Staffordshire University Academies Trust

Educational Visits Policy

Last reviewed	July 2025
Reviewed by	OD
Approved by	CFO
Date of approval	April 2025
Policy owner	OD
Location	Website

Policy Statement
Staffordshire University Academies Trust (SUAT) acknowledges the many benefits of learning outside the classroom (LOtC) and is committed to supporting educational visits and activities that enrich the learning opportunities of all children and young people.

This document sets out SUAT's policy on managing off-site activity and learning outside the classroom and is in place for all SUAT academies.

Success Indicators

a) Each Academy shall have their own documented arrangements for Learning Outside the Classroom (LOtC)/Educational Visits which:
   - Outline its expectations of how learning outside the classroom, outdoor learning and off-site visits will be managed and
   - Explains the procedural requirements, clarifies the responsibilities of all stakeholders and outlines monitoring arrangements.

b) Each Academy adopts and works within the Outdoor Education Advisers' Panel (OEAP) National Guidance (NG) and staff with responsibilities in this area have access to this guidance.

c) Each Academy has appointed an Educational Visits Co-ordinator who is suitably trained, as detailed within this policy document.

d) Every Academy uses the EVOLVE system to record, approve and manage educational visits.

e) Staff, volunteers and pupils/students taking part in educational visits have received suitable and sufficient information, instruction and training, appropriate for their responsibilities and level of participation in each visit.

f) Academies have an emergency plan in place for each educational visit, which is suitable and appropriate for the visit.

g) Appropriate communication about the educational visit, health and safety information and any emergency arrangements are communicated to all relevant parties such as staff, pupils/students and parents.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Health and Safety at Work etc. Act 1974
- DfE (2018) 'Charging for school activities'
- DfE (2018) 'Health and safety on educational visits'
- HSE (2011) 'School trips and outdoor learning activities'
- DfE (2013) 'Driving school minibuses'

Appendix One – Annual Visits Information
Appendix Two – Example Consent Forms

1. Provision of Employer Guidance

SUAT has formally adopted Outdoor Education Advisers' Panel 'National Guidance' (NG) as its guidance for the management of off-site visits and learning outside of the classroom (LOtC). This guidance can be found on the following website: http://oeapng.info/

SUAT's employees must follow the National Guidance of the OEAP, as well as the requirements contained within this policy. This policy outlines the main requirements for LOtC and gives links to appropriate sections of the National Guidance for additional information as required.

Where a SUAT employee commissions a LOtC activity, they must ensure and record that such a commissioned agent has either adopted the National Guidance has systems and procedures in place where the standards are not less than those required by National Guidance.

Guidance on Health and safety on educational visits is available from the Department for Education (DfE) Health and safety on educational visits - GOV.UK (www.gov.uk)

2. Scope and Remit

This policy applies to all SUAT academies whose work involves any one of the following:

1. Direct supervision of young people or others:
    - Undertaking experiences beyond the boundary of their normal operational base.
    - Undertaking experiences that fall within the remit of Learning Outside of the Classroom.
2. Facilitating experiences for young people or others undertaking experiences beyond the boundary of their normal operational base.
3. Deploying staff that will supervise or facilitate experiences for young people or others undertaking experiences beyond the boundary of their normal operational base.

The OEAP guidance applies to most situations where adults acting in the course of their employment take responsibility for children and young people taking part in off-site activities and visits. This policy applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

The OEAP provides guidance about aspects of law that apply to outdoor learning, off-site visits and LOtC Underpinning Legal Framework and Duty of Care (Document 3.2a).

The following terms may all be used to capture this range of ventures, experiences and environments:

- Off-Site Visits
- Outdoor Learning
- Learning Outside the Classroom (LOtC)
- Educational Visits and School Trips
- Residentials
- Expeditions
- Field Studies

The OEAP use the definition: “Any occasion when a child, young person or vulnerable adult takes part in an activity led or organised by their establishment, which is carried out beyond the boundary of the normal operational base, but excepting the following:

- Where establishments operate on a split site
- Work experience placements
- Physical Education: only the journey to and from the venue is covered by this guidance

The activity supervision should be that required or recommended by specialist PE guidance, such as that provided by the employer and Association for Physical Education (AfPE).

The National Guidance "Legal framework and employer systems" sets out clear roles and responsibilities for specific staff in Academies. Those involved in managing, approving, assessing and supervising educational visits should be aware of this guidance.

The National Guidance also sets out requirements and recommendations for roles within education including:

Education:

- Governing Bodies.
- Headteachers and Managers.
- Educational Visits Coordinators (EVC).
- Visit and Activity Leaders.
- Assistant Leaders.
- Volunteer helpers.
- Those in a position of parental authority.

Staffordshire County Council:

- Director of Children's Services and Lead Member(s) for Children's Services.
- Line manager of an Outdoor Education Adviser (or equivalent post).
- Outdoor Education Adviser.
- Advisers (other than an OEA), including Health & Safety Officer.
- Managers of an outdoor centre.

3. Responsibilities

The LAC in each Academy is responsible for:

- Monitoring the implementation of this policy.
- Ensuring educational trips and visits positively impact on pupils' lives, teaching them life skills and providing new experiences.

The Principal / Headteacher is responsible for:

- The day-to-day implementation and management of this policy.
- Appointing an Educational Visits Coordinator, liaising with the EVA as necessary.
- Liaising with the EVC and approving information regarding any planned trips to parents.
- Liaising with the LAC regarding the organisation of extra-curricular trips and activities, including settling any disputes, as required.
- Being part of the approval process for educational visits and LoTC.
- Ensuring the Educational Visits Coordinator is competent to oversee the coordination of off-site education and arranging for training to be undertaken, as necessary.
- Completing and approving relevant paperwork, including risk assessments.
- Ensuring suitable safety measures are in place prior to each trip or activity.
- Overseeing the work of the Educational Visits Coordinator, ensuring a whole-school approach is adopted when planning and coordinating educational visits.
- Ensuring there are contingency plans in place in the event of a member of staff being absent on the day of the visit.
- Ensuring the systems and procedures for dealing with educational visits adhere to the requirements of this policy.

- Appointing an appropriate and competent member of staff to be the designated Visit Leader for each trip.
- Approving the risk management of visits on Evolve prior to the visit's departure.

The EVC is responsible for:

- Overseeing all issues and controls regarding educational visits.
- Liaising between all appropriate parties, including the local outdoor education adviser, during the planning and organising of educational visits.
- Ensuring the systems and procedures for dealing with educational visits adhere to the requirements of this policy.
- Partaking in relevant additional training to ensure they remain up-to-date with relevant educational visit information and health and safety guidance.
- Overseeing the planning of the educational visits, by ensuring all essential documentation, including risk assessments, is up to date and appropriate for completion by the designated Visit Leader.
- Liaising with an appropriate and competent member of staff who is the Leader for each visit.
- Ensuring the competency of the Visit Leader, in consultation with the Headteacher, by organising training for staff and volunteers.
- Vetting educational visit risk management on Evolve and sending to the Headteacher for approval.
- Ensuring that visits are approved on Evolve in advance of departure.

The designated Visit Leader selected to be in charge on an individual trip is 'in loco parentis' and has a duty of care to all pupils on the trip. They are also responsible for:

- Identifying the educational purpose of the educational visit and presenting its benefits to the Headteacher.
- Undertaking any relevant training or courses which are arranged by the EVC.
- Completing all essential documentation for the trip and ensuring it has been approved by the Educational Visits Coordinator and Headteacher.
- Conducting all relevant risk assessments and preparing visit risk management documentation prior to educational visits to ensure pupil and staff safety, and ensuring that all information is uploaded to Evolve for approval within the timescales designated in this policy.
- Communicating visit risk management information and documentation with those attending and supervising the visit, and emergency contacts in school.
- Creating an itinerary prior to an educational visit and distributing it to pupils, parents and staff to ensure the day is well organised and safe.
- Informing parents of the proposed educational visit in advance and with sufficient notice, and distributing permission slips to parents.
- Implementing safeguarding measures throughout the planning, organisation and delivery of the extra-curricular trip or activity.
- Ensuring all adults on the trip are aware of their responsibilities and that the necessary checks have been carried out on volunteers in line with the DBS Policy.

The Designated Deputy Leader supports the designated trip leader and will assume the designated Visit Leader's responsibilities if the designated Visit Leader is no longer fit to lead

the trip, e.g., is unwell at short notice. They are also responsible for supporting the Visit Leader in completing all their relevant responsibilities by assuming any delegated tasks.

Staff are responsible for:

- Adhering to this policy and applying its principles when participating in Educational Visits.
- Ensuring they are competent and comfortable with their delegated responsibilities, undertaking training where necessary.
- Ensuring the safety of the pupils is maximised throughout any educational visit or activity.
- Adhering to all risk management procedures.
- Supporting the risk management process.

Volunteers on the trip are responsible for:

- Adhering to this policy and applying its principles when participating in educational visits.
- Supervising and ensuring the safety of pupils by following the procedures outlined by the designated Visit Leader.
- Adhering to all risk management procedures.

4. Communication and Training

Educational Visits Coordinators (EVC)

All academies that carry out educational visits are required to have a trained EVC in post. EVC's must initially attend a full 6-hour OEAP Educational Visits Coordinator training course and attend revalidation training periodically (every 3 years).

In addition to attending a training course, an EVC should have prior experience of leading educational visits or have support from other establishment employees who are experienced in leading LOtC.

Where the EVC role is attached to an administrative post or is not an experienced Visit Leader, the EVC should be provided with structured access to and support from a designated colleague who fits the recommended criteria and who will fulfil those aspects not covered by the post holder.
Legal Framework & Employer Systems (Document 3.4j)

Visit Leaders

Where an employee leads educational visits Visit Leader (VL) training is recommended.

EVC and VL training courses are available through Entrust and are delivered by the Entrust Educational Visits Advisor (EVA) who is an endorsed OEAP trainer.
Legal Framework & Employer Systems (Document 3.4k)

Academies are required to ensure that their employees are provided with:

- Appropriate guidance relating to educational visits and LOtC activity;
- Access to training courses to support the guidance to ensure that it is understood;
- Suitable systems and processes to ensure that those trained are kept updated;

- Access to advice, support and further training from professional advisers that have proven expertise and professional understanding of the guidance, the training and expectations set by current good practice.

The relevant training courses recommended in Staffordshire are:

- Educational Visits Coordinator (EVC) training which is **mandatory** for all EVCs in maintained schools in Staffordshire.
- Visit Leader (VL) training – this course is **strongly recommended** for all those who lead LOtC activities.

The appropriate guidance for the management of outdoor learning and LOtC in Staffordshire is the Outdoor Education Adviser's Panel 'National Guidance' website, the address of which is given in section 1.

For the purposes of the day to day updating of information, Staffordshire EVCs, Visit Leaders and Head Teachers are directed to the posting of updates (which include information on how to access the relevant courses) available on EVOLVE.

Where an employee experiences problems with finding the material they are looking for, or require clarification or further help and guidance, they should contact their establishment's Educational Visits Coordinator (EVC) in the first instance.

Academies should ensure that the relevant qualifications of those who are attending are uploaded to Evolve, for example, first aid, minibus training, visit leader training, educational visits coordinator certification.

Further help and guidance can be obtained through the Trust's Operations Director, and the Educational Visits team who are best contacted by e-mail at eva@entrust-ed.co.uk. The nominated advisers in Staffordshire are Gareth Lloyd 07794 331637 / gareth.lloyd@entrust-ed.co.uk and Stu Meese 07784 230453 / stu.meese@entrust-ed.co.uk.

5. Assessment of Leader Competence

The NG provides clear advice regarding the assessment of leader competence. It is an expectation of that all SUAT leaders and their assistants have been formally assessed as competent to undertake such responsibilities as they have been assigned in line with NG, by each Academy.

For general visits, it is the responsibility of the Academy Headteacher, or person delegated to approve visits, to ensure that competency checks have been made to ensure the visit leaders and assistants can plan, deliver and supervise educational visits effectively and safely.

For educational visits which fall into the adventurous or additional risk activities category, leaders should have additional NGB qualifications to allow them to lead effectively. For further information, please refer to the NG Document Approval of leaders Legal Framework & Employer Systems (Document 3.2d)

The leader must only lead within the remit of their qualification. Leaders will also be required to complete an Activity Leader Form outlining this information as part of the Evolve form completion. These will automatically open in Evolve once the leader has designated the visit as "Adventurous led by staff" on the visit type section on the Visit form.

Proof of leader competence should be uploaded to the Academy's Evolve system.

6. Approval and Notification of Activities and Visits

Evolve

All SUAT academies are required to use the online system (EVOLVE) for visit planning, risk management, notification and approval for all visits that the academies may undertake, by appropriate parties. **It is essential that both the EVC and the Head Teacher/Principal approve all visits on Evolve prior to the commencement of the visit.** It is the responsibility of the Visit Lead and approving persons to ensure that appropriate risk management, supervisory and emergency documentation is in place for such visits, for the safety and wellbeing of those partaking in the visit.

A key feature of EVOLVE is that visits and LOtC activities requiring formal EVA acknowledgment can be brought to the attention of the Entrust EVA. Those visits and activities not requiring EVA acknowledgment may also be viewed sampled or monitored using the database and diary facilities of the system.

Visits which are classed as adventurous activities, based abroad or are residential must be acknowledged by the EVA prior to commencement. The EVA guidance and recommendations should be followed including any adjustments to the existing information on Evolve, or any additional risk management documentation, before the visit departs. Any changes in the documentation or information on Evolve must be approved by the EVC and the Headteacher.

It is a requirement that all SUAT Academies use the EVOLVE system; for further advice and help using the system please use the information (**i**) buttons and help pages provided throughout the
system. For further assistance, please contact the Educational Visits team using the contact details within this policy.

It is the responsibility of each Academy to keep the user accounts up to date on the Evolve System. All employees of the Academy should have their own Evolve account so they can be added to visit forms and to enable them to access Evolve and to view any visits forms they are associated with.

The EVC at each Academy can manage this and can create, amend, or remove staff accounts as required. If the EVC or Headteacher at the Academy changes, or there are any issues with their accounts, they must contact the Entrust EVA. The Trust will also be able to access Evolve forms at Staff and EVC access levels.

Approval of Visits

SUAT requires Headteachers / Principals to formally approve ALL off-site educational visits and LOtC activity taking place in accordance with this policy and OEAP guidance. All visits must be approved on the Evolve system prior to the visit departure.

The nominated visit leader and team are responsible for completing the form and the associated risk management and supervision plans as part of their visit planning. It is the Visits Leader's responsibility to fully brief all supervisory staff regarding the nature of the visit and their roles and responsibilities.

It is the responsibility of the approving person to ensure the safety and wellbeing of the participants taking part in the visit.

The recommended timescales for submitting visits for approval on Evolve are detailed as follows. It is essential that Evolve forms are submitted with sufficient time for them to be assessed and reviewed before approval, for any required adjustments to be made to the form and for the changes to be communicated with the parties involved in the visit.

Timescales for Academies				**Entrust EVA Teams**
	VL creates	**EVC**	**HEAD**	**ENTRUST**
Local & Regular	1/2 Term	2 Weeks	1 Week	NOT REQUIRED
Local & Additional Risk	1 Term	5 Weeks	4 Weeks	3 weeks
Residential UK	1 Term	6 Weeks	5 Weeks	4 Weeks
Foreign	1 Year - 2 Terms	10 Weeks	8 Weeks	6 Weeks
If your visit doesn't fit these descriptors, contact the EVA team to discuss.				

The category of adventurous on the Evolve system includes all additional risk activities, notwithstanding the list below. If staff are in any doubt as to the activity being classed as adventurous, please seek the advice of the Academy's EVC or contact the EVA at Entrust for advice. The below list is current as of the policy review date. An up-to-date list of adventurous visits will be maintained on Evolve, therefore Academies should also review this at the start of planning their visit, to establish the approval timescales and level of risk management required.

Academies must additionally notify Entrust's Educational Visit Advisor (EVA) in advance, of any higher risk visits and activities planned (preferably before booking) which involve any of the following (this list applied equally to school-led activities as it does provider-led ones):

- An overseas visit.
- A residential or overnight stay (at home or abroad).
- An adventurous activity.
- Multi Activities, including those delivered by an external provider
- Abseiling
- Air Activities, excluding commercial flying
- Armed Service Providers
- Boating - all forms excluding commercial transport
- Open & Wild Country activities as defined by DofE
- Camping
- Caving, including mine exploration but excluding public show caves
- Paddlesport activities including canoeing, kayaking, stand-up paddle boarding, foil
- Cycling – road
- Coasteering / Coast Scrambling / Sea level traverse
- Duke of Edinburgh Award preparations, expeditions and training including all forms of journey
- High-level ropes courses, including zip lines

- Hill Walking and Mountaineering and additional risk terrain
- Horse Riding and Equine care
- Motorsport, all forms, including Karting and Quad trekking
- Mountain Biking and off-road trails
- BMX and Skateparks
- Rafting/Improvised Rafting
- Knife and Axe throwing
- River / Gorge Walk / Scramble
- Rock Climbing, including natural rock, man-made, indoor or outdoor walls
- Sailing / Windsurfing/Foil
- Kite surfing/buggy/board
- Shooting including air, clay, laser tag sports, paintball and airsoft
- Archery target, field and clout and other target sports, excluding soft
- Winter sports
- Skiing - Indoor and dry slope, snowboarding, tubing, sledging
- Snowboarding, tube and sledge - Indoor and dry slopes
- Ice Skating
- Snorkelling and aqualung diving
- Surfing, bodyboarding and skimboarding
- Swimming in all forms, excluding UK Public Pools
- Use of powered safety craft/jets skis
- Water skiing, wakeboarding
- Trampoline parks
- Adventure Parks, Assault Courses, Challenge Courses
- Inflatable parks
- Underground exploration
- Water margin activities – ROSPA defined
- Waterparks/ Aqua parks
- Fieldwork in Coastal, River and upland locations
- Open Country - all activities (beyond 30 mins of nearest refuge and above 500m)
- And any other activity which has additional risks

This notification includes any activities being delivered by external providers or approved competent establishment leaders, even those who hold the required NGB qualifications. The NG provides clear advice regarding the assessment of leader competence. All leaders and their assistants must be formally assessed as competent to undertake the responsibilities they have been assigned in line with NG. For general visits, it is the responsibility of the Academy, Headteacher or person delegated to approve visits to ensure that competency checks have been made to ensure the visit leaders and assistants can plan, deliver and supervise educational visits effectively and safely.

The Evolve system is configured so that all visits which are overseas, residential or include adventurous activities are sent to the EVA for acknowledgment and guidance. The must be submitted with sufficient time for the EVA to acknowledge these visits and for academies to act upon any guidance added to the form.

Academies must consider any guidance and recommendations which the EVA has added to the form, and these must be addressed by the Academy prior to the visit departure.

Regular and Repeated Educational Visits
Evolve has a module, Local Area Visits. Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day following the Operating Procedure and Local Area Visits Policy created by the establishment.

These visits/activities:

- Must be recorded on EVOLVE via the 'Local Area Visit' module.
- Do not require parental consent (although parents must be informed of the visit).
- Do not normally need any additional risk assessments/notes.

The Local Area Visits Policy sets out boundaries of the local area and includes frequently visited locations, prohibited areas withing the local area and which methods of transport can be used. It must also include and operating procedure which included generic risk assessment for the area which includes information on specific hazards such as road traffic, interaction with the public, animals etc, losing a pupil, the local landscape, and any specific issues relating to filed work e.g., nettles, rubbish etc.

Once this is in place, it is checked by the EVA and shared with all staff at the establishment and all staff must follow this guidance. Once the Local Area Visits module is activated on Evolve, all visits taking place the Local Area boundary must be logged in this section on Evolve so the establishment has an accurate record of all visits taking place.

7. Consent

Academies must seek written consent for children to attend an educational visit from parents with Parental Responsibility. The OEAP provides confirmation of when to seek consent, here.

The OEAP Guidance states:
Schools that a child attends as part of their day-to-day education or training do not need consent for the child to participate in offsite visits that take place during the establishment's normal hours, and which are a part of its secular curriculum (Education Act 2002 section 29). They do need consent for visits that take place outside normal hours.

Nursery schools – Parental consent must obtained for a child to participate in all offsite visits.

While parents do not have the option to withdraw their child from the curriculum, except for religious or sex education, it is good practice to inform them that a visit or activity is to take place.

If a curriculum visit involves an adventure activity or other higher-risk activity, then parents might understandably be concerned. This can normally be addressed by providing information and reassurance about how the risks will be managed. However, an Academy could choose to seek parental consent for participation in the activity even though this is not legally required. In this case, if consent were to be refused, the Academy would have to provide alternative activities to ensure that the curriculum aims were met.

In addition to gaining consent for participation in certain visits, it may be necessary to ask parents for other consent, such as:

- Consent for a child to receive emergency medical treatment, including administration of an anaesthetic or blood transfusion, in the event of an emergency when parents cannot be contacted;

- Consent for the establishment to share personal data such as contact details, medical and behavioural information with third-party providers;
- Consent for the use of photographs of a child by the establishment or by any provider;
- Agreement to any financial or other terms and conditions.

Consent should be specific, informed, unambiguous and given freely with an affirmative action such as a tick or signature.

8. Data Protection

Whether consent is recorded electronically, or paper based it is likely to contain personal data which is subject to data protection law. The storage and retention of personal data must follow the Data Protection and Records Management and Retention Policy.

It is essential that the visit leadership team, EVC and emergency contacts have access to up-to-date information in order to manage the welfare of pupils and students. This typically includes emergency contact details, medical and dietary information, and information about additional needs.

Academies should have a mechanism in place for obtaining this information, updating it, and communicating it to those who need it.

Academies should ensure that parents are made aware of the importance of disclosing information. Parents can be informed that disclosure is unlikely to affect the opportunities for their child to participate in off-site visits and activities, but that the information may be essential to allow the Visit Leaders, and possibly specialist activity leaders, to manage their child's participation safely.

There must be a robust arrangement for keeping welfare, medical and emergency information up to date. Sensitive information should be kept secure but accessible and understood by those who need it, including relevant leaders from other organisations and information must be carried securely. Academies must ensure that individuals' confidentiality can be protected, that documentation is kept secure throughout the visit, and personal information securely disposed of when it is no longer needed.

9. Electronic Trackers and Privacy

The OEAP National Guidance advise that electronic trackers, including some phone apps, can be used for tracking the location of participants of school trips and educational visits. Whilst these might be appropriate in certain circumstances, such as some remote unaccompanied expeditions, they have significant disadvantages including:

- Unreliability – electronic devices can fail, batteries can go flat, and signal coverage can be lost;
- A false sense of security;
- False alarms;
- Accidental or deliberate misuse;
- Safeguarding concerns, e.g., if an unauthorised person is able to track a child;
- A reduction in participants' real or perceived independence, the development of which may be an aim of the visit.

To ensure the privacy of all students and to maintain a safe, respectful, and secure environment during school trips and educational visits, the use of personal tracking devices (including but not limited to GPS-enabled devices, smartwatches with tracking capabilities, and other similar devices) is not permitted unless the trackers are implemented and controlled by the academy for specific purposes due to the hazards identified within the visit itinerary and supervision plan. This applies to students, staff and volunteers attending school trips and educational visits, including day visits, visits overseas and residential visits.

The purpose for this is to safeguard participant privacy, promote a culture of trust, and avoid any potential disruptions or concerns related to personal tracking technology. By un-authorising the use of personal tracking devices, each academy can uphold its commitment to ensuring that all students have the opportunity to experience school trips and educational visits without undue surveillance or infringement on their privacy and the privacy of others.

Where it is established by the academy and / or the visit provider (in consultation with the academy) that trackers are necessary for safety reasons during a school trip or educational visit, the deployment, control and management of the trackers will be undertaken by the academy. The use of trackers will be subject to:

- A robust risk assessment which covers privacy considerations and management
- A code of conduct for all visit participants and the use of the trackers
- Due diligence surrounding the reliability of devices and the maintenance of charge for the duration of the visit

10. Risk Management

Suitable and sufficient risk management systems must be in place as part of planning for educational visits.

The risk assessment of an activity should be balanced by the benefits to be gained from participating. The Health and Safety Executive (HSE) endorse this approach through their 'Principles of Sensible Risk Management' and advocate that it is important that people are exposed to well-managed risks so that they learn how to manage risk for themselves. It is the responsibility of the Visit Leader to ensure that the risk assessments for each visit are specific to the group and the actual visit.

Academies must create and then communicate (with participants) their own risk assessments for a visit / LoTC. Obtaining risk assessments from the venue or provider alone is not sufficient.

The person responsible for risk managing the visit is required to:

- 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.

Suitable and sufficient risk management systems must be in place as part of planning for educational visits. The risk management of an activity should be informed by the benefits to be gained from participating. SUAT strongly recommends a 'risk-benefit assessment' approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained

through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put into place) is ‘acceptable’.

There is no legal requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified and implemented. SUAT has made available risk management templates and documentation to support academies in the planning and risk management of educational visits and LOtC. All documentation is based on guidance provided by the OEAP.

The results of any risk assessment must be communicated to all staff, participants, parents and pupils as appropriate. Templates and examples of risk management materials can also be accessed through EVOLVE and training is provided during the Entrust EVC and VL courses. Entrust EVC training also ensures that establishments are supplied with the knowledge to support the process of planning and risk managing educational visits; risk management materials provided by Entrust can be accessed through EVOLVE.

For regular visits such as weekly swimming or sporting fixtures, a blanket form may be completed on EVOLVE to cover all visits. It is recommended that these are done on a termly basis and all the details on there must be shared with any staff, volunteers, and participants involved. This should be used where the regular visit doesn’t fall under the criteria for a Local Area Visit or where the Academy does not have Local Area Visits activated on Evolve.

For PE activities, only the journey to and from the venue is covered by OEAP guidance. The organisation of the activity itself should be as required or recommended by specialist PE guidance, such as the Association for Physical Education (AfPE). Risk assessments for such activities must still be uploaded to EVOLVE to record that risk management strategies were implemented for such activities.

Forms can be used to cover regular visits in the local area such as visits to local places of worship, libraries and local parks, or, Academies may use their Local Area Visits Policy and risk manage the visit via the Local Area Visits section on Evolve (where the particular visit meets Local Area Visits criteria).

The Local Area Visits section on Evolve will only be activated where Academies can demonstrate that they have a current Local Area Visits Policy which has been approved by Entrust, and must follow Entrust’s Local Area Visits guidance.

It is important that risk management documentation is reviewed periodically following repeat visits, to ensure that it remains suitable and sufficient for the duration. Documentation should be adapted
following any changes, accidents or incidents and uploaded to EVOLVE. New or adapted documentation must also be shared with staff and others involved in the activity.

For further information, please refer to the NG document: Risk Management Overview (Document 4.3c,f,g).

11. Preliminary Visits and Provider Assurances

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations and requirements, including safeguarding and health and safety. Such information gathering is essential in assessing the requirements for effective supervision of young people; it is a vital dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. If this is not possible then the use of brochures, websites and previous knowledge from past visits or other establishments should be considered. Academy arrangements should clarify when preliminary visits are required along with any information required from the provider.

Academy arrangements should clarify the circumstances where a preliminary visit is a requirement. If this is not possible then the use of brochures, websites and previous knowledge from past visits or other establishments should be considered. Academy arrangements should clarify when preliminary visits are required along with any information required from the provider. It is good practice for visit leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available.

It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available. Examples of such schemes include:

- Learning Outside the Classroom (LOtC) Quality Badge
- Adventure Activities Licensing Service (AALS) licensing
- Adventuremark
- National governing body (NGB) centre approval schemes (applicable where the provision is a single, specialist activity)
- AHOEC Gold Standard

Non Accredited Providers
Use of non-accredited providers is possible for some adventurous and additional risk activities as some of these activities do not fall within the above accreditation schemes.

If activities that are being provided fall within the scope of AALS licensing, then the provider used must have a license - Legal Framework & Employer Systems Document 3.2f AALA Licencing.

If they do not fall within this scheme, the providers are required to complete an Activity Provider Checklist. This must be completed and signed by the provider and added to the EVOLVE visit form.

A new Activity Providers Checklist is not required for each visit as long as the information on the form refers to the activity being carried out. If the provider has not been used within 6 months, then they should be contacted to see if the information on the Activity Providers Checklist is still correct. The Activity Provider Checklist can be downloaded from the Key Resources section on the homepage of Evolve. These forms **must not** be completed or signed by school staff. https://oeapng.info/download/4431/ 4.4g

If an Academy is using a provider for residential accommodation including campsites, then the provider must complete an Accommodation Provider form. The procedures in the previous paragraph apply if the venue is used on subsequent occasions.

Both Activity Provider and Accommodation Provider forms can be downloaded from the Visit Form Section in the Resources Tab on EVOLVE, which contains the most up to date versions. Further information can be found on the OEAP website - Good Practice – Document 4g Selecting External Providers and Facilities.

Contracts and Waivers
An Academy may contract with a provider to provide a range of LOTC activities for pupils/students attending their Academy. It is the Academy's responsibility to ensure they are fully aware of the terms and conditions of the contract. Any contracts should be directly between the Academy and the provider, not the provider and the parent directly.

Several providers who offer additional risk activities are now providing information regarding the additional risks from taking part in certain activities. Parents should be informed of these as part of the informed consent process. If a provider requests a waiver to be completed, please consider this very carefully as it may be requesting things which are against Academy and Trust policy and guidance.

If you Academies unsure of any aspect of the waiver contents, please contact the Trust Central Team and Entrust EVA. If these are used, they must be returned to the Academy as part of informed consent. Parents should not sign these forms directly on the provider's website.

Further information can be found on the OEAP website - Legal Framework & Employer Systems
Document 3.2i Contracts and Waivers

Collaborative Provision
Visits that are the responsibility of SUAT Academies will be staffed by at least one appropriate representative who will fulfil the role of leader. This will always apply to participants under 14 years. The exception to this is on the occasion when education for the 14-19 year old age range may be conducted for individuals or small groups by appropriate provider organisations without close supervision from an Academy leader. In order to ensure that the provider organisation is appropriate and both Academy and the provider are fully aware of their responsibilities the Academy should follow the Collaborative Provision for the 14-19 Curriculum guidance available on the OEAP.

Before any provider is used to deliver collaborative provision, the Academy must ensure that the provider is appropriately vetted and that a contract or service level agreement (SLA) is in place, which clearly lays down the minimum required operating standards. This contract or SLA should include the arrangements for any outdoor learning, off-site visits or learning outside the classroom. It should require providers to either comply with the policy and procedures for outdoor learning used by the home establishment, or to demonstrate that their policies and procedures covering this area are equally robust.

Academies 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. Academies can check if an organisation holds the LOtC Quality Badge. If an organisation does not hold the badge, the Academies 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 Academy should have an agreement with them that makes it clear what everyone is responsible for. This is especially important if they'll be supporting the supervision of the children.

Adventurous Activities
For adventure activities such as caving, climbing, trekking, and water sports (as detailed in the list above), these should be identified and risk assessed as part of the visit. **Staff managing or leading visits must not decide to add such activities during the trip** and must always consider the abilities of the children when assessing risk. All activities must be risk managed and the risk management documentation communicated to parties attending, in advance of the visit, in writing.

Organisations need a licence to provide some adventurous activities and 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.

When planning water sports, academies must consider the need for the following, and factor this into their risk management approach:
- Instructors
- Lifeguards

Academies should take particular care when using hotel swimming pools and other water leisure activities which may not have a trained lifeguard. The Outdoor Education Advisers' Panel (OEAP) provides advice when undertaking adventure specialist activities, including swimming.

Visits Abroad
Visits broad can have extra risks and need a higher level of risk assessment. Academies 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, such as risk assessments. Academy staff could also be liable under civil law for any injuries to the children due to negligence.

If the visit includes risks such as challenging terrain, going to remote places or extreme climates, the guide to the British Standard for adventurous activities outside the United Kingdom should be referred to as the basis for the planning and risk assessment. Organisations employed by the Academy should follow this too. If they have an LOtC Quality Badge then they will also follow this standard.

When planning visits abroad, academies will consider the Foreign and Commonwealth Office's guidance 'Safer adventure travel and volunteering overseas' (2015) and, where an activity poses significant risks, academies may also consult the British Standard for adventurous activities outside the UK.

Validity of passports, visa requirements and other entry requirements, e.g. vaccination status, will be researched and dealt with within three months of the initial notification of the visit, to avoid problems when the visit is due to take place.

Staff and pupils will be taught about the culture and values of the country they are visiting, to ensure they understand and respect the values of the citizens.

Before the visit, the Visit Lead and EVC will check the travel advice for each country the trip will visit to ensure no visa or permit is needed and to check any other regulations or time limitations. Before the visit, the relevant healthcare and travel insurance checks will be conducted to ensure attendees are covered for medical issues or accidents. Pupils and staff will be informed if they need to apply for a free Global Health Insurance Card (GHIC) or European Health Insurance Card (EHIC) to ensure they can access state-provided healthcare during a temporary stay in the EU.

Before the visit, staff are trained in spotting suspicious behaviour and remaining vigilant whilst abroad and pupils will be taught how to remain vigilant in the country they are visiting, particularly about advances from strangers.

Registers will be taken at the start and end of each day, as well as before, during, and after events, and at regular intervals whilst on days out to ensure the whereabouts of pupils are known at all times.

Staff will check the location's local news at the start of each day of the visit, to ensure their planned activities are safe to go ahead. A minimum of two members of staff attending the trip will have at least an intermediate understanding of the destination country's language.

At the start of the visit, all pupils and staff are provided with an emergency contact sheet, this includes the Visit Leader's mobile phone number, as well as emergency numbers and phrases for the country they are visiting.

When using external providers abroad, academies will check whether the provider holds an equivalent of the 'Learning Outside the Classroom Quality Badge'. If no such equivalent can be ascertained, academies will make checks as detailed in this policy, prior to agreeing to use the provider.

For further information please refer to NG document Preliminary Visits and Provider Assurances.

12. Requirements to Ensure Effective Supervision

The law does not prescribe activity-specific staffing ratios; but it does require that the level of supervision and group management is 'effective'.

Effective supervision should be determined by a proper consideration of:

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

The Early Years Foundation Stage (EYFS) Statutory Framework sets out legal minimum ratios for all providers working with children aged up to five. The appropriate ratio during an outing is always likely to be higher than the legal minimum: as with other age groups, this must also be determined by risk assessment, which should be reviewed before each outing. It is not unusual for a ratio of 1:1 to be necessary.

When considering and calculating ratios for groups, academies must ensure that there is sufficient competent staff to effectively supervise the group during all aspects of the visit. Staff from external visit providers must not be included in the supervision ratios as they may not be present for the whole visit.

There should be a sound plan to manage the potential issues involved with staff managing mixed sex groups, including the needs for privacy, safeguarding and pastoral support. See OEAP National Guidance document 6q “FAQ – Staff Supervising Mixed-Sex Groups”.

When using external providers, they hold the responsibility for delivering the activity and ensuring the safe delivery of that activity. Academy staff are required to supervise in a pastoral capacity during these periods. For periods such as downtime, transport and any other periods when pupils/students are not directly instructed by the provider, the direct supervision of the pupils/students becomes the responsibility of the Academy staff so clear and effective supervision plans must be in place, documented and understood by all parties.

Staffing ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity. Some guidance documents do set out ratios, but these should be regarded as starting points for consideration rather than being definitive.

Staffing, especially for visits to remote locations or overseas, should take into account how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example, to accompany a sick child to hospital, and staff who are supporting a child on a one to one basis.

Staff accompanying the visit, pupils / students and any adult helpers should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support as part of the visit emergency procedures.

Document 4.2b of the OEAP guidance provides more information surrounding Ratios and Effective Supervision.

A useful framework for assessing requirements for ratios and effective supervision is SAGE. See OEAP National Guidance document 1b “Foundations”:

- Staffing: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- Activities to be undertaken: what do you want the group to do and what is possible?
- Group characteristics: prior experience, abilities, behaviour and maturity, sex, any specific individual needs.
- Environment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not

overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions. Consider the implications of current guidance about avoiding infection during an epidemic.

Alcohol consumption on educational visits is not permitted - by staff or students. This must be written down and shared with all parties such as the Academy, staff, providers, students and parents. All parties should agree to this procedure. It is essential that staff can maintain effective supervision at all times and that the laws regarding alcohol consumption in the country visited are followed.

For further information please refer to NG documents:
Ratios and Effective Supervision
Group Management and Supervision
3.2d “Approval of Leaders”
4.1a “Avoiding Accidents and Emergencies”
4.2a “Group Management and Supervision”:
4.4b “First Aid”;
4.4i “Special Educational Needs and Disabilities”

13. Vetting and DBS checks
SUAT employees who work *frequently* or *intensively* with or have *regular access* to young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process.

Individuals who engage in regulated activity with young people or vulnerable adults must undergo an enhanced DBS check, with barred list check, as part of their recruitment process. It is the responsibility of the Academy engaging the individual to decide if a particular role falls within the legal definition of regulated activity.

The full definition of regulated activity is found in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012, and is also detailed within Keeping Children Safe in Education documentation. An individual can become engaged in regulated activity either through what they do (a defined activity) or where they work (a specified place).

A DBS check (and other vetting procedures) in itself is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people. In addition, any safeguarding policies and procedures, (including the current Keeping Children Safe in Education guidance) in place at the Academy, must be followed. Visit and LOtC risk assessments should detail control measures and arrangements for safeguarding during visits, including plans for supervision.

The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that a common-sense risk-benefit assessment process has been considered. The placement of an adult in a situation of professional trust with young or vulnerable people must always be subject to a robust engagement process as well as a DBS check where appropriate.

Depending on the level of responsibility being placed upon the employee or volunteer, this might include some or all of the following elements and in accordance with the Recruitment Manual:

- References
- Interview
- Induction
- Training
- Supervision
- Monitoring

Visit Leaders must be aware that it is not reasonable to expect that all employees of a third party provider, who may come into contact with children, will be checked for criminal records as under the DBS regime there are clear limits to who can be subjected to which level of checking. As third party providers will not usually be 'specified establishments' then they will only be able to check those staff or volunteers who are involved in one of the defined activities and this may well not involve ancillary staff. Providers should still, of course, have in place a robust recruitment and engagement system for all their staff and volunteers.

For further information please refer to NG document - Good Practice Document 4.3e Safeguarding

14. Inclusion and Equality

Every effort should be made to ensure that outdoor learning activities and educational 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 young people 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. Where possible, activities and visits will be adapted to enable all pupils to take part. Academy staff will liaise with pupil's parents, where appropriate, to consider what reasonable adjustments may be necessary.

Academies should take all reasonably practicable measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and reflected in policy/procedures, thus ensuring an aspiration towards:

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

It is essential that Academies implement suitable risk management measures to ensure that pupils/students who have medical conditions, allergies and additional or complex needs can safely participate in LOtC. Such measures must be documented and communicated to staff attending and supervising the visit. This may be inclusive of documents such as an individual risk assessment, care plan, EHCP. Where individuals with additional needs have a risk assessment in place or where a risk assessment is required for educational visits, this must be updated to include the control measures and support that will be implemented to safeguard the pupil / student during the visit. Where individuals with additional needs attend an educational visit, sufficient time must be taken to plan the measures to manage the risks, agree, document and appropriately share the risk management measures.

Academies promote values of equality and do not discriminate against any individual or group of pupils when organising a visit. The educational visits offered to pupils will provide new experiences and develop life skills. Visits and activities are organised, managed and conducted in accordance with the Equality Policies.

For further information please refer to NG guidance - Legal Framework & Employer Systems (Document 3.2e)

15. Transport
Providing transport for off-site activities and educational visits must be an integral part of the planning process, therefore careful thought must be given to planning arrangements. Academies must follow the specialist guidance provided in SUAT's Vehicles Policy. All national and local regulatory requirements must be followed, too.

The DVLA provides clear guidance on the operation of such vehicles, and it is recommended that operators familiarise themselves with DVLA guidance and the relevant law. Minibus drivers must have the correct driving licence requirements and be competent to drive the vehicle safely.

It is a legal requirement that the driver and all passengers wear a seat belt. The driver is responsible for ensuring that children under the age of 14 wear their belts.

It is a legal requirement for transport companies to have a Transport Manager. Academies should ascertain whether the company they plan to use has a Transport Manager.

Hire of Transport
The visit leader should ensure that coaches, buses and other such transport are hired from a reputable company.

The following are ways of providing some assurance of suitability:

- Does your establishment have an existing, satisfactory relationship with a provider? Do not underestimate intuition – if your establishment has used a provider before and always felt safe, listened to and well cared for then this is a good reason to use them again.
- Can the operator cope with any special needs your group may have?
- Are the seat belts appropriate for your group and is there, if necessary, appropriate access and securing facilities for a wheelchair?
- Where a provider has a fleet of coaches of varying ages and standards, confirm the specific standard or vehicle you require.
- Ensure the chosen coach company will not subcontract to another company without your agreement.
- Do not select on price but on value. Price should only become a factor when deciding between very similar or identical offers.

Further research could include:
Use of the government website www.gov.uk/find-vehicle-operators to check that the provider has a valid Public Service Vehicle Licence – this will show how many vehicles the provider can operate at any one time and whether they are licensed only for national use in the UK, or for international travel.

Ask for copies of the Operator's Vehicle, Public Liability and Employer's Liability Insurances and for confirmation that:

- Drivers are correctly licensed and have DBS checks;
- The provider has a specific health and safety risk assessment for group travel with young people;
- Drivers have received training to operate with groups of young people;
- Drivers have an emergency procedure to follow;
- There is a 24/7 helpline for the duration of your journey;
- Coaches are equipped with basic safety equipment (first aid and functioning torches);
- Vehicles undergo four weekly safety checks;
- If travelling abroad, confirm that the driver is experienced in international driving and the countries to be visited.

In driving a coach in all the expected conditions (examples might be mountain roads and fitting and using snow chains);

- Check if the provider has any external accreditation or audit, e.g. CoachMarque, Guild of British Coach Operators, BUSK Benchmark, Road Operators Safety Council (ROSCO) 'Safe Driver Awards', Freight Transport Association (FTA) audits or inspections - these can be useful indicators of a professional approach to safety standards;
- Check reviews from previous customers to see which other establishments use the company and what has their experience been;
- Ask for a copy of the provider's current Operator Compliance Risk Score (OCRS), which the company can obtain from the Driver and Vehicle Standards Agency (DVSA) (the scores are based on data from vehicle tests and roadside inspections collected over a three-year rolling period and are colour coded red (highest risk), amber or green (lowest risk));
- Ask the provider to confirm the first time pass rate in their vehicles' annual tests (they can provide this information from DVSA's online system) - in 2014-15 the annual first time pass rate for public service vehicles was 83.5% and you should be looking for something better than this;
- Question the operator about back up: i.e. what support is available should the coach allocated to you be unserviceable or unacceptable on the day, or you have an incident on the journey;
- Check the age of the coaches and whether they are compliant with UN ECE regulation 66 regarding the strength of the coach roof;
- If possible visit the provider's depot, look at their coach fleet and get a feel for how they do things - ask if you can look at their records of vehicle safety checks and audits.

Once a provider is selected, it is good practice to liaise with them over the following, which will be documented and communicated as part of the visit's approach to risk management:

- Pick up and drop off points;
- Choice of route and timings;
- Planned stops;
- How any special needs will be met;
- The respective responsibilities of the driver and the leadership team;
- Expected behaviour standards and coach 'rules'.

The Academy must risk assess transport for educational visits and document this. Attaching a copy of the coach company's risk assessment is not sufficient.

Minibus (Academy Driver)
When Academy staff are driving minibuses, they must have a valid Driving Licence, Minibus Assessment and Medical Assessment, and be verified as competent by the Academy. Please refer to the SUAT 'Vehicles Policy' for further information.

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

The driver of any vehicle cannot safely drive and supervise passengers at the same time. Therefore, a judgement should be made about the likely behaviour and individual needs of the passengers. If any of the passengers may require close supervision, one or more responsible adults should travel in the vehicle as escort(s), so that the driver is not distracted. In determining the staffing necessary to ensure effective supervision, Academy should consider the factors that might influence the safety of the driver and passengers. These factors include:

- The length of the journey and time of day when it takes place;
- The route and the familiarity of the driver with this route;
- The nature of the group (e.g. age/maturity/special needs/behavioural issues) and the level of behaviour management or support they are likely to require during the journey;
- The seating arrangements (including whether there should be adults seated next to emergency exits);
- The need to ensure that all passengers wear seat belts;
- The overall workload of the driver during the day (other responsibilities and duties undertaken or planned by drivers).

Minibus drivers must hold a category D1 or D entitlement on their licence. Drivers whose licence shows a D1 entitlement because they obtained their licence before 1997 have a category 101 restriction on their entitlement. This means that they may not drive for Hire or Reward, unless they are driving under a Section 19 Permit.

Minibus drivers must:

- Understand that they are legally responsible for the condition of the vehicle, including compliance with requirements for carrying safety equipment (e.g. fire extinguisher, warning triangle, first aid kit, reflective jackets);
- Check the vehicle before using it, and record such checks;
- Ensure that they meet the driver licensing requirements;
- Ensure that the vehicle is not overloaded, and that the total weight does not exceed the vehicle's Maximum Authorised Mass (MAM);
- Comply with their employer's and establishment's policy requirements;
- Use a tachograph if required to do so (e.g. driving in Europe; driving for Hire or Reward in the UK without a Section 19 Permit);
- Not drive when taking medication or undergoing treatment that might affect their ability or judgment;
- Know what to do in an emergency, including how to use firefighting and first-aid equipment;
- Avoid driving for long periods and ensure that rests are taken when needed (see below);
- Comply with transport regulations and the requirements of the vehicle's insurance cover;
- Have regular medical checks including eyesight tests;

- Observe minibus speed limits, which are generally lower than those for a car (see www.gov.uk/speed-limits).

An employee driving with a Section 19 Permit in the UK must comply with UK Domestic Regulations, unless they drive for less than 4 hours per day in any week:

- Driving is defined as "being at the controls of a vehicle for the purposes of controlling its movement, whether it is moving or stationary with the engine running, even for a short period of time";
- In any working day, the maximum amount of driving is 10 hours;
- After 5.5 hours of driving a break of at least 30 minutes must be taken, during which the driver is able to obtain rest and refreshment;
- Alternatively, within any period of 8.5 hours in the working day, total breaks amounting to at least 45 minutes must be taken so that the driver does not drive for more than 7 hours and 45
  minutes, and the driver must in addition have a break of at least 30 minutes to obtain rest or refreshment at the end of this period, unless it is the end of the working day.

If the driver is leaving the party to collect them at a later time or date, the journey that the driver takes back must also be risk managed, including emergencies.

Private Cars
Transporting people in private cars must form part of the planning and risk assessment process and where this occurs, there must be recorded procedures. It is the Academy's responsibility to ensure that the appropriate checks have been made on both the driver's experience and qualifications and that the vehicle to be used has the appropriate level of insurance, road tax and a valid MOT.

OEAP Guidance states that:

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:*
    - *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.*
    - *The driver is suitable. This means that they hold a valid licence for the type of vehicle and meet any employer requirements.*
    - *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. Driver licence details can be checked at www.gov.uk/check-driving-information if the driver provides a check code (from 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.*
- *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 Academy'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 Academy must 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 Academy 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 Academy of transport for any children whose parents are unable to make such arrangements.

Young People Driving

Young and inexperienced drivers are more likely to be involved in accidents. Where parents are being asked to organise transport for young people who may be offered lifts by young friends, Academies must advise parents to consider this carefully before allowing it. Where a sixth form works with young people over the age of 17, it is likely that some young people will want to drive each other to venues, whether the establishment has organised transport or not. Academies must have clear procedures which deal with this situation.

Please refer to NG documents:

Transport (General Considerations)
Transport (Minibuses)
Transport (Private Cars)
Transport (Hiring a Coach)

Good Practice – section 4.5

16. Emergency Planning and Critical Incident Support
Each Academy must have a clear Emergency Plan in place to deal with Critical Incidents during visits and LOtC. Please refer to the NG document which discusses all aspects which should be considered when devising this plan - Good Practice – section 4.5.

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

- Suffered a life threatening injury or fatality;
- Is at serious risk;
- Been missing for a significant and unacceptable period.

All members of the Academy including visit staff, leadership team and Local Academy Council must be aware of this plan and how to implement it.

The Emergency Plan should aim to:

- Meet the needs of the group in crisis;
- Meet the needs of the school's community - parents, staff, relatives and friends;
- Respond to the needs of other agencies;
- Respond to media demands.

The details of the Emergency Plan will depend upon the type of visit, on its circumstances and capacity. An Emergency Plan should be comprehensive, setting out the roles and responsibilities of all those who may have to contribute to the management of an emergency. It should explain the roles to be filled rather than assign named staff to a them (as individual staff may be unavailable at the time of the incident). Guidance for each role should allow any suitable staff to pick up the task and be effective.

When developing the plan, it is good practice to:

- Recognise that a climate of support and trust among staff will strengthen the response at a time of crisis;
- Devote a staff meeting or part of a staff development session to the plan - this should happen in the initial stages and again once the plan is complete;
- Identify key staff - being involved in an emergency can be very demanding, and it is important to ensure that the staff selected for this role are competent and able to function and make sound decisions in an unexpected and stressful situation;
- Recognise that any particular member of staff might not be available at the time of an emergency, or might be limited because of commitments such as childcare;
- Provide appropriate training;
- Develop checklists, crib cards, etc. to support staff during an emergency;
- Recognise that there may be a need for support, and identify ways of obtaining it e.g. the emergency services, the Local Authority, Trust colleagues, counsellors, social services, insurers, legal advice);
- It is highly likely that alternative/additional telephone lines will be needed during an Emergency or Critical Incident – one or more spare mobile phones could be kept for this purpose (kept charged and checked regularly to ensure that they are active and have sufficient credit).

The Emergency Plan should include a checklist to prompt those managing the emergency about practical actions they may need to take, and how to go about them, for example:

- Calling the emergency services;
- Informing parents;
- Informing the Academy and Trust;
- Informing senior managers;
- Sending staff to the scene of the incident to support the group if safe to do so;
- Arranging food/drink/shelter/accommodation/transport as necessary;
- Making emergency funds available;
- Addressing any safeguarding issues, and alerting social services if necessary;
- Arranging counselling;
- Informing insurers;
- Practical arrangements for the group travelling back to base and being reunited with parents etc.

Academy staff must ensure that they are able to immediately access the following emergency contact information during the course of their visit:

- Head Teacher / Principal
- Educational Visits Coordinator
- Any additional Academy emergency contacts
- Parent/carer contact information
- Emergency services
- SUAT
- Embassy (where relevant)
- Tour operator (where relevant)
- Insurance (where relevant)
- Staffordshire County Council (where relevant)

Contact lists should be readily accessible in more than one place:

- Keep them in hard copy as well as electronically, unless electronic systems are robust enough to cope with loss of power and internet;
- Have a record of where lists are kept so that any changes are made to all copies;
- Have a robust system for keeping records of the names and other details of staff and participants and staff taking part in every visit, including medical information and emergency contact details of parents/next-of-kin (these should be available to the Visit Leadership Team, the Emergency Contacts and establishment managers);
- Ensure that all personal data, including names, telephone numbers and addresses, are held and processed securely – see document 4.4j "Participant Information and Data Protection".

In the event of an emergency, in the first instance the Academy should refer to its Visit Emergency Plan and Business Continuity Plan. Academies should also contact SUAT, SCC and the EVA where relevant. The emergency contact phone number for SUAT staff outside office hours is contained within the Business Continuity Plan.

The 24 hour emergency number for SCC is **07623 910065**. In the unlikely event that the SCC Director on call does not respond within a reasonable time period, then contact should

be made with the Staffordshire Civil Contingencies Unit's Duty Officer. This can be done by calling **08451**

213322. This number will put individuals through to Fire Control and therefore individuals should ask Fire Control to page the CCU Duty Officer, leaving an appropriate message.

Please note that calls to the numbers above are to be used only in extreme circumstances, such as serious injuries and/or fatalities.

Emergency contact numbers should be carried by leaders at all times during an off-site activity. These numbers must not be given to young people or to their parents or guardians, who will have designated points of contact via the Academy.

17. Missing Person Procedure

Academies place pupil and staff safety as a top priority when participating in educational visits, either domestically or abroad. Before embarking on the visit, extensive risk assessments must be undertaken in accordance with this policy.

Everyone will be provided with information surrounding how to access help, meeting points, and contact staff in the event they are unable to locate their group.

Upon arriving at every venue, the Visit Leader will identify a rendezvous point where pupils and adults should go if they become separated from the rest of the group.

Regular head counts of all pupils and staff will take place throughout the day to ensure all persons are present at all times.

In the event someone goes missing whilst on an educational visit:

- The designated trip leader will ensure the safety of the remaining pupils and staff by taking a register to identify who is missing.
- The Visit Leader will immediately identify at least one adult to start looking for the person until, where necessary, the police arrive.
- Where possible, the venue will be notified of the missing person to help ensure the person is found quickly.
- If the person cannot be contacted or located within 10 minutes, the local police or relevant authorities, e.g. the British Embassy, will be contacted.
- The Visit Leader will contact the Headteacher, or other available person, back at the Academy and inform them of what has happened.

If the police, or another authority, is called to an incident where someone is missing, they will oversee locating the person and will advise on factors including, but not limited to, when to contact next of kin.

If the missing person cannot be found, the group will return to school. If this is not possible, e.g. when a trip is taking place abroad, emergency contacts at the Academy will make arrangements to ensure the group's safety, e.g. by changing venues or cancelling visits.

If a member of the party has gone missing and is subsequently found, the Visit Leader will:

- Review the group sizes and staffing ratios to ensure no one becomes separated from their group.
- Review whether more registers should be conducted throughout the day.
- Assess which venues they attend to ensure they are suitable for the group.
- Make recommendations to the EVC to ensure similar incidents can be avoided in the future.

18. Accident Reporting and First Aid

All accidents that involve anyone – employees, pupils, students, contractors or members of the public – on SUAT premises or anywhere else when engaged in SUAT activities are to be handled in
line with SUAT Accident procedures. Accident investigation and report forms are available by accessing the Staffordshire My Health and Safety System. Any accidents/incidents which take place during educational visits and LOtC must be suitably reported and investigated.

First aid training must be appropriate for the activity and environment the group are operating in. Any staff who are leading adventurous and additional risk activities must have valid and relevant
first aid training, which is also required in order to validate any National Governing Body (NGB) qualifications they may hold.

The Health & Safety (First Aid) Regulations 1981 state: “An employer shall provide or ensure that there are provided, such equipment and facilities as are adequate and appropriate in the circumstances for enabling first aid to be rendered to their employees if they are injured or become ill at work”. This same principle should be applied to the children and young people in the care of an Academy. The provision of first aid during off-site visits and activities must therefore be considered

as part of the risk-benefit assessment and planning process. Academies should have in place an assessment to determine their first aid provision on site. Off-site provision is simply an extension of this. The determination of the appropriate requirements should take into account:

- The nature of the activity;
- The nature of the group;
- The likely injuries associated with the activity;
- The extent to which the group will be isolated from the support of the emergency services (both in terms of distance and response time).

For children in the Early Years Foundation Stage (EYFS), there is a statutory requirement that at least one person who has a current paediatric first aid certificate and sufficient understanding and use of English to summon help in an emergency must accompany children on outings.

Where a group of young people is subject to remote supervision (for example during a Duke of Edinburgh Award expedition), then the supervisor must ensure that the group has:

- The ability to contact qualified first aid support;
- An appropriate level of competence and first aid materials to look after themselves until help arrives.

It is a legal requirement that all public service vehicles, including minibuses, must carry a first aid kit.

Visit planning must consider the needs of any participant who might require emergency medication as part of a first aid response. See also document 4.4d “Medication” from the OEAP. Any participant at risk of anaphylaxis who has been prescribed adrenaline autoinjectors should carry two with them during a visit. Where a young person at known risk of anaphylaxis accompanies a visit, the leadership team should be familiar with the Department of Health “Guidance on the use of adrenaline autoinjectors in schools.”

Any participant with asthma who has been prescribed a reliever inhaler should have it with them during a visit. Academies are allowed to buy, without prescription, salbutamol asthma reliever inhalers and adrenaline auto-injectors. These ‘spare’ devices should not be seen as a replacement for a young person’s own medication but as an emergency backup. It is important to ensure that any medication and related devices (such as inhalers and adrenaline auto-injectors) are within their expiry date.

When using a provider, checks should be made regarding the level of first aid provision. If an attendee has a specific medical requirement, staff must be trained as required to enable them to assist the attendee to manage their medical requirements.

In the case of accidents and injuries while on a visit abroad:

- Organisers will cooperate fully with local emergency services and understand that any injury of a member of staff or pupil outside of Great Britain may be subject to the law of the land where the accident occurred.
- The first point of contact within the UK will be the Headteacher who will contact the family of the injured person.
- Pupils will be asked not to contact friends or parents in the UK until the family of the injured person can be contacted.
- The British Embassy/Consulate will be informed.
- The insurer will be notified.

The Academy will keep written records of any incidents, accidents and near misses.

Media enquiries will be referred to the Trust in accordance with the Business Continuity Plan.

Staff will use guidance as set out in the Business Continuity Plan, in particular the ‘initial response’ section, to ensure the safety of pupils and staff should anything happen, e.g. a terrorist attack. Staff should be briefed on how to react and respond should an emergency situation occur.

Relevant risk assessments will be undertaken before the trip, including for points of interests such as museums and hotels. Pupils and staff are informed of an evacuation plan before entering trip venues; this should include an agreed rendezvous point, to ensure everyone knows what to do in an emergency.

Pupils must be easily identifiable to academies during visits e.g. by wearing a high visibility vest or school uniform.

For visits either abroad or some distance from the Academy, visit leaders must ensure they know the location of additional first aid assistance and how to summon it if required. This must be part of the planning and emergency procedures process. Guidance can be found at: https://oeapng.info/download/1148/ Document 4.4e First Aid
DfE guidance – Supporting pupils at school with medical conditions page 22

Accidents should be reported in accordance with the Accident and Incident Reporting Guidance.
Medication provided during a visit should be delivered in accordance with the Supporting Students with Medical Conditions Policy.
First Aid should be provided in accordance with the First Aid Policy.

19. Role-specific Requirements and Recommendations
The NG sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found within SUAT management structures. For further information please refer to NG document 'Legal Framework and Employer Systems.'

NG sets out clear and detailed responsibilities and functions of specific roles that relate to roles within most Academy establishments which include:

- Local Academy Councils (governors)
- Headteachers and Managers
- Educational Visits Coordinator (EVC)
- Visit and Activity Leaders
- Assistant Leaders
- Volunteer helpers
- Those in a position of parental authority

For further information please refer to NG document 'Requirements and Recommendations for Establishments.'

All Academies that carry out educational visits are required to have a trained EVC in post. EVC's must attend revalidation training periodically (every 3 years as a minimum) and appropriate systems should be in place to ensure EVC's stay up to date with best practice and legal requirements. In addition to attending a training course, an EVC should have prior experience of leading educational visits or have support from other establishment employees who are experienced in leading LOtC.

Where an employee regularly leads educational visits Visit Leader (VL) training is strongly recommended.

Training courses are available through Entrust and are delivered by the Entrust Educational Visits Advisor (EVA) who is an endorsed OEAP trainer.

The NG provides clear advice regarding the assessment of leader competence. All leaders and their assistants must be formally assessed as competent to undertake the responsibilities they have

been assigned in line with NG. For general visits, it is the responsibility of the Academy, Headteacher or person delegated to approve visits to ensure that competency checks have been made to ensure the visit leaders and assistants can plan, deliver and supervise educational visits effectively and safely.

The relevant qualifications of those attending Educational Visit should be uploaded to Evolve.

For educational visits which fall into the adventurous or additional risk activities category, should have additional NGB qualifications to allow them to lead effectively. Please see section 4 for further information.

20. Charges for Off-Site Activities and Visits and Consent

SUAT Academies must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449-462 of the Education Act 1996.

OEAP Guidance states the following principles:

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 any educational visit of this type
• Supply teachers to cover for teachers who are away from school on a 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 but includes, for example, activities designed to fulfil requirements under the National Curriculum 'inclusion statement'.

Academies 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 that qualify children for Free School Meals).
• Extended day services offered to pupils (e.g. activity clubs) and employer systems folder schools must inform parents on low incomes and in receipt of relevant benefits of the support available to them when they ask for contributions.

The financial procedures outlined in the Charging and Remissions Policy will be followed when arranging visits. Money for visits will always be paid directly to the school. Under no circumstances should school money be processed through personal accounts.

All letters to parents regarding visits will include a clause explaining what will happen in the event that the trip is cancelled or a pupil cancels their place on the trip.

The decision on whether it will be possible to provide a refund will take into account the pupil's reasons for cancelling their place, whether the Academy will be reimbursed for the pupil's place on the visit, and whether the space on the trip can be offered to someone else. A common-sense approach will be taken to refunds and cancellations, ensuring that all pupils are treated equally.

For further information please refer to NG document Charges for Off-Site Activity.

21. Insurance for Off-site Activities and Visits

Employer's Liability insurance and Public Liability insurance is a statutory requirement, and all establishments must have appropriate insurance in place which includes appropriate indemnities for both employees and non-employees.

When providers are used it is a requirement for them to hold Public Liability insurance cover with a minimum limit of indemnity of £5 million.

This cover should extend to those persons who are acting in a voluntary capacity as assistant supervisors. The indemnity covers activities such as off-site activities and visits organised by all establishments and settings for which the employer is responsible.

For further information please refer to NG document Insurance.

For further information and advice on insurance matters please contact the Trust Central Team.

22. Good Practice Requirements

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

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

NG sets a clear standard to which SUAT leaders **must** work. The guidance states:

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

- *Knowledge and understanding of their employer's guidance supported by establishment-led training.*
- *Knowledge and understanding of establishment procedures supported by a structured induction process specified by the establishment.*
- *Knowledge and understanding of the group, the staff, the activity and the venue.*
- *Appropriate experience.*
- *In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification.*

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

Academies should view the original documents and certificates when verifying leader's qualifications, and not rely on photocopies.

Where a volunteer helper is a parent (or otherwise in a close relationship to a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the risk-benefit assessment. Similarly, it is good practice for the home contact not to be related to (or otherwise in a close relationship to) any of the young people or staff taking part in the visit.

An Academy must always get written consent for nursery age children. For children over nursery age, parents should be informed with written consent provided as required, especially for visits which:

- Need a higher level of risk assessment
- Are outside normal school hours

Parents should be given the opportunity to withdraw their child from a visit, and also provide up to date medical or dietary information prior to the visit taking place.

For further information please refer to NG document Good Practice Basics.

23. Monitoring

Academies must ensure that any procedures in place to manage educational visits and LOtC are effectively monitored. SCC will check that off-site visit arrangements are in place through the
Health, Safety and Wellbeing Audit process, however, the main monitoring role within academies is delegated to Headteachers/Managers and their EVCs.

Academies and their EVCs must ensure that appropriate systems are in place for monitoring offsite visits. Monitoring should include checks on procedures, training, reviews following visits and sampling (field observation), to check that procedures are followed during visits. Records of any
monitoring including field monitoring carried out by the Academy should be retained by the Academy.

Once a visit has taken place, Academies should upload monitoring information to Evolve or complete the monitoring section on Evolve.

Periodic sampling and monitoring is also undertaken by SUAT, and reports shall be shared with the Trust Board in support of the employer's obligations for the health, safety and welfare of staff and those attending educational visits.

As part of the Educational Visits Advisory Service provided by Entrust, the EVA may undertake sample monitoring of visit which can include field monitoring. Were possible, Academies will be informed of the planned monitoring prior to the visit. If the EVA carries out a monitoring visit, they will provide the Academy with feedback including a monitoring report.

Further information on monitoring is available in the National Guidance documents: http://oeapng.info/downloads/legal-framework-and-employer-systems.

24. Planning and Evaluation

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

- The plan is based on Trust policy, Academy procedures, policies and National Guidance.
- All staff (including any adult volunteer helpers) and the young people to be involved, have a clear understanding of their roles and responsibilities, including their role in the risk management process.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.

- Proportionate assurances have been obtained from any providers (making full use of national schemes that accredit that assurances have already been obtained by credible inspection regimes).
- Designated emergency contact(s) have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.

Academies must include a short evaluation of their visit on Evolve, following return, and record whether any accidents or incidents took place during the visit.

25. Health and Safety Service Supporting Information

Policies and Procedures for:

- Risk Assessment
- Accident and Incident Management
- First Aid
- Vehicles and Minibus Driving
- Business Continuity Planning
- EVOLVE

Appendix One – Annual Visits Policy

This should be used where the visit is a regular visit but does not meet the criteria for the Local Area Visit Policy, or where the Local Area Visit module is not activated for a particular Academy.

Annual Visit Form Policy

It is possible to create 'annual visit forms' for certain types of trips, reducing unnecessary repetition. Weekly sports fixtures are a good example of when this type of visit is beneficial.

Although some of the detail, i.e. attendee numbers, may not be exactly as the original visit form, many details will be the same. If there are substantial differences new documents or text can be added to the original visit form or a new form can be created for that particular visit.

Guidance on completing relevant sections:

Visit Name - Annual Sports Fixture 2023-2024.

Visit Dates - Important that **only two** dates are entered. The **first** and **last** date of the academic year. It should be documented as to what dates the visits are taking place.

Destination – Select a relevant option from Evolve i.e. local area/Staffordshire schools.

Travel Arrangements – Select **all** that are likely to be used during the year.

Staffing – Select **all** staff likely to accompany any visits during the year, staff can also be added at a later stage, or notes reflecting changes can be added.

Attendees – Select numbers based on an average for the type of trip.

Staffing and attendees must be documented for each visit.

Attachments – Attach **all relevant** risk benefit forms. If any specific risk benefit forms are required they can be added, when necessary, to the visit form. Any additional documentation or notes can be added at any time throughout the year to the visit form

Appendix Two – Example Consent Form

Consent form for all educational visits and school trips

Please sign and date the form below if you are happy to give consent for your child,

_____,

a) To take part in school trips and other activities that take place outside school premises; and

b) To be given first aid or urgent medical treatment during any school visit or activity if necessary.

Please note the following important information before signing this form:

- The trips and activities covered by this consent form include all school trips that take place during normal school hours throughout your child's time at school.
- The Academy will send you information about each visit or activity before it takes place.
- You can, if you wish, tell the Academy that you do not want your child to take part in any particular school visit or activity.
- Additional written parental consent will not be requested from you for the majority of off-site activities offered by the Academy – for example, year-group visits to local amenities – as such activities are part of the Academy's curriculum and usually take place during the normal school day.

Please complete the medical information section below (if applicable) and sign and date this form.

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……

Consent form for specific educational visits

Educational visits consent form			
Pupil details		**Visit details**	
Name:		Destination:	
Year group:		Date:	
Date of birth:		Time:	
Home telephone number:		I acknowledge the need for my child to behave responsibly ❑	
Please detail below if your child suffers, even mildly, from any medical condition such as epilepsy, asthma, diabetes, heart condition, allergies, bed wetting or physical weakness. Also, if your child has suffered from any contagious or infectious diseases during the past three months, please detail these. **All information will be treated in confidence.**			
When did your child last have a tetanus injection?			
If your child is taking medication, please give details, including whether it can be self-administered:			
Is your child allergic to any medication? YES/NO. If yes, please specify:			
Please give details of any special dietary requirements and the type of pain/flu relief medication your child may be given if necessary:			
Family doctor:		Telephone number:	
Address:			
I am happy to let my son/daughter make their own way home ❐ I will collect my son/daughter at **4:30 pm** from _____ ❐			
I give permission for my child to participate in the above school visit and I have read all the information given. I further consent to my child being given any urgent medication or surgical treatment which may be considered necessary by the medical authorities during the school visit. I understand that my child is covered by **the Academy's liability insurance** and that I am able to take out my own additional insurance if I wish. I will inform the school of any change in the circumstances outlined above. Signed:_____ Date: _____			

Parent's name in BLOCK capitals: _____ Address: _____ _____ _____ Telephone number: _____	Please give an alternative contact name and telephone number in case we cannot reach you in an emergency: **Emergency contact one** Name: _____ Telephone number: _____ Relationship to pupil: _____ **Emergency contact two** Name: _____ Telephone number: _____ Relationship to pupil: _____