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COMMITTEE RESPONSIBLE: RISK & AUDIT

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A. Summary of changes made to this revised version

- 17th November 2022 – 10. Requirement to Ensure Effective Supervision/Ratios - ratios can include parent volunteers subject to certain regulations
- 17th November 2022 – 17. Monitoring – includes MAC H&S Officer and Executive Team

1. Aim

The aim of this document is to state our approach to educational visits and offsite activity both within the curriculum day, after school, evenings, and weekends and during school holiday periods. This document outlines our requirements and the expectations of pupils/students (learners), staff and families.

The Purpose of Educational and Offsite Visits

- Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas and help 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 learners investigative and social skills and longer visits encourage greater independence.
- All visits should serve an educational purpose, enhancing and enriching our learners' experiences.
- Outdoor learning which embraces the following outcomes:
 - Enjoyment
 - Confidence and character building
 - Health and wellbeing
 - Social and emotional awareness
 - Environmental awareness
 - Activity skills
 - Personal Qualities
 - Skills for life
 - Increased motivation for learning
 - Broadened Horizons

2. Introduction

Our Lady of The Magnificat Catholic Multi Academy Company (MAC) believes that educational visits and trips enhance the curricular and extra-curricular life of its learners and that the opportunity to participate in a suitable range of school visits is an entitlement for all. For the purpose of this policy the terms visits and trips are interchangeable and are used to define all off-site activities.

In this 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 learners at all times. Within these limits we seek to make our visits available to all learners, and wherever possible to make them accessible to those with disabilities ensuring that all reasonable adjustments are made.

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, music, towns and villages)
- Whole or part day visits taking place further afield both within and beyond the school day
- Residential visits within the UK

- Overseas visits
- Adventurous activities including The Duke of Edinburgh's Award

MAC Vision and Values

A family of Catholic schools united in our faith and witness to Christ. Our schools will be places of excellence in teaching, learning and leadership. We serve our communities, working as one to enrich the learning experience of our young people, so that they may achieve their God-given potential.

Our Aims

(Taken from the prayer of the Magnificat)

- We magnify the God given talents of all our pupils
- We rejoice in working together to improve the life chances of our pupils
- We serve our communities through prayer and action
- We grow the Catholic Leaders of tomorrow

Our Values

Respect

We uphold the dignity of humanity in all that we do. It is of paramount importance across our family of schools that every person in our communities is recognised, acknowledged, and respected for their God given individuality and are embraced with the love of Christ

Integrity

We aim to be completely transparent in all that we do. We are guided by ethical principles in all our work ranging from resources management to the development of our people.

Service

Inspired by Our Lady's service to God, we bear witness to the Gospel and provide an enriching encounter with Christ for all our communities. Our schools aim to serve our parishes and all in our communities regardless of background or faith. We also commit to nurturing a sense of service and vocation amongst our staff, children, and young people.

Excellence

We aspire to be the highest performing Catholic Multi-Academy in the country as we recognise that the quality of education provided by our schools will determine the life chances of our young people.

3. Scope

Our Lady of The Magnificat Catholic Multi Academy Company (MAC) has adopted the Outdoor Education Advisers' Panel's (OEAP's) 'National Guidance' as its own 'Employer Guidance' and as such is a principal source of guidance and information regarding practice for LOtC, educational and offsite visits.

It is a legal expectation that all employees must work within the requirements of their employer guidance; therefore, MAC staff 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>.

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

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

This applies regardless of whether the activities take place within or outside of normal working hours, including weekends and holiday periods.

4. Employer Requirements

As an employer, Our Lady of The Magnificat Catholic MAC 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 and legal requirements.
- To define which type of visits should require approval by the Governing Body

5. Role-specific Requirements and Recommendations

Governors:

- To act as a 'critical friend'
- To ensure that the Headteacher and EVC adhere to statutory requirements and good practice
- To agree visits deemed to be higher risk (category C) such as 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 ensure MAC policy and procedures are being followed and review local operational statements in line with MAC policy.

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 them informed of the progress of visits and that information is relayed to Governors and parents as appropriate
- To assign visit leaders and support staff ensuring competence
- To ensure that there is access to advice from an appropriate 'technical adviser', and staff access this support as required

- 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 ensure that the Governing Body and Headteacher are made aware of visits and that approval is given as appropriate
- To provide suitable documentation to support the planning of visits
- To ensure visits are appropriately planned using appropriate documentation/systems
- To ensure staff are aware of school requirements to organise or lead a visit
- To ensure visits have appropriate staffing ratios and adequate cover for health and safety, learner 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 (as applicable)
- 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 notify the technical adviser of agreed visits within timescales
- To ensure that visit evaluation is used to inform future visits and training needs (higher risk visits)
- To arrange training as appropriate
- Review of incidents/near accidents as required
- To assist in reviewing policy, systems, and procedures and on occasion monitor practice

Visit leader:

- To adhere to MAC and school requirements with regard to policy, systems and processes
- Identify the clear purpose and objectives of a visit
- Identify the target group and likely staffing
- Identify resources including estimated costs
- The visit leader must ensure they complete all required documentation within timescales
- Failure to adhere to timescales may result in the cancellation of the visit
- Ensure that risk assessments, where appropriate are completed and that contingency plans are in place. Information is shared with staff and learners as appropriate
- 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 (as appropriate)
- For residential visits, ensure that parents are provided with emergency numbers and contacts, kit lists, departure and arrival times and provisional itineraries. A parents information evening should normally be held for residential and overseas visits
- Allocate supervisory responsibilities to adults with named learners. Ensure that adults know what their responsibilities are and that pupils/students know which adult is responsible for them

- To continuously monitor the appropriateness of the activity, the physical and mental well-being of the group and the suitability of prevailing conditions. If the activity is unsuitable or if weather conditions are considered to be unsuitable, to withdraw learners from the activity

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

6. Training

Education Visits Coordinators:

- There should be at least one nominated senior member of staff to act in the capacity of Education Visits Coordinator (EVC), but not the Headteacher (unless exceptional circumstances).
- The EVC should undertake formal OEAP revalidation on a minimum 3-year cycle.
- Consideration will be given to training other staff as EVCs (dependent upon needs).

EVCs should be specifically competent, 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 work alongside experienced staff. OEAP make available their nationally recognised Visit Leader Training course to support competence.

7. Planning, Notification and Approval

The Education Visits Coordinator, Headteacher and Governing Body (usually higher risk or complex visits) shall consider and approve educational visits. The appointed Education Visits advisor will also check and acknowledge arrangements for visits which are deemed more complex or 'higher risk'.

Visit leaders should seek initial approval (approval in principle) by completing the relevant form (OSA1) and if applicable the Financial Planning Form (appendix D). This should be forwarded to the EVC. Depending upon the nature of the visit the School Leadership Team/Governors may wish to look at and approve prior to the visit leader entering visit detail onto the online system (eVisits or Evolve).

For residential and overseas visits approval and planning should normally have been undertaken several months prior to the visit.

Once approval in principle has been given the visit leader must then follow the schools operational procedure for educational visits, and provide all required detail in the timeframe specified.

Categories of Risk and Approval Hierarchy

Category A – Simple low risk 'everyday' activity (usually but not exclusively within the school day). Visit details should be completed and submitted to the EVC normally no later than 2 weeks prior to the visit. These visits will be checked / approved by the EVC / Headteacher.

Category B – Medium risk activities. Visit details should be completed and submitted to the EVC (normally no later than 4 weeks prior to the visit). These visits will normally be checked / approved by the EVC / Headteacher and as appropriate by the appointed Outdoor Education Adviser.

Category C (Adventure/Residential/Overseas) – Higher risk activities. Visit details should be completed and submitted to the EVC (normally no later than **8** weeks prior to the visit). These visits will be checked / approved by the EVC / Headteacher / Outdoor Education Adviser. Governors will approve all higher risk visits.

The Headteacher will have an overview of **all** educational visits.

Refer to appendix B: Categories of Risk - Activities

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, considering the needs of the group (including special and medical needs), the experience and competency of the visit staff team, and the leader in the context of the event.

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

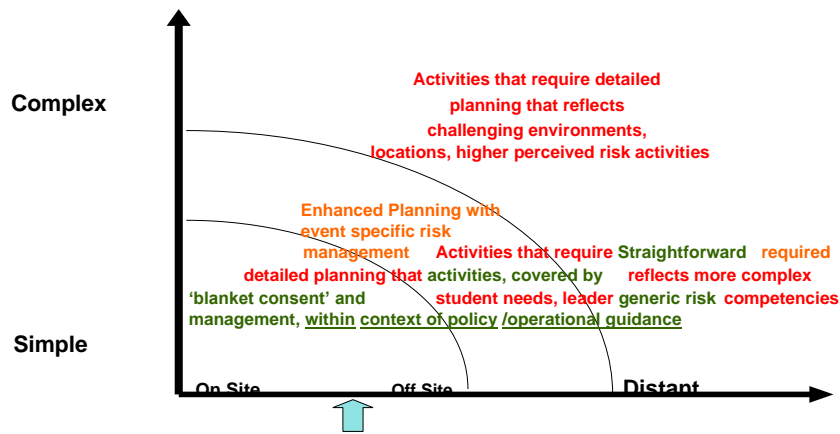
- The plan is based on the schools procedures and employer (MAC) guidance
- For all visits refer to the **‘School Visit Procedure Flow Chart’ (Template Appendix C)**
- Proportionate assurances have been obtained from any providers (making full use of national schemes which accredit those assurances have already been obtained by credible inspection regimes)
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained. Looked after children may need permission from Children’s Services, please liaise with relevant pastoral staff
- All staff (including any adult volunteer helpers) and the learners involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process
- All visits involving residential, overseas activity or outdoor adventurous activity must be given to the EVC within the timescales, to then go to the Senior Leadership Team/Governors for approval and to be passed on to the nominated Technical adviser.

Refer to appendix E: Planning Checklist and appendix G: Good Practice guide for Residential Visits

It is recommended at an early stage of the planning process that the provisional staffing team meet to identify the benefits and learning outcomes that the activity (or range of activities). A record of these outcomes will help keep the plan focussed and will be a vital part of the risk management process in providing some objectivity in a “Risk Benefit Analysis”.

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?



8. 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 assessed as competent to undertake such responsibilities as they have been assigned.

- 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 work alongside experienced staff. OEAP make available their nationally recognised Visit Leader Training course to support competence.

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 pupils. Competence in activities and knowledge of venues may also be required.

9. 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.

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
- 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 and if applicable a formally accredited qualification (e.g. first aid, adventurous activities)

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.

10. Requirement to Ensure Effective Supervision/Ratios

Effective supervision should be determined by proper consideration of: •

- Age (including the developmental age) of the group
- Gender matters
- 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. 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 learner to hospital.

The MAC does not support additional people accompanying educational visits who are not learners at our school or part of the agreed staff complement; this includes family members accompanying visits if the EVC/Headteacher is not satisfied that there is an educational benefit for the learners. Any such arrangement must be made with specific agreement by the Headteacher or their representative 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, The MAC expects the following as normal **minimum** requirements, and any variation should be discussed with the Headteacher/EVC in the first instance.

School Year	Category A – Low Risk	Category B – Medium Risk	Category C – Higher Risk
EYFS 2-4 Years	1:4	1:4	N/A
Reception	1:6	1:6	N/A
Years 1 - 2	1:8	1:8	1:6
Years 3 – 4	1:10	1:10	1:8
Years 5 - 6	1:15	1:10	1:8
Years 7 – 11	1:15	1:15	1:12
Years 12 + 13	1:15	1:15	1:15
			Minimum of 2 staff for overseas visits

Please remember that 3rd party provider ‘free staff place’ ratios may not reflect those shown above and should be negotiated were applicable prior to signing agreements.

The use of parent volunteers:

They must have been deemed suitable/sufficiently competent (by the Headteacher) to undertake the roles/responsibilities required of them. They should be briefed by the visit leader regarding role and

responsibilities, the programme/itinerary, intended aims/objectives (learning) and emergency procedures. A minimum of two staff members must be present on trips using parent volunteers.

It is expected that any parent volunteer:

- 1) will be under the supervision of a member of staff either directly or indirectly
- 2) they will not have direct responsibility for their own child in any sub-groups assigned to them
- 3) they have been made aware that their responsibility lies with the group/sub-group and not their own child

Where parent volunteers are required to accompany a visit to provide dedicated support to their child, arrangements/requirements will be agreed in advance, and they will not be part of the staffing ratio.

11. First Aid

First aid should form part of any risk assessment. Before undertaking a visit or off-site activities, the visit leader must assess what level of first aid might be needed. On any kind of visit the visit leader and/or accompanying staff should have knowledge of first aid and ensure that an adequate first-aid kit is taken.

There are no statutory requirements regarding staff holding first aid qualifications. As part of schools' policy first aid requirements will be stated.

There are, however, statutory requirements for dealing with paediatrics (aged up to 5 years).

Qualified first aiders attending visits are encouraged where possible.

It is the visit leader's responsibility to be aware of pupils needs including ailments, injuries, allergies and medication.

All adults in the group should know how to contact the emergency services and the school's emergency 'base' contact.

The minimum first-aid provision for a visit is:

- A suitably stocked first-aid kit
- Person / persons appointed to oversee 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
- The potential requirement of Qualified Paediatric First Aiders

12. Learner Responsibilities (age/ability dependent)

They are responsible for: -

- 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
- Adhering to MAC and school behaviour policies and statements

A learner's participation in educational and other off-site activities is at the school's discretion. If behaviour before or during a trip/off-site activity falls short of the expected standards, sanctions may be applied in accordance with requirements.

Where it is considered a risk to include a particular learner because of serious doubt as to their behaviour or it is felt they present a significant risk to themselves or others, the Headteacher or their representative will make the final decision regarding participation in the visit.

During a visit, in exceptional circumstances, parents may be required to collect their child before the end of the visit.

13. Preliminary Visits and Provider Assurances

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and any third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for the effective supervision of learners. 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 is acceptable after an initial visit for no further pre-visits to be undertaken. Staff should still ensure that there have been no changes regarding significant 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
- AALA Licensing
- Adventuremark
- Association of Heads of Outdoor Education Centres (AHOEC) Gold Badge
- Outdoor NGB centre approval schemes (applicable where the provision is a single, specialist activity)

14. Risk Management

The MAC have 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 are in place.

All MAC schools should adopt 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". The Health and Safety Executive (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.

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

Each school should ensure 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, activities and learners.

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 learners 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 generic risk assessment for simple low risk everyday activity, any venue provided risk assessments, aware of emergency procedures, and any individual care plans. This follows recommendations within OEAP National Guidance.

Where the establishment 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.

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 for the 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 learners with differing or special needs.

- All risk assessments should be agreed with the EVC
- Risk assessments should be shared with accompanying staff and with learners as appropriate. This includes contingency plans.
- Visit leaders remain in charge throughout the visit. Duty of Care cannot be delegated to 3rd 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.

Generic Risk Assessments are available on the SharePoint 'OLOM Health & Safety Estates / Educational Trips / Generic Risk Assessments'

15. 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

The MAC is committed to ensuring that schools have local emergency planning procedures in place to support managers and staff in the event of a serious/critical incident. Visit leaders and support staff should be familiar with the emergency planning procedures.

Refer to MAC and school emergency planning policy and supplementary procedure documents.

During the normal school day

To activate support the visit leader should immediately contact the school reception as the first point of contact. The EVC /Headteacher/SLT should be informed.

Beyond the school day

The out of hours School Emergency 'Base' contact number(s) should be used. The Headteacher /SLT will be informed.

A member of the School Leadership Team should always be available as an Emergency 'Base' contact whilst groups are away from site.

If the Headteacher deems necessary (and always for critical incidents and emergencies), a member of the MAC Executive Team should be contacted.

Refer to appendix H: Visit Critical Emergencies During Normal Hours Flow and appendix I: Visit Critical Emergencies Out of Hours Flow

For residential and overseas visits the visit leader must have an emergency 'base' contact person who will be able to access visit information including the names and emergency contact numbers of the learners.

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 learners or to their parents or guardians.*

The appointed Technical adviser for educational visits/outdoor education should be contacted to support the emergency 'base' contact or leadership team.

For critical incidents and emergencies (fatalities/multiple casualties) the relevant Local Authority Emergency Planning Team may be contacted.

Relevant school/out of hours emergency contact telephone numbers should always be carried by leaders during an offsite visit.

16. Current threat of terrorist attacks

The current global situation means that the possibilities of being close to, or caught up in, a terrorist attack is a risk faced by us all. Like all risks this needs to be kept in perspective and managed in a thoughtful and proportionate way. As part of the response to staying vigilant and carrying on as normal, it is important to decide about each visit on its merit.

It is sensible to:

- Be aware of the latest news relating to your destination
- In the UK know the current threat level (available at: <https://www.mi5.gov.uk/threat-levels>.)
- When travelling abroad check the FCO website: <https://www.gov.uk/foreign-travel-advice> in the early stages of visit planning, at regular intervals and immediately prior to leaving.

Planning Considerations:

- If a Tour provider is being used liaise with them if you are unsure of the safety/security of the visit in the lead up to departure.

- Consider the threat of terrorism as part of visit risk management and include it within visit emergency plans.

When visiting crowded places such as a major city, iconic venue or event, where the risk of attack may be greater, consider:

- Possible safe areas or venues, near where you intend to be, that you could use as an emergency shelter.
- How to minimise waiting time at busy venues. Where to wait and gather for head counts.
- How to minimise queuing times (such as not carrying unnecessary items) to speed up search and entry.
- Are staff phones charged and numbers shared?
- Do all leaders have all group information? Will they be spaced apart?
- A contact card for all participants giving a number to call if separated from the group, and the name and telephone number of the establishment?
- How you would get away in an emergency, bearing in mind that the direct route and planned transport might no longer be an option. Are you aware of alternatives and can you access emergency funds to pay for them?
- Do you need to leave the site immediately with the crowd at the end of the visit event?
- The possibility of an enforced overnight stay and what this might entail – for example do you need a reserve of any critical medication?
- How the visit leadership team might manage an enforced group split.

During the visit:

- Be vigilant and aware of your surroundings – know where the exits are and where you would run to.
- Be aware of the possibility of suspicious items.
- When staying at any place for more than 30 minutes, identify emergency meeting points in case the group is forced to move and becomes split.
- Avoid congregating too long around entrances to major public sites.
- At ports and airports don't linger unnecessarily on the public side of security screening.
- Be aware of the 'Stay Safe' principles: 'Run, Hide, Tell' and know what to expect if you encounter armed response officers <https://act.campaign.gov.uk/>
- The website of the National Counter-Terrorism Security Office: <https://www.protectuk.police.uk/>

17. Monitoring

Each school will ensure that there is sample monitoring of the visits and LOtC activities undertaken. Such monitoring will be in keeping with the recommendations of OEAP National Guidance. The EVC will be responsible for monitoring activity, which should include both Health and Safety and quality of experience. It may include any of the following; process/procedure adherence, staff training, visit evaluations, field observation and/or desktop monitoring. The MAC Health and Safety Officer and Executive Teams members may from time to time, carry out monitoring of school visits.

18. Evaluating/Reviewing visits

To allow schools to assess the benefits of trips and visits staff are requested to complete a visit evaluation form (Appendix J). The EVC will select a range of trips for evaluation (a mix of categories, year groups, curriculum areas, etc). Completed forms should be submitted to the EVC in the first instance and will be stored electronically on SharePoint by the EVC.

19. Charging for Visits

Funding for off-site activities is provided mainly by parental contributions. Should those 'voluntary' contributions not cover the full cost of the planned visit then school reserves the right to cancel. Staff should discuss with the Headteacher in the first instance.

The MAC's charging policy follows the legal framework for charging, voluntary contributions and remissions as set out in sections 449-462 of the Education Act 1996. No pupil 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 school has opted to pay for

The visit leader after consultation with the EVC/Headteacher may 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

On residential visits which take place during school hours, some parents may have the costs of board and lodgings remitted. These are parents in receipt of: - Universal Credit, Income Support, Income based Job Seekers Allowance, Support under part VI of the Immigration and Asylum Act 1999, Child Tax Credit and Income related employment and support allowance.

Refer to the Charging and Remissions Policy.

20. Safeguarding and Disclosure and Barring Service (DBS) Checks

It is the responsibility of the visit leader and accompanying staff to safeguard and promote the wellbeing and welfare of pupils whilst undertaking educational visits. **MAC and School safeguarding policy and procedures must be followed.**

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. Follow guidance on volunteers from national guidance 'Keeping Children Safe in Education'.

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.

It is normal practice that all staff (employees/volunteers) having access to pupils will be DBS and barredlist check.

- The use of volunteers should only be permitted in consultation with the Executive

Headteacher/EVC. Permission will be based on knowledge of the volunteers and their previous experience and/or training.

- All regular volunteers will require a current DBS check
- Volunteers have responsibility to follow the instructions of the visit leader.

Staff are required to follow the MAC/schools Child Protection and Safeguarding policy and procedures, and all elements from national guidance 'Keeping Children Safe in Education'.

21. PE and Sports Fixtures

For PE and Sporting events away from the school site the Head of Department (where applicable) or staff member responsible should ensure the following:

- 1) Parental consent has been provided. This may be through an annual 'blanket consent' for simple low risk visits
- 2) Parents have been notified that their child is participating
- 3) The Visit Leader has home contact details in case of emergency
- 4) Staff are familiar with managing any risks and that these have been documented as applicable
- 5) For out of school hours activity a member of SLT has provided emergency 'base' contact details. For events taking place away from the local area or involving residential stays then the visit requirements in this policy should be followed.

22. Mobile phone and digital technology

Ideally school issued mobile phones will be available for trips and visits. Where they are available the visit leader should take with them and if deemed necessary provide learners with the telephone number.

A mobile phone should always be available in case of emergency.

Staff should: -

- Ensure that photographic consent has been supplied by parents
- Not give out their personal mobile phone numbers or social media details to pupils
- Not normally contact a pupil using their personal device
- Not share personal social media details with pupils
- Not use their own personal social media accounts to share information regarding school, the visit or pupils. This includes uploading photographic images

It is recommended that:

- Any visit behaviour agreement, particularly for residential visits, addresses the issue of learner access to phones and social media use by laying down basic ground rules.
- In the event of any incident or accident learners must not take photos, text, or call friends or family without the express permission of staff.
- Learners should be made aware of risks in an age-appropriate way.
- Photographs of learners or staff taken during visits should not be displayed on social networking sites without prior agreement.

Staff must follow the Child Protection and Safeguarding policy and procedures.

23. Insurance for Educational Visits and Off-site Activities

The MAC ensures that cover is provided to meet its statutory obligations. This includes Employers liability and Third-Party liability.

The visit leader should satisfy themselves that suitable Insurance arrangements are in place for the nature of the visit (personal belongings/medical cover/repatriation/accidental injury/cancellations) etc. The MAC purchases insurance cover via the risk protection arrangement (RPA) for schools. Details of the cover can be found via the RPA [website](#).

Visit leaders must check that a provider holds appropriate public liability insurance.

It is the responsibility of the Trip Leader to ensure adequate insurance is in place to cover all activities associated with the trip. It may be necessary for some trips that additional insurance is purchased.

24. 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 learners 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.

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

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

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.

25. 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. 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, fully considering issues of driver-distraction/learner 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 – self drive

Staff should consider risks associated with transporting learners, their likely behaviour and individual needs. This will indicate if it is safe for a driver to accompany learners by themselves, without a supervisor.

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
- Only approved/certified drivers may drive school minibuses, including specific licence requirements (refer to MAC Minibus policy)

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 school contact details available.

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

School procedures should be followed for the booking of a school minibus, and the MAC Minibus Policy should be followed.

Hired Transport with Drivers

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

Staff including volunteers using Private Cars

The MAC does not support staff or volunteers using their own vehicles to transport themselves or other staff and learners to organised visits or offsite activities.

Sixth Formers using Own Vehicles

The MAC does not support Sixth Formers using their own vehicles to transport themselves or other learners to organised visits or offsite activities.

**Child and Seat Belt laws: - The driver MUST ensure that all children under 14 years of age in cars, vans and other goods vehicles wear seat belts or sit in an approved child restraint where required. If a child is under 1.35 metres (approx. 4 feet 5 inches) tall, a baby seat, child seat, booster seat or booster cushion MUST be used suitable for the child's weight and fitted to the manufacturer's instructions.*

Pupils using transport on a visit should be made aware of basic safety rules including: - •

- Wait for the transport away from the road
- Do not rush towards the transport when it arrives

- Wear your seatbelt and stay seated while travelling on transport
- Make sure your bags do not block aisles on the transport
- Never attempt to get on or off the moving transport
- Never throw things out of the vehicle's windows
- Never get off a vehicle held up by traffic lights or in traffic
- Never run about while transport is moving or pass someone on steps or stairs
- Never kneel or stand on seats or otherwise impede the driver's vision
- Never distract or disturb the driver
- Stay clear of automatic doors / manual doors after boarding or leaving the transport
- After leaving the vehicle, always wait for it to move off before crossing the road
- If you have to cross roads to get to the transport, always use the Green Cross Code
- If you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group

26. Consent

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

Low risk simple everyday activity – Category A

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

Medium and Higher risk activity – Category B/C

Specific consent should be sought. It is important that sufficient detail is provided about intended arrangements as to allow **informed** consent to be given. Parents should complete the **OSA2 form** which provides emergency contact details, medical and dietary information. The visit leader, accompanying staff and emergency contacts should have access to these during the visit.

27. Retention of Records

There are no legal requirements to retain information after an uneventful visit. However, the retention of certain information allows schools to:

- Record the range of opportunities provided for pupils
- To record staff experience in leading visits and outdoor learning (competence based on number / range of visits leading or supporting)
- To demonstrate the effective planning and evaluation of visits and outdoor learning
- Past visit information may aid as a future planning tool

Any records containing personal information must be stored securely and kept in compliance with data protection requirements.

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 a 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 learners 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

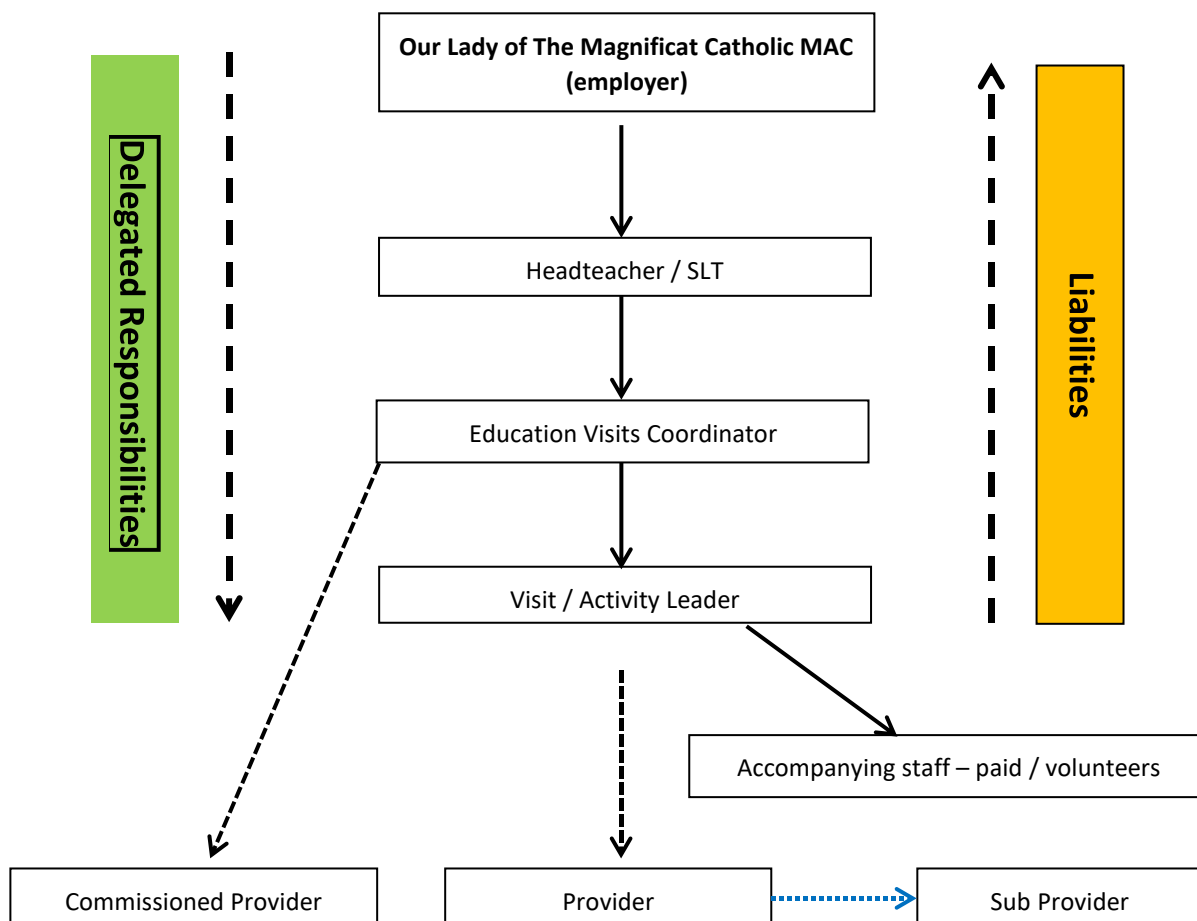
Due to the Limitation Act 1980, such records should be retained until a young person reaches age 25, or for 7 years following the incident in the case of an adult. This allows the legal maximum of 3 years for making a personal injury claim from the date a young person becomes 18, or from the date of the incident, or from the date a person knows that the facts of the incident give grounds for a claim, whichever is latest. It also allows an additional 4 years, which can be regarded as a period sufficient for a person to become aware that the facts of the incident give grounds for a claim, if they had not previously known these.

Accident reporting for school trips should be carried out in conjunction with the MAC Health and safety Policy and accident reporting procedures.

28. Links to other policies

This Educational Visits Policy should be used in conjunction with other relevant MAC/school policy and procedure documents, such as the MAC Health and Safety Policy, accident and incident reporting procedures and Safeguarding and Child Protection Policy.

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.

Categories of Risk – Educational Visits

‘Low risk’ A - Simple ‘local’ everyday 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 Museum’s
- Village / Town / Shopping areas
- Church / Sacred Spaces
- Parkland including simple water margins activity
- Country Parks
- Study / Visitor Centres
- Countryside Walking (simple lowland rural terrain)
- Visits to local schools / business
- Music events and concerts
- Low level initiative and team building activity (simple activity)

‘Medium risk’ B - Not every day simple activity activities in or outside school day

- Larger Town / City visits (easy to manage environments / managed public interaction) including Theatres, Museums and Music Events
- Forest Schools and Bushcraft (away from site but not in remote locations)
- 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

‘Higher risk’ C – More complex activities in or outside school day

- All UK residential visits (non-adventurous activity)
- All Outdoor Adventurous Activity (OAA) including DofE Expeditions
- All Overseas visits including residential
- Field Studies undertaken in wild / remote terrain
- Major city visits - (learners on foot / use of public transport / difficult to manage public interaction)
- Higher Level Ropes Courses / Aerial Runways
- Wild /mountainous areas, seaside locations and anywhere close to / in water - Other complex visits

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

- *Remote, 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 remote / wild / mountainous terrain*
- *Higher Level Ropes Courses / Aerial Runways*

This list is not designed to be exhaustive.

Appendix C – Visit Procedure Flow Chart

Category of visit	Examples	Deadline for SLT/Governor Approval	Key Staff/Data for Educational Trips/Visits EVC – Mr R Morris Headteacher – Mr G O'Connor Trip Admin/Assistant – Mrs S McGoldrick Finance – Mrs R Baker Facilities (inc minibus) – Mrs S McGoldrick & Mrs N Robinson Advisor: Neil Wilson Online System: Worcestershire Evolve
A	Local visits – theatre, museum, small town, sports etc	2 weeks prior to the visit	
B	Large towns, cities, large conference and exhibitions	4 weeks prior to visit	
C	All residential visits, overseas, adventure activity, complex visits	8 weeks prior to the visit	

Before completing the OSA1 Visit Proposal in Principal form:

- Research the trip – transport costs, admission costs, dates, student numbers, target group, staffing, etc.
- Check Edulink calendar and check with Trip Administrator regarding the availability of suitable date(s).
- Speak to the EVC regarding the intended visit.

Complete the OSA1 Visit Proposal Form along with Financial Planning form:

- Submit the OSA1 visit proposal and financial planning forms to the EVC. Ensure both forms contain all the required information.
- SLT will review trip proposal and approve or decline trip. **Any Category C trips will also require Governor's approval** and will be submitted at the next scheduled meeting. Be mindful of deadlines (shown above) – OSA1 proposal form must be submitted in enough time for trip approval. Check with EVC for Governor meeting dates if required.
- Once approval has been granted you will be notified. If the trip is declined, you will be notified with reasons why, or an alternative suggestion will be made.

Parent Communication and Payment:

- Speak to finance to discuss ParentPay details.
- Draft parent information. Submit letter to EVC for approval. Once approved distribute to parents.
- Parents to be notified along with request to complete consent form OSA2 and return to school for medium/higher risk visits (some higher risk Category B and all Category C).
- Ensure trip details are input into relevant school calendars.

Trip Details/Documentation:

- Complete visit details including risk assessments as required on the online system and upload pupil information, itinerary, travel details etc. There are a bank of generic risk assessments to assist you in SharePoint. You must ensure you have carefully considered and evaluated all associated risks for your trip. The EVC will review your submissions and reply with any comments. You need to ensure you review these and make any amendments required as soon as possible. Failure to do so may result in your trip being postponed/cancelled.

Remember to ...

- Ensure OSA3 Adult consent forms are completed for medium and higher risk visits.
- Complete relevant absence forms/comms for each adult attending trip, ensuring all cover implications are detailed.
- Ensure the RPA Insurance provides adequate cover for your trip (See the RPA [website](#)).
- Complete OSA6 form if volunteer drivers are to be used/using own transport.
- Book the school mini bus if necessary. following correct mini bus booking/usage procedures.

Other tasks to complete before your trip:

- Organise a parents evening for residential visits. Liaise with EVC regarding times, dates and details that need to be addressed at the meeting.
- Provide a list of students (with reg groups) to the attendance manager.
- Notify the kitchen if there are going to be students out of school.
- Notify premises staff if your visit is out of school hours.
- Brief accompanying staff/volunteers about the visit and any specific concerns.
- Brief the students about the final arrangements.

On the day of the visit please ensure that:

- You have copies of consent forms OSA2 for medium/higher risk visits
- You have copies of student lists
- Copies of consent form OSA2 are left with emergency 'base' contact
- Copies of student lists are left with the emergency 'base' contact

- You have copies of adult consent forms OSA3 for medium/higher risk visits
- Copies of adult consent form OSA 3 are left with the emergency 'base' contact
- You take a school emergency phone
- You take a school first aid kit
- You take form OSA4 Visit Emergency telephone record
- You take form OSA5 Emergency Action Plan

Form OSA 1

EDUCATIONAL VISIT – Visit Proposal in Principle

Name of Visit Leader:	
Visit to:	
Date of Proposed Visit:	
Departure Time:	
Return Time:	
Description of place(s) to be visited and activities undertaken:	
Intended Learning Outcomes:	
Transport Arrangements:	
Year Group(s):	
Number of Learners (approx):	
Number and names of staff:	
Cover Implications:	
Estimated cost:	Please complete educational visits financial planning form
Risk Assessments Required:	
Received by EVC:	Date:
Approval to proceed in principle YES/NO	Headteacher signature: SLT signature (as applicable): Governor's signature (as applicable): Date:

If approval is granted please complete all relevant information on the online system, and submit to the EVC as soon as possible. In the case of simple everyday low risk activities, this must be at least **2** weeks before your visit. For overnight/OAA/overseas medium/higher risk activities, no non-returnable monies must not be paid to activity providers until the proposed visit has been submitted and approved (**8** weeks minimum).

Educational Visits Financial Planning

Cost of admissions / activity / accommodation / catering: <i>(including staff costs if applicable)</i>	£
Cost of transport:	£
Cover/Supply costs:	£
Admin fee maximum of £1 to cover third party fees associated with income collection	£
Overall estimated cost of visit:	£
Additional Insurance (see website for RPA Insurance details – ensure all activities are covered, or enter cost for additional insurance)	£
Total charge per head:	£
Any cost to be paid by school? For example, pupil premium:	£

Number of Places available:	
Draft letter to parents attached:	
Transport provider (confirm costs are included in above): Mini-bus Coach Plane Ferry Train Other	

Consent to Visits, Medical Details and Treatment Form (OSA2)

Visit to:

From: (date) To: (date)

Name of Student:

Date of Birth: Male/Female:

Home address:

.....

.....

Telephone No:

Emergency contact telephone numbers (names / home / mob / work) and relationship (parent/family member/carer/guardian) etc.

1).....

2).....

3).....

Name, address and tel. no. of Doctor.....

.....

Known Medical Conditions / Medications:

.....

.....

.....

.....

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 he / she 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 school staff by the GP if circumstances are deemed necessary and appropriate.

Please note: All educational visits and offsite activities carry some amount of risk.

Your name (please print):

Signature: Date:

Staff / Adult Medical Details Form (OSA3)

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 Doctor:

.....

Known Medical Conditions / Medication – or allergies:

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

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

.....

.....

Other relevant Information the Visit Leader should be aware of:

Your name (please print):

Signature: Date:

First Response Visit Emergency Telephone Record (OSA4)

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/or 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?			
Police	Fire/Rescue	Ambulance	Air Ambulance
Other			Mountain Rescue Coastguard/RNLI
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:

Emergency Action Plan – Visit Leader/Accompanying Staff (OSA5)

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
3. 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.
4. If there are injuries, take action to establish their extent and administer appropriate first aid.
5. 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 schools' 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 schools 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)
- The MAC CSEL or Head of Operations
- Embassy/Consulate if overseas
- Local accommodation/contact
- Tour operator/provider

- Insurer

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

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
3. Avoid dividing the group – unless it is the only way to get help – and leave nobody on their own.
4. Manage the incident – ensure that all appropriate actions have been/are being attended to.
5. 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 below re: recording an incident.
6. Ensure that an appropriate adult accompanies any casualties to hospital, taking with them parental consent forms and appropriate medical information for the injured persons.
7. Maintain contact with the emergency services and the school contact until the Emergency is over.

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

Post-Incident Action

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

Media/legal points

- Do not admit anything
- Do not sign anything
- Avoid discussing legal liability with others
- Do not talk to the press – refer them to the MAC communications team
- Record all events, times and details – establish witness contact details and get statements from leaders/adults

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:

- Time, date and nature of the incident.
- Accurate incident location.
- Names of casualties.
- Details of injuries.
- Actions taken, including all communications (include times)
- Names of others involved but not injured.
- Details of any moves from the incident site (times, who moved, where to, how).
- Names and contact details of witnesses.
- Proposed actions.

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 Due consideration has been given to the needs of all learners?

2. Staffing

- Has a visit leader been approved by the Headteacher and EVC?
- Are they sufficiently confident and competent?
- Are the Visit Leadership Team familiar with school visit arrangements/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?
- Are staff accompanying/leading the groups appropriately qualified/competent in accordance with requirements?
- All members of the Visit Leadership Team have received all relevant information on both the visit and the group?
- Have adults been DBS checked where necessary?
- 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 it has been agreed that 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, 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 is aware of the main hazards/dangers?
- Learners have/will be briefed as appropriate?

4. Location

- Is the chosen location appropriate to the proposed activities and the needs of the learners?
- Where accommodation is used it is appropriate to the needs of the learners – 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:
 - Governing body

- Headteacher
- Education Visits Coordinator (EVC)

6. Supervision Ratios

- Are ratios appropriate for the proposed activities and nature of the learners?
- 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?

9. First Aid

- Is suitable First Aid equipment available?
- Is someone with relevant First Aid knowledge or training available whilst on the off-site activity?
- Will the provider/location have First Aid qualified staff available?

10. Transport

- Is suitable transport available and arranged?
- Have you referred to the policy regarding visit arrangements and staff using their own vehicles?
- Is the driver appropriately qualified and DBS checked (if necessary)?
- Are the vehicles roadworthy and appropriately insured?

11. Equipment

- Are you satisfied that any equipment provided by school 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 (where applicable)?

13. Finance

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

14. Students

- Are the learners to be properly prepared and briefed on safety and emergency procedures, including:
 - Rendezvous procedures
 - Emergency actions/Contingency
 - Supervisory groupings

- Are the learners physically/emotionally capable of undertaking the activities?
- Are the learners suitably clothed and equipped?
- 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)?
 - School emergency mobile phone is available?

16. Documentation

- Are the following required or available to take on the visit? -
 - Student lists
 - Medical Details
 - Parental Emergency contact Information (as applicable)
 - Staff OSA3 forms (as applicable)
 - Tickets
 - Itinerary/Programme
 - Copies of relevant policy documents
 - Completed copies of Medical and Consent forms for all participants (if appropriate)
 - Base Contact Emergency Telephone number(s)
 - Insurance documents (if appropriate)
 - Copies of risk assessments (if appropriate)
 - Passports and visas (if required)
 - European Health Insurance Card or UK Global Health Insurance Card (GHIC) (if appropriate)

17. Finally

- The visit/offsite activity meets all relevant requirements of Our Lady of The Magnificat Catholic MAC policy and all relevant MAC/school procedures?

Appendix F

Leader Visit Information

It is recommended that the Visit Leadership Team and the emergency contact(s) have access to the following:

1. Essential information list of pupils (names/medical/emergency contacts)
2. Essential information for staff (inc OSA3) for medium/higher risk visits)
3. First Aid pack and pupil medications (if required)
4. Mobile phone
5. Emergency contact details for school – in/out of normal hours
6. Individual staff group registers for sub groups (if appropriate)
7. Detailed itinerary including departure and arrival times, venue details (inc contact details), travel/transport and tickets if required
8. Risk assessments (if applicable)
9. Form OSA 4 First response emergency record sheet
10. Emergency Action Plan
11. Packed meals (if required)
12. Spillage buckets/bags (if required)

Good Practice Residential Visits

There are a wide range of overnight/residential visits that learners experience during their years with Our Lady of The Magnificat Catholic MAC. Types of residential accommodation may include the following: -

- Purpose built outdoor education and field study centres
- Hotels, motels and guest houses
- Youth Hostel Association and private independent hostels
- Caravans and mobile holiday homes
- Tents and shelters
- Home stays with host families
- Mountain huts, bothy's, bunkhouses and lodges

This document is a reminder to Visit Leaders and support staff regarding practice whilst leading or supervising groups undertaking residential visits and experiences.

Safeguarding legislation and guidance

- The Teacher Standards state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance *Working Together to Safeguard Children (2018)* covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in schools.
- The statutory guidance *Keeping Children Safe in Education (2022)* is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2015. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units.

Off-site arrangements

When learners attend off-site activities, including day and residential visits and work-related activities, **the visit leader will check that effective child protection arrangements are in place.**

A pre-visit and/or background check should alleviate, highlight or raise concerns regarding the provider/accommodation available.

Group bedrooms/accommodation should wherever possible be located close together.

Staff must be accommodated close to the group. If operating on a split floor site, ideally the group/staff team should be on the same floor.

Should staff have concerns regarding a provider's accommodation upon arrival they should raise this at the earliest opportunity with provider representatives and seek a satisfactory resolution. Failing satisfactory resolution the Visit Leader and accompanying staff will need to consider options available to them. They should consider contacting the Educational Visits Coordinator (EVC), Headteacher or a member of the Leadership Team for advice/support.

Should individual staff have concerns as to the behaviour of another member of school staff they should raise them with the Visit Leader and/or contact the EVC/Headteacher/Leadership Team member or the Designated Safeguard Lead at the earliest opportunity.

Learners should be encouraged to report any concerns regarding inappropriate behaviour by school staff or others whilst on a visit. The Visit Leader or other staff not directly involved with those concerns must take steps to deal with them. The matter/incident must be reported to the Headteacher.

Should provider staff feel for any reason that the behaviour of school staff is inappropriate they should raise concerns at the earliest opportunity with the Visit Leader. If agreement cannot be accommodated regarding behaviour and/or future conduct then it may be necessary to contact the Education Visits Coordinator (EVC), the Headteacher or a member of the Leadership Team for support in dealing with the matter.

Respect for privacy

- It is usual practice for learners to turn to the staff with which they have existing relationships for matters of personal, welfare and pastoral care.
- Staff should not normally be alone in a bedroom or similar environment with a learner. Ideally there should be more than one staff member present with a learner in any room or one member of staff with a number of learners. If staff should find themselves in this situation then any doors should remain open. Staff should inform others where they are going/what they intend to do. Should staff find that there are no options but to be in a 'one on one' situation they need to consider gender issues, and the safety and security of both themselves and that of the learner. Staff should always try to avoid a 'one on one' situation with a learner.
- Always knock on the door/announce yourself and check that it is okay to enter before going into a bedroom-dormitory/changing area/toilet/wash area.
- Learners and staff should at all times be suitably dressed.
- Staff should not normally share tents or small bivouacs/shelters with learners.
- Large bivouacs or 'mountain' huts where the accommodation may be 'open plan' should only be used only as part of an agreed programme/planned activity. Thereby, parents/accompanying staff would normally have given consent to arrangements in advance. If such provision is to be used then staff should give consideration to the separation of genders, group supervision, changing, washing and toileting. It is important that a learner's privacy is respected at all times.

Staff Behaviour and requirements

- All staff – paid employees or volunteers must hold the relevant applicable DBS check where necessary.
- Staff should act as role models for the learners.
- Relationships between learners and school or any provider staff must be conducted professionally at all times.
- Staff should always be suitably and appropriately dressed.
- Staff should take care when getting changed in communal changing rooms or at outside venues so as not to expose themselves to learners or the general public.

- Care should be exercised when discussing information of a personal/confidential matter between school staff and/or with provider staff to ensure that they are not overheard by others.
- Staff must refrain from the use of inappropriate language (bad language, put-downs, innuendo's or sexually explicit language or behaviour).
- Staff must not be under the influence of alcohol or drugs whilst having responsibility for or dealing with learners or provider representatives. Staff are expected to act as a role model and a representative of the school at all times.
- Staff should only use mobile phones, camera's, tablets etc. in accordance with policy and accepted best practice. They should not share personal numbers or social media details with learners or use their personal social media accounts to share information regarding the school, the visit or learners.
- Staff should ensure that learners go to their rooms at the agreed bed times and ensure that learners settle down prior to staff going to bed themselves.
- Staff cannot delegate their Duty of Care to 3rd party providers. There should be a staff presence at all times during any planned activity.
- There is no such thing as learner 'free time' whilst on residential visits. Any unplanned activity time (down time) should still have direct, indirect or remote supervision by staff. Staff should make clear to learners any expectations and where they will be in case of need.

Learners must be made aware of the following:-

- The planned itinerary, times etc.
- Fire and emergency arrangements, if rooms can be locked should they be or when should they be? Going out onto balconies etc.
- Behavioural expectations including bedtimes/sleeping times.
- Keeping out of each other's rooms or dormitories.
- Respect for an individual's personal space, personal possessions and belongings.
- Hazards and dangers likely to be encountered and what they should do to minimise these for themselves and other group members.
- Requirements around the accommodation, where staff are located in case of emergency, leaving the building or site etc.
- If the site is multi-user/adult guests, how to keep themselves safe.

Activities

- If a learner is required to be removed from an activity programme due to behaviour/ill health/accident an accompanying member of school staff should normally remain with them. This means that provider staff may be left on their own with a group to supervise and manage, whilst delivering the activity and dealing with any welfare issues that may arise. It also means that the member of staff is likely to find themselves in a 'one on one' situation. This should be carefully managed.
- For some types of programmes learners may need to get changed in the outdoors. In such circumstances the situation needs to be carefully managed. Genders must be separated and changing should take place in secluded areas. Changing in public car parks/road sides etc. should be avoided if possible. Care should be exercised when in the vicinity of the general public. Both from the perspective of the privacy of learners and that of causing offence to the public.
- Learners should be appropriately dressed for the activity/weather conditions.
- Care must be exercised when fitting or removing clothing/equipment of learners. If possible school staff or another learner of the same gender should assist. Staff must make it clear to the learner what they are going to do prior to any contact and they should seek permission. Avoid actions which could be misconstrued.

- At times it will be unavoidable for staff to have physical contact with learners during the activity – a hand up, a push/pull, spotting support, intervention to stop an accident etc. It should be made clear to learners why physical contact is or was necessary.
- There will be times when young people will seek physical reassurance and emotional support during activities. A reassuring hug or an arm around the shoulder MAY be appropriate depending upon the circumstances. If this is to occur then staff must ensure that any actions are undertaken in full view of the group/accompanying staff and must be in the context of the situation.
- Inappropriate language/behaviour (swearing/put-downs/sexually explicit language or behaviour) must be challenged.
- Learner's use of recording devices – camera's/phones/tablets etc. should only be used as per policy/agreement only. Devices should not be used in bedrooms, dormitories, changing and toileting areas etc.

Emergencies

The Visits Leadership Team (all staff involved with the visit) should be aware of the schools/MAC's emergency procedures – who to contact and what telephone numbers to use. In the event of the Visit Leader becoming incapacitated other members of staff should be able to step in and take control.

Depending upon the nature of the visit and activity, the age and ability of learners etc. it may be appropriate for learners to be made aware of emergency contact procedures and/or details and to have them made available e.g. Indirect or remote supervision, the Visit Leader or supporting staff's telephone contact details, the name and telephone number of the accommodation etc.

First Aid and/or the administration of medications

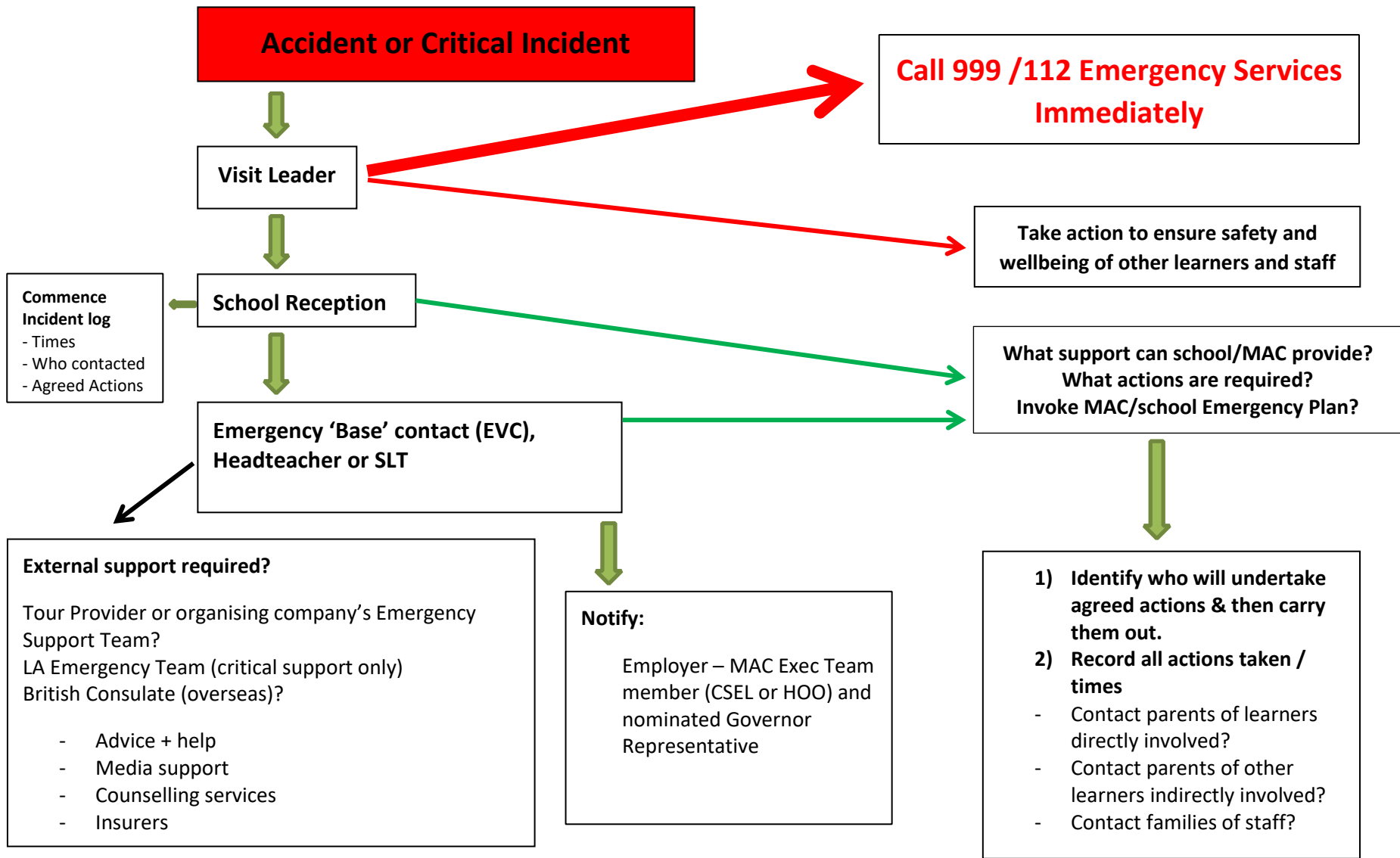
First Aiders either school staff or those of a provider should follow good practice requirements including:-

- Respecting the Individuals privacy (if possible)
- The unnecessary removal of clothing or touching of 'sensitive areas' without good reason
- Avoiding 'One on one' situations
- Making clear their intended actions to the patient and if possible seeking consent
- Depending upon the nature of the injury/illness etc. Informing parents/guardians of actions/treatment and if required the completion of accident/incident forms
- Staff should be suitably competent and confident to administer medication to learners whilst undertaking visits.
- Learner medication may need to be kept in a safe/secure/refrigerated area.

For additional information appertaining to Educational Visits please see the Outdoor Education Advisers Panel, National Guidance.

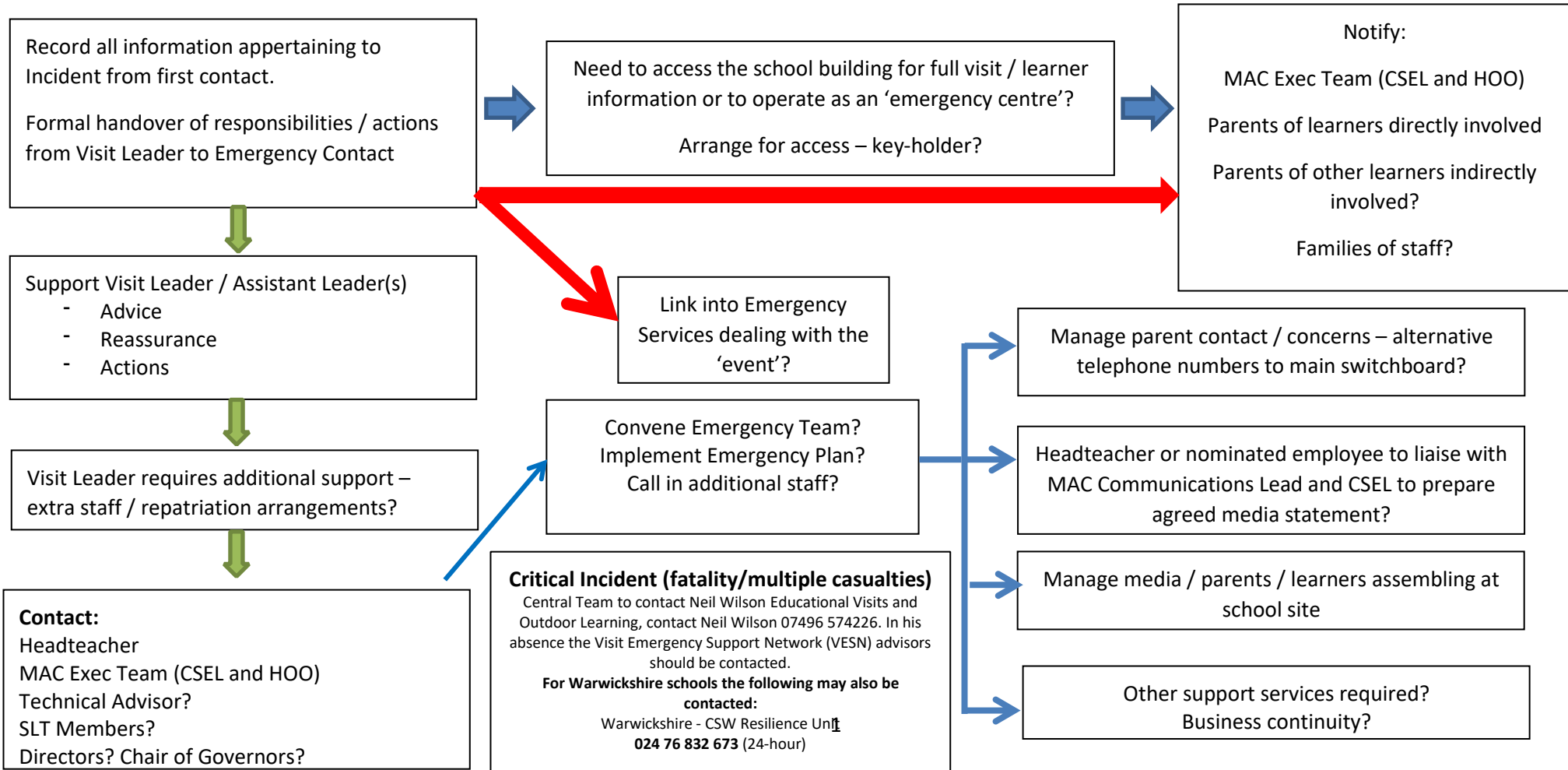
<https://oeapng.info/>

EDUCATIONAL VISITS CRITICAL EMERGENCY
During Normal Hours



EDUCATIONAL VISITS CRITICAL EMERGENCY Out of Hours

Emergency 'Base' Contact



Appendix J – Example Visit Evaluation Form

School Visit Evaluation Form		
Location:	Class:	Date:
Learning Focus:		
Questions about the Visit:		x
Trip planning adequate?		
Transport arrangements satisfactory?		
Venue suitable?		
Staff on site appropriate and helpful?		
Adequate time?		
Suitable staff and adult supervision?		
Any special needs appropriately dealt with?		
Value for money?		
Any safety / safeguarding concerns?		
Visit met intended learning outcomes, how?		
Please rate the trip -		
Excellent 5 – 4 – 3 – 2 - 1 Poor		

Comments from pupils about experience/learning:

Accidents/Incidents/Near-misses:

What would you do differently if the visit was repeated in the future?

Completed by:

Date: