Fordbridge Community Primary School

Achieving excellence together

Off-site Educational Trips and Visits Policy

Approved by Mrs H Simcox: Date: September 2026

Date: September 2026

Reviewed by: Ms Sam Spencer: Chair of Governors

Review date: September 2027

Off-site Educational Trips and Visits Policy

Fordbridge Community Primary School recognises the immense value to young people of off-site visits and related activities, and supports our schools in ensuring that they are well planned and managed.

Such support includes the web-based system ‘eVisits’ to facilitate the efficient planning, management, approval, and evaluation of visits. All staff that lead or accompany visits can access their own eVisits account, which is set up by their school’s Educational Visits Coordinators (EVC). As well as a planning tool for staff, eVisits also contains a variety of features including: search and report facilities, downloadable resources, staff records and visit history.

This policy follows the Outdoor Education Advisers’ Panel National Guidance (OEAPNG): www.oeapng.info. Refer to Appendix 1 - 'Educational Visits Procedure' for basic Procedure

Contents

Responsibilities 3
Role of the Educational Visits Coordinator 3
Approval and recording of visits 3
Competence to lead 4
See the Educational Visits Procedure (appendix 1) 4
Outcomes 4
Inclusion 5
Planning & Risk Management 5
Safety During the Visit 6
Parent / Carer Consent 6
Staffing and Supervision 7
First Aid 8
Emergency Procedures 9
Insurance 9
Transport 9
Using an External Provider or Tour Operator 10
Definition of an "Adventurous Activity" 12
Approval of Staff to Lead an Adventurous Activity 13
Trip and Activity types 15
Lift Schools H&S advice and issues with the system 25
Other Useful Links 26
Appendices 26
1 Educational Visits Procedure 26
2 Provider Form 26
3 Emergency Card (visit leader) 26
4 Event Specific Notes 26

Responsibilities

Fordbridge has a duty to adequately manage off site educational visits in line with the schools' Health and Safety Policy and Procedures.

To help fulfil its health and safety obligations for visits, schools appoint an Educational Visits Coordinator (EVC) who will support the Headteacher/Principal.

The headteacher (Mrs H Simcox) is ultimately responsible to ensure that all off site educational visits are planned and managed safely; with clear outcomes, and logged on eVisit.

All persons involved in a visit have a specific responsibility which they should be clear about prior to the visit taking place.

Role of the Educational Visits Coordinator

The EVC should be specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by the school. Commonly, but not exclusively, such competence will be identified in a person on the senior leadership team of the school (Natalie Reilly).

The EVC must attend initial EVC training as soon as possible after appointment (9th October 2024). Subsequent update training or a repeat full course is recommended every three years. At Fordbridge we offer EVC training every year, for new EVC's and those that are attending for updates.

The EVC should support the Headteacher/Principal in ensuring that competent staff are assigned to lead and accompany visits, see below Competence to lead, and with approval and other decisions. *However, ECTs will not be allocated to be the lead on any trip/visit until they have completed their EVC training.*

The EVC must ensure that a local procedure is in place for educational and off-site visits, and that this is updated as necessary.

For further guidance, see National Guidance *Educational Visits Coordinator*

Approval and recording of visits

Final approval rests with the Headteacher/Principal for all visits. Advice can be sought (allow sufficient time for H&S feedback and any associated updating) from the central Health and Safety team on all visits, including, Overseas, Residential or Adventurous activities and includes trips and visits led by providers without an LOTC badge and self led adventure.

In approving visits, the Headteacher/Principal and EVC should ensure that the visit leader has been appropriately inducted/trained, and is competent to lead the visit, see below Competence to lead.

Schools must ensure that all visits are recorded and approved via eVisits as this reduces bureaucracy and ensures that a robust audit trail exists.

The risk assessment should be on eVisits 10 working days prior to the visit.

Competence to lead

The competence of the visit leader is the single most important contributory factor in the safety of participants.

The EVC and/or Headteacher/Principal must therefore consider the following when assessing the competence of a member of staff to lead a visit:

What experience has the leader in leading or accompanying similar or other visits? (check Staff History on eVisits).

1. What experience has the leader in leading or accompanying similar or other visits? (check Staff History on eVisits).
2. Is the leader competent in planning and managing visits?
3. What are the leader's reasons for undertaking the visit?
4. Is the leader an employee of Fordbridge?
5. Does the leader have the ability to manage the pastoral welfare of participants?
6. Does the leader exhibit sound decision making abilities?
7. What experience has the leader of the participants he/she intends to supervise?
8. What experience has the leader of the environment and geographical area chosen?
9. Does the leader possess appropriate qualifications?
10. If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
11. Is the leader aware of all relevant guidelines and able to act on these?
12. Does the leader have sound safeguarding knowledge.

For further guidance, see National Guidance document 3.2d *Approval of leaders*

Outcomes

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved. Up to four 'intended' outcomes may be recorded on eVisits during the planning process, for subsequent evaluation.

Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment. Experiential learning can also provide opportunities for development in other areas, including:

- Relationships
- Emotional & spiritual
- Cross curricular
- Individual
- Teamwork
- Environmental

Preparatory work should take place in advance of the visit where appropriate. This, in conjunction with activity that will take place during the visit, should feed into any follow up work.

For further guidance, see National Guidance document 5.1c *Learning Outside and Off-site visits: self-evaluation using the Ofsted framework*

For further guidance, *High Quality Outdoor Learning* can be used as a tool by visit leaders to assist in both identifying outcomes and in the evaluation of the learning taking place. It can also help the leader in providing clarity to a provider when designing a programme.

Inclusion

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. You are required to make reasonable adjustments to avoid participants being placed at a substantial disadvantage. However, the Equality Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

Where significant health, safety or behavioural concerns exist, an individual risk assessment and reasonable adjustments process will be undertaken before any decision regarding participation is made.

For further guidance, see National Guidance document 3.2e *Inclusion*

Planning & Risk Management

eVisits provides a means of recording planning during the planning phase, and enables the EVC and Headteacher/Principal to contribute to, support, and monitor the activity. The extent of planning required is related to the complexity of the visit.

Risks are expected to be reduced to an *acceptable* or *tolerable* level, and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity.

Due to the complex nature of off-site visits, conventional 'risk assessment' as a stand-alone tool is not particularly useful and can on occasion be misleading. It is of greater benefit to consider the overall 'risk management' of visits by taking all aspects of visit planning and management into account. This can be achieved effectively through a combination of the eVisit Visit Form itself, and any appended notes and/or attachments.

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

This planning process by the leader may be compared to the expectation of a teacher to plan a lesson/session which is relevant to the needs of the group.

Planning that includes adventurous activity commonly involves delivery by an external provider and the provider will have responsibility for managing the activity. As such, the provider's risk assessments are not the concern of the school leader, do not need to be requested from the provider, and do not need to be uploaded to eVisits.

Alternative arrangements (Plan B) should be included within the planning process (risk assessment) where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

Ensure all those involved with a trip are involved in the planning and organisation of visits.

For further guidance on Visit Leader responsibilities see 3.4k *Responsibilities of the Visit Leader*

For further guidance on risk management in various settings and context, see National Guidance:

4.3c *Risk Management – an overview* and *Managing Risk in Play Provision*

4.3g *Risk Management - What to record and how*

Medical Needs and Allergies

Prior to every educational visit, the Visit Leader must review all relevant medical information for participating pupils, including allergies, asthma, diabetes and any other medical conditions that may require intervention during the visit.

Where a pupil has a diagnosed allergy or risk of anaphylaxis:

- An individual risk assessment must be completed and reviewed before the visit.
- Appropriate medication, including prescribed adrenaline auto-injectors (AAIs), must accompany the pupil at all times.
- Medication must be readily accessible and never stored in luggage, locked compartments or inaccessible locations.
- At least two members of staff attending the visit should be familiar with the pupil's allergy management plan and trained in recognising and responding to anaphylaxis.
- Staff must know the location of emergency medication throughout the visit.
- Emergency contact details and healthcare plans must be available to the Visit Leader.
- Consideration must be given to food provision, catering arrangements, transport and venue-specific risks.

Safety During the Visit

Prior to the visit, staff must ensure that all participants understand what is expected of them. This includes any 'rules' that will be in place. These should be reemphasised as appropriate during the visit.

Monitoring of the visit must be ongoing; this contributes towards enjoyment, safety, and learning.

It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (eg Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.

Following the visit, the visit leader should record any significant issues as a note on eVisits evaluation section, for both reference, and to inform future visits.

For further guidance, see 3.4k *Responsibilities of the Visit Leader*

Parent / Carer Consent

Annual/ one off consent is appropriate for regular routine activities such as visits to local venues, involving easily managed activities, happening on a regular basis, and can be completed within normal school hours.

For all other visits, such as residential, overseas, or those involving adventurous activities, consent should be obtained on an individual visit basis. Information provided to parents prior to granting consent should include full details of the activities and any other significant information.

Electronic consent via eVisits is recommended as this reduces bureaucracy and gives more flexibility, but paper-based consent forms remain acceptable **only** for those who are unable to access parentmail consent. These consent form must then be scanned on to the school records and kept for 7 years post trip.

For further guidance, see National Guidance documents, see 4.3d *Parental Consent*

Staffing and Supervision

On all visits there must be an '**effective level of supervision**' that has been approved by the EVC and Headteacher/Principal, and where applicable is in accordance with Governing Body policy.

As a school we use the following ratios for trips:

1:30 KS2 with 1x additional adult

1:10 KS1 / Reception with 1x additional adult

1:5 for Nursery children

There will always be a qualified teacher on trips and where public transport is being used Year 2 upwards a member of SLT will attend.

Children in EYFS and KS1 will wear a high-vis vest, with the Fordbridge logo when in public places.

The Statutory Framework for the Early Years Foundation Stage no longer differentiates between outings and on-site settings as regards minimum specified ratios.

For all other visits the visit leader, EVC and Headteacher/Principal must make a professional judgement regarding the number and suitability of staffing on an individual visit basis, after consideration of the following factors:

- The type, level, and duration of activity.
- The nature / requirements of individuals within the group, including those with additional needs.
- The experience and competence of staff and other adults.
- The venue, time of year and prevailing/predicted conditions, if applicable.
- The contingency, or 'Plan B' options.

A visit must not go ahead where either the visit leader, EVC, or Headteacher/Principal is not satisfied that an appropriate level of supervision exists.

Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members on visits.

For further guidance, see National Guidance documents 4.2a *Group management and supervision*

Vetting and Disclosure and Barring (DBS) Checks

Staff and volunteers who work *frequently* or *intensively* with, or have regular access to young people or vulnerable adults, must undergo an enhanced DBS check with barred list check as part of their recruitment process. For the purpose of this guidance:

- *'frequently'* is defined as 'once a week or more'.
- *'intensively'* is defined as 'four or more days in a month, or overnight'.

For further guidance, see National Guidance documents 3.2g *Vetting and DBS Checks*

Direct and Indirect Supervision

Young people must be supervised **throughout** all visits, even though they may be unaccompanied at times.

Direct supervision is where a member of staff is with a young person / group.

Indirect supervision is where young people are unaccompanied by a member of staff, but where there is a member of staff in the vicinity, for example as might occur in a museum or shopping centre, or 'down-time' at an activity centre.

Indirect supervised activities can bring valuable educational benefits, and the progression from dependence to independence is to be encouraged. Such activities develop essential lifelong skills, including learning to manage risk, self-sufficiency, interaction with the public, social skills, communication, decision making, etc.

The decision to allow indirect supervision should be based on professional judgement taking into account such factors as:

- prior knowledge of the individuals (including their maturity and levels of responsibility);
- venue and conditions;
- the activity taking place;
- preparatory training;
- the competence of the supervising staff;
- the emergency systems in place.

For further guidance, see National Guidance documents:

4.3b *Ratios and Effective Supervision*

4.2a *Group Management and Supervision*

3.2g *Vetting and DBS Checks*

First Aid

A qualified first aider will attend all trips and for EYFS Paediatric first aider.

For all visits there should be a responsible adult with a good working knowledge of first aid appropriate to the environment (eg. urban, remote, water, etc).

Based on the nature of the particular visit, the EVC (or visit leader) should make a professional judgement regarding the level of first aid required.

For visits involving pupils with known allergies, staff must be familiar with the pupil's healthcare plan and emergency procedures, including the use of adrenaline auto-injectors.

A first aid kit appropriate to the visit should be carried.

For EYFS outings, there must always be at least one member of staff present who holds a current Paediatric First Aid certificate.

Refer to National Guidance document 4.4b *First Aid,* for further guidance.

Refer to: *Statutory Framework for the Early Years Foundation Stage,* for relevant further guidance.

Emergency Procedures

Staff involved in a visit must be aware of and adhere to their school's procedure on emergency management.

For visits that take place outside normal school hours:

A completed *Emergency Card – Visit Leader* (or equivalent) must be with the Visit Leader at all times (see appendix)

In an emergency, if it is not possible to reach any of the designated school emergency contacts, the leader should contact their relevant Prosper Together Schools contact.

For further guidance, see National Guidance documents: 4.1i *Emergencies and critical incidents*

4.1b *Emergencies – The establishment's role*

4.1c *Emergencies – Guidance for leaders*

Allergic Reaction Emergency Procedure

If a pupil shows signs of anaphylaxis:

1. Administer the adrenaline auto-injector immediately.
2. Call 999 and state "anaphylaxis".
3. Administer a second auto-injector if symptoms continue and medical advice indicates this is required.
4. Inform the school emergency contacts.
5. Inform parents/carers as soon as practicable.
6. Record the incident upon return to school.

Insurance

The Fordbridge Schools insurance policy for all items except Motor insurance sits under the Risk Protection Arrangement via the DfE, providing cover for all schools. Certificates can be downloaded on the Intranet under finance. Motor insurance and certificates can be located in the same area.

Transport

PRIVATE CARS

Where a private (staff or parent) car is to be used to transport young people then this must be approved by the Headteacher/Principal, and in line with Fordbridge own vehicle use with business insurance. Staff must never transport children on their own.

Refer to National Guidance documents 4.5c *Transport in private cars* & 6.f *FAQ Use of private cars* for further guidance on this.

Transport

Fordbridge does not 'approve' coach companies. Whilst UK legislation ensures that coach companies are fit for public use, the facilities available on coaches may vary. It is the schools responsibility to determine the level of service that may be provided. Schools must also check PSV licences are valid as part of the Travel Risk Assessment – *Manage Vehicle Operator's Licence*

Refer to National Guidance document 4.5e *Hiring a coach* for further guidance on this.

Seatbelts must always be worn and children will not travel on the very front or middle back seat.

Essential medication, including adrenaline auto-injectors, inhalers and emergency medication, must remain immediately accessible throughout the visit, including on the coach / mini bus

Staff must know who is responsible for carrying and monitoring medication at all times.

See National Guidance document 4.5b *Transport in minibuses* for further guidance on this.

PUBLIC TRANSPORT

The only public transport accessed by Fordbridge pupils and staff will be trains. Tickets must be booked in advance to ensure all children and staff have seat allocations. **A member of SLT will always attend these trips as we consider public transport a high risk.**

Using an External Provider or Tour Operator

An ‘External Provider’ is defined as where there is an element of instruction, staffing, or guiding, for example:

- Activity Centre
- Ski Company
- Educational Tour Operator
- Overseas Expedition Provider
- Climbing Wall where instruction is provided by climbing wall staff
- Freelance instructor of adventurous activities
- Youth Hostel (where instruction is provided)
- Voluntary organisation (e.g. Scout Association), where instruction is provided

For the purposes of this guidance, an External Provider is NOT a:

Youth Hostel (where accommodation only is used)

- Hotel, B&B, etc
- Campsite
- Museum, gallery, etc
- Tourist attraction
- Theme Park
- Farm
- Coach, Train, or Airline company
- Swimming Pool
- Climbing Wall where instruction is provided by a member of your school’s staff with an approved Activity Leader Form (ALF)
- 'Volunteer' instructor of adventurous activities (see below)

The decision about the use of an external provider is the responsibility of the visit leader, EVC, and Headteacher/Principal. Fordbridge does not maintain a list of ‘approved’ external providers or tour operators.

Schools should consider the requirements under ‘best value’ when selecting an external provider.

To confirm that all aspects of the operation of the provider are satisfactory, the school must ensure that either:

a) The Provider holds an LOtC Quality Badge www.lotcqualitybadge.org.uk or www.kaddi.com

or

b) A ‘Provider Form’ has been satisfactorily completed by the provider

Note: If a Provider holds an AALA licence (and/or any other accreditation) but not an LOtC Quality Badge, then a Provider Form is still required.

Procedure for Providers that hold an LOtC Quality Badge

No further action is necessary, other than to check the suitability of the provider/venue in relation to the intended aims or learning outcomes for the particular group.

Procedure for Providers that do not hold an LOtC Quality Badge

- Complete the top section of a provider form (inc risk assessments).
- Send Provider Form to the provider.
- On its return check that it has been satisfactorily completed.
- Upload the completed Provider Form to eVisit, - or keep on file.

Important: If the Provider has made any alterations to the wording of the Provider Form or is unable to comply, then you must discuss this with the Provider.

The Provider Form should be sent to the provider at the time of making a provisional booking and no deposits should be committed prior to its satisfactory completion and return.

The satisfactory completion of a Provider Form does not necessarily signify that the service on offer will be appropriate for the young people from your school. A pre-visit and recommendation from previous users will help you decide on its suitability.

In some instances, for example where a school intends to use an 'external', **voluntary** individual for services, then this person may be regarded as a temporary member of staff and the procedure outlined in 'Approval of staff to lead an adventurous activity' section may be appropriate.

See National Guidance documents for further guidance:

4.4h *Using external providers and facilities*

6a FAQ *Asking for a provider's risk assessment*

Definition of an "Adventurous Activity"

The following activities are typically regarded as 'adventurous':

- All activities in 'open country' (see below)
- Air activities (excluding commercial flights)
- Abseiling
- All forms of boating (excluding commercial transport)
- Camping
- Canoeing / kayaking
- Coasteering/coastal scrambling/sea level traversing
- 'Extreme' sports
- High level ropes courses
- Hill walking and Mountaineering
- Horse riding
- Motor sport – all forms
- Off road cycling
- Rafting or improvised rafting

- River/gorge walking or scrambling
- Rock climbing (including indoor climbing walls)
- Sailing / windsurfing / kite surfing
- Swimming (all forms, excluding publicly lifeguarded pools)
- Shooting / archery / paintballing
- Snorkel and aqualung activities
- Snowsports (skiing, snowboarding, and related activities), including dry slope
- Trampoline Parks
- Underground exploration
- Use of powered safety/rescue craft
- Water skiing
- Other activities (eg. initiative exercises) involving skills inherent in any of the above

‘Open country’ is normally defined as land above 300m, **or** more than 1km from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate. Please contact Lift Schools if you think this might apply. For the level of competence required to lead in open country see "Open-Country Activities" section.

The following activities are **not** regarded as adventurous, however, these activities must be supervised by a member of staff who has previous relevant experience and who in the opinion of the EVC and Headteacher/Principal is competent to supervise the activity:

- Walking in parks or on non-remote country paths
- Field studies - unless in the environments stated in ‘open country’
- Swimming in publicly lifeguarded pools
- Theme parks
- Tourist attractions
- Pedal go-karts
- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum, library, etc.
- Physical Education and sports fixtures (other than the above)
- Water-margin activities as defined in "Water-margin activities" section

Approval of Staff to Lead an Adventurous Activity

PROCEDURE FOR OBTAINING APPROVAL

Staff who wish to **lead** (ie. supervise or instruct) an adventurous activity should first upload details and scanned copies of all relevant qualifications (e.g. instructor certificates, first aid, etc) to the ‘My Details’ section of their eVisits account.

The visit leader should complete the Visit Form on eVisits as usual. During this process eVisits will ask for an Activity Leader Form (ALF) to be completed, which will request further details regarding the proposed venture (e.g. dates, venues, numbers, etc). The ALF will then be embedded within the Visit Form for that particular visit.

On receipt of a Visit Form (and embedded ALF), the Headteacher/Principal should view the proposed activity in the context of the leader's competencies and qualifications. If the Headteacher/Principal does not have the competence to make this judgement then he/she should discuss with the visit leader and if necessary Fordbridge H&S.

CRITERIA FOR APPROVAL

Approval should normally be granted where the leader of the activity has recent relevant experience, and:

- is appropriately qualified through the relevant National Governing Body, ***or***
- has a 'Statement of Competence' from an appropriate 'technical adviser' – see below.

In some cases approval **may** be granted where no qualification is held, but the person concerned is deemed to have a sufficient level of competence in addition to recent relevant experience.

In cases where no National Governing Body exists, the decision should be based on factors which may include: technical advice, the leader's stated competence, observed competence, past experience, and attendance at training courses.

Approval should always be subject to a requirement that the leader must act at all times within the remit of his/her qualifications, and in accordance with National Governing Body Guidelines where these exist.

Technical Adviser

For further clarification regarding a technical adviser see Adventure Activity Qualifications in National Guidance.

For most activities the competence required of a technical adviser is stipulated by the activity's National Governing Body.

Using an External Provider

An 'External Provider' is defined as where there is an element of instruction, staffing, or guiding, for example:

- Activity Centre
- Ski Company
- Educational Tour Operator
- Overseas Expedition Provider
- Climbing Wall where instruction is provided by climbing wall staff
- Freelance instructor of adventurous activities
- Youth Hostel (where instruction is provided)
- Voluntary organisation (e.g. Scout Association), where instruction is provided

For the purposes of this guidance, an External Provider is NOT a:

- Youth Hostel (where accommodation only is used)

- Hotel, B&B, etc
- Campsite
- Museum, gallery, etc
- Tourist attraction
- Theme Park
- Farm
- Coach, Train, or Airline company
- Swimming Pool
- Climbing Wall where instruction is provided by a member of your school's staff with an approved Activity Leader Form (ALF)
- Volunteer' instructor of adventurous activities (see below)

The decision about the use of an external provider is the responsibility of the visit leader, EVC, and Headteacher/Principal. Fordbridge does not maintain a list of 'approved' external providers or tour operators.

Schools should consider the requirements under 'best value' when selecting an external provider.

To confirm that all aspects of the operation of the provider are satisfactory, the school must ensure that either:

a) The Provider holds an LOtC Quality Badge www.lotcqualitybadge.org.uk or www.kaddi.com

or

b) A 'Provider Form' has been satisfactorily completed by the provider

Note: If a Provider holds an AALA licence (and/or any other accreditation) but not an LOtC Quality Badge, then a Provider Form is still required.

Trip and Activity types

- Adventurous Activities
- Water-based Activities
- Open-Country Activities
- Snowsports
- Overseas expeditions
- Weather, Clothing and Survival
- Residential Visits
- Overseas Visits
- Water-Margin Activities
- Swimming
- Farm Visits
- Trampoline Parks

Adventurous Activities

This section is applicable to all adventurous activities except the following, for which separate guidance applies:

- Water-based activities (see below)
- Open country activities (see below)
- Snowsports (see below)
- Overseas expeditions (see below)

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

The responsibility for the safety of participants in an adventurous activity will rest with either:

a) **An external provider**

The provider must hold an *LOtC Quality Badge* or complete a Provider form (appendix 2)

Note: If a Provider holds an *AALA licence* (and/or any other accreditation) but not an LOtC Quality Badge, then a Provider Form is still required.

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

or

b) **A member of your school's staff**

This person must be specifically approved by the Headteacher/Principal to lead the activity, via eVisits.

Water-Based Activities

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

For clarification between water-margin and water-based activities see relevant sections.

The following are not regarded as adventurous activities for the purposes of this guidance:

- Swimming in publicly lifeguarded pools
- Water-margin activities as defined in the relevant section of this policy.
- Commercial craft, tourist boat trips, and similar activities for which young people would not normally wear personal buoyancy.

With the exception of the above, all other forms of water-based activities are regarded as adventurous activities.

The responsibility for the safety of participants in an adventurous activity will rest with either:

a) **An external provider**

The provider must hold an *LOtC Quality Badge* or complete a Provider form (appendix 2).

Note: If a Provider holds an AALA licence (and/or any other accreditation) but not an LOtC Quality Badge, then a Provider Form is still required.

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

or

b) **A member of your school's staff**

This person must be specifically approved by the Headteacher/Principal to lead the activity, via eVisits.

In order to participate in water-based activities, participants should normally be water confident. Participants who lack water confidence may still be able to take part subject to consideration of all factors, including the activity itself and supervision arrangements. The level of water confidence of all participants must be known by the activity leader prior to the commencement of water-based activities.

Leaders should have knowledge of the water conditions/hazards (and potential changes) that might be encountered, and prepare accordingly. Local advice **must** be sought where appropriate, e.g. coastguard, harbour master, other site users, etc.

Personal buoyancy conforming to the appropriate National Governing Body **must** be worn at all times by all participants in water based activities, except, at the discretion of the activity leader, where the activity:

a) takes place in a swimming pool, ***or***

b) is 'swimming', ***or***

c) is an activity for which personal buoyancy would not normally be worn by young people.

Open-country Activities

For the purposes of Fordbridge approval, 'open-country' is normally defined as land above 300m, **or** more than 1km from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate. Please contact Lift Schools if you think this might apply.

The responsibility for the safety of participants in the activity will rest with either:

a) **An external provider**

Note: Whilst the responsibility for the safety of participants rests with the provider, the accompanying staff continue to retain a 'pastoral' duty of care.

or

b) **a member of your school's staff** - see below

This person must be specifically approved by the Headteacher/Principal to lead the activity, via eVisits.

The following minimum levels of technical competence apply where a member of the school's own staff intends to lead an open-country activity:

a) **For leaders of walking groups outside the UK or Ireland,**

- International Mountain Leader Award (IML) www.mltuk.org

b) **For leaders of walking groups in mountainous terrain within the UK and Ireland**

- Mountain Leader Award (ML) Summer or Winter as appropriate www.mltuk.org ***or***

- A written statement of competence by an appropriate technical adviser - see relevant section in this policy

c) **For leaders of walking groups in summer conditions in non-mountainous hilly terrain**

(Known variously as upland, moor, bog, hill, fell or down), with well defined obvious boundaries, such as roads and coastlines, and where any hazards within it are identifiable and avoidable, and where wild camping or movement on steep ground is not involved.

- Hill & Moorland Leader Award (HMLA) www.mltuk.org ***or***

- A written statement of competence by an appropriate technical adviser - see relevant section in this policy

d) **For leaders of walking groups in terrain "easier" than defined in c)**

The leader must demonstrate an appropriate level of competence. This may include one or more of the following:

- Countryside Leader Award (CLA) www.countrysideleaderaward.org
- Lowland Leader Award (LLA) www.mltuk.org
- Sports Leaders UK Level 3 Award in Basic Expedition Leadership (BEL) www.bst.org.uk
- Completion of a suitable 'Leader Training' Course.
- A written statement of competence by an appropriate technical adviser see relevant section in this policy

- Evidence of recent, relevant experience, appropriately corroborated.
- A written statement of competence by an appropriate technical adviser see relevant section in this policy
- Evidence of recent, relevant experience, appropriately corroborated.
- An assessment of competence (written or implied) by the Headteacher/Principal

Weather, Clothing and Survival

Where appropriate, the leader must obtain and act upon recent weather forecasts and local advice.

Participants should be adequately clothed appropriate to:

- The time of year, prevailing weather conditions, altitude and exposure to elements;

- Likely changes in weather;

- The experience and strength of the party;

- The nature of the visit and environment.

When venturing away from immediate help, leaders should consider the need for:

- Comfort, insulation and shelter for a casualty;

- Comfort, insulation and shelter for the whole group;

- Provision of emergency food and drink;

- Torch;

- Possible need of signalling equipment and/or mobile phone (NB. Mobile phones may not work in remote areas);

It is primarily the responsibility of the visit leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (eg Plan B) to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.

Residential Visits

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

A Guide to High Quality Outdoor Learning and Residential Experiences can be used as tools by visit leaders to assist in both identifying outcomes and in the evaluation of the learning taking place. It can also help the leader in providing clarity to a provider when designing a programme.

Refer to National Guidance document 4.2b *Residential Visits* for further guidance on this.

For all visits it is essential that consideration is given to the following:

a) Culture: food and drink, local customs, religion, expected behaviour/dress, gender issues, sanitary arrangements, corruption, political stability, local financial information, alcohol & drugs.

b) Accommodation: checked for suitability, security, safety precautions and emergency evacuation.

c) Transport systems have been assessed as safe for use.

Water-Margin Activities

This section applies to:

Activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow water*. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.

* 'gentle' means hardly moving at all.

'shallow' typically means up to the knees of the participants.

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

At the outset the leader must decide whether the activity:

a) Falls **within** the definition in bold above - in which case the below guidance applies,

or

b) **Exceeds** the definition in bold above - in which case this is a water-based adventurous activity and the "Water-based Activities" section applies.

Staff involved in water-margin activities should be conversant with, and adhere to the guidance contained within National Guidance document 7i *Group Safety at Water Margins* This document must be made available to all supervising adults in advance of the visit.

As with all visits, where appropriate there should be an approved alternative 'Plan B' that could be used where conditions dictate, and for which parental consent has been obtained if necessary.

For further guidance, refer to National Guidance document 7i *Group Safety at Water Margins*

Swimming

All swimming activities and venues must be included within the visit plan, and lifeguarding arrangements checked in advance. This is particularly important to residential visits where a pool may be available.

Young people must be supervised by a competent adult at all times whilst undertaking swimming activities. The following criteria apply:

Swimming pools (lifeguarded)

- UK Swimming Pool safety is guided by various Health and Safety at Work Acts and Regulations. Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.

- For publicly lifeguarded pools abroad, the establishment's staff must seek assurances that appropriate lifeguard cover is in place prior to participants entering the water.

- Unless suitably qualified, the establishment's staff should not have responsibility for lifeguarding. However, they do retain a pastoral role for participants at all times either through direct or 'remote' supervision.

- For swimming lessons, the school should ensure the swimming teacher in charge or other pool employees/responsible adults supervising the participants are qualified according to current guidelines.

Hotel (and other) swimming pools

Schools should check the lifeguarding position in advance.

If lifeguarding arrangements are not provided at the pool then the visit leader will bear the full responsibility for ensuring swimming safety, and approval to lead the activity will be required via eVisit.

The following awards/qualifications apply:

For free swimming activity

- A valid RLSS UK National Pool Lifeguard Qualification (NPLQ), or equivalent in the country visited - see www.lifesavers.org.uk

For structured or programmed activity

- A valid RLSS UK National Rescue Award for Swimming Teachers and Coaches (NRASTC) or equivalent - see www.lifesavers.org.uk ***or***

- A valid RLSS UK Water Safety Management Award (WSMA), with appropriate endorsement.

The role of the lifeguard is:

- To directly supervise the pool and the pool users, exercising appropriate levels of control. (Note: the lifeguard should remain on the poolside at all times except in the case of an emergency)

- If necessary, brief pool users in advance regarding rules (eg. no diving, running, etc.).

- To communicate effectively with pool users.

- To anticipate problems and prevent accidents.

- To intervene to prevent behaviour which is unsafe.

- To carry out a rescue from the water.

- To give immediate first aid to any casualty.

The above must be accomplished in the context of the normal operating procedures and the emergency plan for the pool, which should be considered before swimming takes place. Full familiarisation of the systems described should be walked through at the pool.

Staff must be aware of the procedures in the event of an emergency, and who at the venue will provide back up. Staff should also know if they have exclusive use of the pool, as other pool users may increase the supervision role of your lifeguard.

Open water swimming (ie not in a swimming pool and not a 'water-margin' activity)

Open water swimming is regarded as an adventurous activity.

Particular consideration should be given to the following factors:

- Unknown locations and hazards.

- Changing environmental conditions.

- Supervisor complacency.

- Adherence to local advice.

- Preparation and knowledge of young people, ie. is it a planned activity?

The designated lifeguard must be dedicated exclusively to the group, and the location used must fall within the RNLI/RLSS definition of a 'safer bathing area'. Local advice must always be sought.

<u>For free swimming activity</u>

- A valid National Beach Lifeguard Qualification (NBLQ) or equivalent in the country visited, see www.lifesavers.org.uk Note: this is for beach/sea only, not inland water. ***or***

For structured or programmed activity

- A valid RLSS UK National Rescue Award for Swimming Teachers and Coaches (NRASTC) or equivalent - see www.lifesavers.org.uk ***or***

- A valid RLSS UK Water Safety Management Award (WSMA), with appropriate endorsement.

see www.lifesavers.org.uk

See National Guidance documents for further guidance:

7.o *Natural Water Bathing*

7.x *Swimming pools*

Farm Visits

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions.

Refer to National Guidance document 7g *Farm Visits* for further guidance on this.

Other useful references:

Farming & Countryside Education: *www.face-online.org.uk*

Trampoline Parks

The Association for Physical Education (AfPE)'s view is that trampolining is suitable for teaching in secondary schools only. It is seen as one of the higher risk activities, and as such, those teaching it must have undertaken specific trampolining qualifications. AfPE currently recommends that schools do not arrange visits for pupils to Trampoline Parks.

Please note that the above does not apply to trampoline clubs or centres which are registered with British Gymnastics. These activities are not classified as 'adventurous', and schools intending to visit these facilities should comply with current AfPE guidance.

For further guidance, see National Guidance document 6n *Visiting trampoline parks*

Other Useful Links and context

Health and Safety on Educational Visits – Department for Education (DfE)

Clear statutory guidance for all schools on planning, risk assessment, consent, and responsibilities.

Types of Trips, Consent Requirements & Using External Providers – DfE

Explains when written consent is needed, how to check provider safety standards, and when detailed planning is required.

Health & Safety Executive (HSE) Guidance

School Trips – HSE

Covers proportionate risk management, myths about liability, and case studies to support sensible planning.

Specialist Outdoor Learning Guidance

Outdoor Education Advisers' Panel (OEAP)

Referenced in DfE guidance for consent forms and risk management. (Linked indirectly through DfE guidance: schools are advised to use OEAP resources.)

Learning Outside the Classroom (LOtC) Quality Badge

National accreditation for safe, high-quality external providers. Schools are encouraged to check whether providers hold this badge.

Example School Policies (for structure and wording)

National Church of England Academy – Educational Visits Policy

Useful for seeing how another school structures roles, responsibilities, planning, risk assessment, volunteers, and emergency procedures.

Recommended Links Section for Your Policy

You can include a section titled **"Useful External Guidance"** with links such as:

- DfE: *Health and Safety on Educational Visits*
- HSE: *School Trips – Tackling Health & Safety Myths*
- OEAP: *National Guidance for Outdoor Learning*
- LOtC: *Quality Badge Provider Search*
- Local Authority Educational Visits Guidance (if applicable)

Appendices

1 **Educational Visits Procedure**

2 **Provider Form**

3 **Emergency Card (visit leader)**

4 **Event Specific Notes**

Appendix

Reasonable Adjustments – educational visits (off-site)

All schools have a duty to make reasonable adjustments to make sure disabled pupils are not treated less favourably than other pupils. Schools must make sure that disabled pupils can play as full a part in school life as possible which includes going on school trips. (Equality Act, 2010) 'Good practice is that all activities both within and outside of the school should be planned to ensure that they are accessible for all children to be able to attend and enjoy along with their peers. Unless: - it is not reasonably practicable for them to be included; -being included would prevent them from receiving the support they need; or - being included would prevent the efficient education of other children or the efficient use of resources. (Children and Families Act, Section 35, 2014) "Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN. (SEND Code of Practice, 2015, 5.6 and 6.2)	Green section to be completed by class teacher/year group trip leader Blue section to be completed by the inclusion team Orange to be completed once discussion and arrangements have been agreed with the parent/carer

Please note, ensure an individual risk assessment for the pupil is attached to this form. SENCo (SJ) can assist staff with producing this if support is needed.
Ensure this form is submitted to a member of the inclusion team **at least four weeks prior** to the school trip.

Name:	Class:
Trip:	Trip date:
Concerns:	
Suggested reasonable adjustments:	

Individual risk assessment approved: Yes/No	Further reasonable adjustments required:
To be completed following conversation with the parents/carer. Outcome: (consider staffing ratios, parental support (DBS), alternative transport, personalised regulation strategies etc.)	