Preliminary visits enable the Visit Leader to address the following questions:**

- Will the venue or facility be suitable to meet the planned aims and objectives of the visit?
- Are there any particular hazards or threats which need to be considered in your risk-benefit assessment and emergency procedures?
- What will be your options if the conditions of daylight, water level, temperature and weather, or under-foot conditions, differ significantly from the pre-visit?
- Do you have sufficient knowledge and understanding of the venue, facilities and activities to feel confident when planning the visit?
- Will the venue be able to cater for the full range of group needs, including any special needs?
- Will the group need any specialist equipment?
- Are there any staff training needs?
- Will participants need to be prepared or trained?

It is sensible for a Visit Leader to take a camera on any preliminary visit, as photographs can be a great aid to briefing both the Visit Leadership Team and the Participants.

Where a preliminary visit is not reasonably practicable, you should consider how you will gather sufficient information to make an adequate assessment of the venue, facilities or provider. In the absence of first-hand observations and credible assurances as set out above, you should seek information from reliable sources such as:

- your Employer's Outdoor Education Adviser
- colleagues
- similar groups that have recently visited the venue or used the facility/provider
- reputable organisations such as tourist boards.

## A p p e n d i x 3

### Transport in Private Cars Updated for new guidance issued July 2018

<http://oeapng.info>

4.5c © OEAP July 2018

Statistics demonstrate that travelling to an activity can present a greater risk than engaging in the activity and so transporting young people in private cars requires careful consideration. Establishments must follow any guidance from their employer.

Establishments that organise transport in private cars have a legal duty of care, and may be liable in the event of a claim following an incident. They should ensure that:

- If the driver is not an employee, they are engaged as a volunteer (or paid contractor) through the establishment's normal procedures.
- The driver properly understands their duty of care and any agreed responsibilities for supervision.
- Parents are informed about the transport arrangements.
- Evidence is obtained that:

- o The vehicle is safe. This means that it holds a valid MOT certificate, where relevant, that the driver certifies it has been serviced in line with the manufacturer's schedule, and that the driver carries out any pre-use checks specified by the manufacturer.

- o The driver is suitable. This means that they hold a valid licence for the type of vehicle and meet any employer requirements.

- o There is a valid insurance policy covering the driver and the vehicle for the intended use. This may require that the driver has 'business use' cover.

Tax and MOT status can be checked at [www.vehicleenquiry.service.gov.uk](http://www.vehicleenquiry.service.gov.uk).

Driver licence details can be checked at [www.gov.uk/check-driving-information](http://www.gov.uk/check-driving-information) if the driver provides a check code (from [www.gov.uk/view-driving-licence](http://www.gov.uk/view-driving-licence)).

It is advisable for establishments to keep evidence of these checks having been carried out. It is reasonable to obtain information about roadworthiness, driving licences and insurance by asking the driver to complete and sign a form which asks for specific information. The same form can be used to inform the driver and owner) about what is expected of them, and to make clear that they are using the vehicle at their own risk. Establishments should reserve the right to ask for documents to be produced for monitoring purposes. Consideration must be given to the potential distraction of the driver and the supervision of the passengers. So a judgement should be made about the likely behaviour and individual needs of the passengers. If any of them may require close supervision, then another adult should travel in the vehicle so that the driver is not distracted or compromised.

Very careful consideration should be given before allowing a driver to be alone with a child or young person, as this could leave both of them vulnerable. Circumstances where this might be acceptable include the following, when there is no reasonable alternative:

- Where the transport arrangements have been planned based on a risk assessment, which shows that their benefits outweigh the risks. This is more likely to occur in a social work or youth work setting than in a school.
- In an emergency or other unforeseen circumstances where the child or

young person would otherwise be at greater risk.

## Parents Providing Transport

Sometimes parents are asked to help with transport to a venue. When this happens, establishments should be clear which of the following applies:

- Parents are being asked to volunteer as drivers, as part of the establishment's transport arrangements for the visit. If this is the case then the drivers should be engaged as volunteers and the considerations above should be applied.
- Parents are being asked to organise transport, which may involve some parents providing lifts for children other than their own. If this is the case then the establishment should make clear that it will not be involved in making these arrangements and will not have any responsibility for them.

Where parents are being asked to organise their own transport, the establishment should consider the need for:

- Information from parents about what arrangements have been made.
- Communication with parents, in case of delays or 'no shows'.
- Clear handover of supervision from and to parents at the venue, depending upon the age of the children and other relevant factors.
- The provision by the establishment of transport for any children whose parents are unable to make such arrangements.

## A p p e n d i x 4

### **Extended Learning Locality (Local Area Visit)**

#### General

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

These visits/activities:

- are defined as walking within the area of Stock Village and local woodlands
- must be recorded on the walking in the local area risk assessment sheet.
- do not require parental consent.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

#### Operating Procedure for Local Learning Area

The following are potentially significant issues/hazards within our Local Learning Area:

- Road traffic. Particular care must be taken walking to the church.
- narrow pavements
- other members of the public
- social distancing
- animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Head, and EVC have identified all current teaching staff (April 2021) as competent who will follow the operating procedure.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school, and a synopsis is in the School Prospectus.
- Regular handwashing or regular hand sanitising is in place
- Students are briefed on keeping their distance from members of the public
- The selected route takes the least busy option
- Use antibacterial wipes to clean any equipment before use
- There will normally be a minimum of two adults.
- Staff are familiar with the area.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will either record the activity on the local area risk assessment
- A mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, facemasks bag for waste, tissues etc.)



**CONSENT FORM FOR SCHOOL TRIPS AND OTHER OFF-SITE ACTIVITIES**

Name of Child.....

Please sign and date the form below to give consent 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:**

Schools are not required to obtain consent from parents for pupils to participate in off-site activities that take place during school hours and which are a normal part of a child’s education, such as local studies and visits to a museum etc. While parents do not have the option to withdraw their child from the school curriculum the school will inform parents that a visit or activity is to take place and therefore will be given the opportunity to discuss any participation.

Consent will always be sought for visits taking place outside school hours and also for any activity taking place both during and outside school hours where it is perceived to involve a higher level of risk, such as a visit involving a long journey or adventure activity.

Written parental consent will not be requested from you for visits to local amenities which 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. Any changes to the medical information below must be given to the school immediately.

**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.....

Name in capitals .....(parent/carer)

## Guidance - Health and safety on educational visits

Published 26 November 2018

### 1. The 2 main types of trips

#### 1.1 Routine visits

These involve no more than an everyday level of risk, such as slips and trips and are covered by a school's current policies and procedures. They only need a little extra planning beyond the educational aspect of the trip. They can be considered as lessons in a different classroom.

#### 1.2 Trips that need a risk assessment and extra planning

These are trips not covered by current policies. This could be due to things like:

- the distance from school
- the type of activity
- the location
- needing staff with specialist skills

Sometimes a school may just need to review its current plans or arrangements that were successful on previous trips. However, some trips will need risk assessments, detailed planning and informed approval of headteachers or governing boards. The person given the job of managing this should:

- have the [skills, status and competence needed for the job](#)
- understand the risks involved
- be familiar with the activity

Plans should be proportionate and sensible, focusing on how to manage genuine risks.

### 2. When to get consent from parents

A school must always get written consent for nursery age children.

For children over nursery age, written consent is not needed for most trips, as they're part of the curriculum. However, it's good practice to tell parents about them.

Written consent is usually only needed for trips that:

- need a higher level of risk assessment
- are outside normal school hours

Ask parents to sign a copy of [our consent form](#) when their child enrolls. This will cover them for their whole time at the school.

Schools should still tell parents about these trips and give them the opportunity to withdraw their child.

### 3. Using outside organisations

Schools using an outside organisation to provide an activity must check they have appropriate safety standards and liability insurance.

The Council for Learning Outside the Classroom (LOtC) awards the [Learning Outside the Classroom Quality Badge](#) to organisations who meet nationally recognised standards. Schools can [check if an organisation holds the LOtC Quality Badge](#).

If an organisation does not hold the badge, the school must check that they're an appropriate organisation to use. This could include checking:

- their insurance
- that they meet legal requirements
- their health and safety and emergency policies
- their risk assessments
- control measures
- their use of vehicles
- staff competence
- safeguarding
- accommodation
- any sub-contracting arrangements they have
- that they have a licence where needed

The school should have an agreement with them that makes it clear what everyone is responsible for. This is especially important if they'll be taking over supervision of the children.

#### 4. Adventure activities: caving, climbing, trekking, and watersports

These kind of activities should be identified and risk assessed as part of the visit beforehand. Staff managing or leading visits must not decide to add such activities during the trip.

Always consider the abilities of the children when assessing risk.

Organisations need a licence to provide some adventure activities. Organisations who hold the LOtC Quality Badge should hold a licence for the activity they provide.

[Find out more about licensing](#) on the Health and Safety Executive (HSE) website.

#### Watersports

When planning watersports, consider the need for:

- instructors
- lifeguards

Schools should take particular care when using hotel swimming pools and other water leisure activities which may not have a trained lifeguard. Although there are no swimming pool specific health and safety laws, the Outdoor Education Advisers' Panel (OEAP) provides advice when undertaking adventure specialist activities, including swimming.

#### 5. Trips abroad

Trips abroad can have extra risks and need a higher level of risk assessment.

Schools should make sure any organisation that is providing activities holds the LOtC Quality badge or similar local accreditation.

The HSE does not cover incidents overseas. However, it can investigate work done in Britain to support the trip, like risk assessments. School staff could also be liable under civil law for any injuries to the children due to negligence.

If the trip includes significant risks, such as challenging terrain, going to remote places or extreme climates, follow the guide to the [British Standard for adventurous activities outside the United Kingdom](#) as the basis for the planning and risk assessment.

Organisations employed by the school should follow this too. If they have LOTC Quality Badge then they follow this standard.

Schools should consider the Foreign and Commonwealth Office's detailed guidance on [safer adventure travel and volunteering overseas](#) when organising adventure visits abroad. A [teachers' pack](#) is also available.

## 6. Knowing what to do in an emergency

Schools should have an emergency response plan that covers what to do if there is an incident away from school. Schools should also have a communications plan that covers how routine communications should be handled, including regular check-ins and calls to reassure people.

Trip leaders should be familiar with these plans.

Schools can get advice on these plans from their outdoor activity adviser or the [OEAP website](#).

## 7. Evaluating trips

Set up a clear process for evaluating all visits once they have been concluded from the planning through to the visit itself. Schools should keep a record of any incidents, accidents and near misses.

This will help the school:

- evaluate whether its planning has worked
- learn from any incidents which took place

## 8. Educational visits coordinators

Schools should appoint an educational visits coordinator and make sure they have the training they need. The headteacher has this duty if there is no coordinator. Local authorities or academy trust outdoor education advisers can advise on appointing and training coordinators.

The coordinator works with the local outdoor education adviser to help their colleagues in schools to assess and manage risks.

The coordinator should:

- be an experienced visits leader
- have the status to be able to guide the working practices of other staff
- be confident in assessing the ability of other staff to lead visits
- be confident in assessing outside activity providers
- be able to advise headteachers and governors when they're approving trips
- have access to training, advice and guidance

Coordinators can also get guidance on the [OEAP website](#).