



Cabot
Learning
Federation

School Trips and
Adventure Activities

Guidance and
Arrangements

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1 Introduction


Young people can benefit enormously from taking part in offsite/outside learning away from the classroom. In particular, it gives them the opportunity to undergo experiences that they might not otherwise have had. Trips help to increase a child's investigative skills and can develop greater independence. Their learning unknowingly includes identifying risk, risk assessment and risk control all of which are essential life skills. In turn, this prepares a child or young adult to be risk aware and not risk averse.

This document is issued to provide advice and guidance on arranging Academy trips, and to signpost to the relevant and up to date National Guidance, in order to meet our statutory duties in respect of off site visits and trips.

The majority of trips organised by academies take place without any incident or injuries occurring. That in part can be attributed to good planning and preparation, organisation and supervision. In fact, when organising Academy trips, most of them are organised using the information outlined in this procedure as a matter of course, as local authority guidance has been established for many years and also follows the National guidance. It clearly sets the stage to create the right safe environment for preventing accidents or injuries, whilst still experiencing fun, excitement and controlling risks. Evolve – the school management system used by CLF for offsite trips and visits assists with this thorough planning.

No amount of planning can guarantee a trip will be totally incident free. However, good organisation and attention to safety measures can, and does, reduce the number of accidents and incidents and will lessen the seriousness of those incidents/accidents that do happen.

2 Guidance

- 2.2 The Cabot Learning Federation (CLF) recognises the competence, experience and best practice of the Outdoor Education Advisory Panel (OEAP), and have adopted their National guidance for school trip management. Staff should follow the National guidance provided by the OEAP as well as the requirements set out in this procedure - <https://oeapng.info/>. This link can be found on the front page of the CLF Evolve System.
- 2.3 The CLF procedures are to be followed if there is conflict between CLF procedural guidance and the advice of the OEAP National guidance. For clarification, contact the Academy Education Trips Co-ordinator (EVC) or CLF Health and Safety Manager.
- 2.4 Adventurous Activities come under the scope of the Adventure Activities licensing Regulations; these came into force in 1995 following the Lyme Bay tragedy. The logo for AALA is:

- 2.5 Employers, Principals, Managers, EVC and Group Leaders must have a basic understanding as to where and when the provision of Adventure Activities were legally regulated. The regulations require providers of certain activities to be licensed to provide these. These activities include caving, climbing, trekking, and water sports. The licence provides an assurance of safety, it does not provide assurance of educational or activity quality.
- 2.6 All off site visits/trips including residential visits, excursions and outdoor adventure activities are to be notified, checked and approved by the EVC and SLT, using the Evolve trip management system.
- 2.7 Each off-site visit/trip, activity or event must have a designated and experienced group leader. The group leader has overall responsibility of the planning, and supervision and conduct of the visit/activity.

They should be approved to lead by the Principal and the EVC. A deputy leader should also be appointed, to take the lead should the need arise.

- 2.8 Every off site visit/trip must be risk assessed, right from walks to local parks, through to complex overseas expeditions. A template for the risk assessments are located at the end of this document and on CLiF.
- 2.9 It is essential that all off site visits/trips and activities are led by people with suitable competence – see section on competence later in this guidance.
- 2.10 Clearly identified educational objectives appropriate to the age and the ability of the group, should be made early on in the planning process.
- 2.11 Activity providers, whether commercial companies, voluntary organisations etc. will all have their operating procedures-these operating procedures will also outline risk assessments, required licences etc. Check that these procedures are in place if this organisation has not been used before or for a long time, by asking them to complete the Provider declaration form OE01.
- 2.12 Ensure Evolve and risk assessments etc. are completed on time, and allowing for the various stages of approval required both internally at Academy level and at Trust level.
- 2.13 Work within the guidance and standards of the national guidance, National governing bodies, professional associations etc.
- 2.14 Seek further advice from CLF health and safety manager/National governing bodies where there is uncertainty about safe practice.
- 2.15 Good discipline is essential to the success of any visit/trip. Codes of conduct in relation to acceptable standards of behaviour on smoking, alcohol drugs etc., need to be clearly established, agreed and enforced for all. CLF have a Zero tolerance policy on alcohol and recreational drugs, legal highs being consumed by any students **and** staff whilst on a school trip.
- 2.16 Appropriate personal and group equipment and clothing needs to be available to meet the needs and purpose of the visit.
- 2.17 Parents/Carers and students staff and any other personnel should be informed of arrangements in writing.
- 2.18 Adequate supervision is required at all times based on assessment of the risks and abilities and needs of the group, whether this be of a direct or in-direct nature.
- 2.19 A pre-visit should be undertaken to the activity site to familiarise the group leader or staff with conditions. If this is not possible, gather adequate background information, previous experience, and on site recce upon arrival.
- 2.20 Gather information from colleagues who have conducted similar visits, research their evaluations of the trip, and learn from any incidents or near misses.
- 2.21 Complete the evaluation of the trip on Evolve.

For further information, please see the National guidance https://oeapng.info/search_gcse/?q=aala

3 Evolve (Schools Trips Management System) – *Mandatory for CLF Academies*

Evolve is an online tool for planning and managing educational trips. CLF has implemented this system for the management and approval of all school trips. Evolve must be used to document and manage all off site trips, categories A, B and C (see categories below), and for the appropriate approval stages to be actioned.

Evolve should already be populated within your school and staff user names and passwords shared. Contact your EVC if you cannot access Evolve and are leading a trip.

There are some additional forms and risk assessment templates, which will assist in the management of school trips but do sit outside of Evolve. For example, an initial trip proposal form will need to be completed and authorised ahead of a trip being organised, model parental consent form etc. See appendices at the end of this document.

For further information on Evolve, please see <http://national-library.info/>

4 Roles and Responsibilities

The CLF have adopted the Outdoor Education Advisory panel National guidance in full. For an Academy EVC, Principal, Councillor, Group Leader, accompanying Staff and Volunteers and Pupils/Students the CLF follows the roles as identified within the OEAP guidance.

For further guidance, please see https://oeapng.info/search_gcse/?q=establishment%20roles

4.2 Academy Education Visit Co-ordinator (EVC) – each Academy must have a trained visit co-ordinator

For all off-site trips, the Academy EVC ensures:

- The Evolve school trips management system is used;
- All staff are competent to undertake the trips being organised;
- Suitable and sufficient risk assessments and proper planning of the school trip is being undertaken;
- Correct levels of authorisation are taking place.
- For **on-site** activities that do not have residential/adventure activities as part of their activities, these can be authorised by the EVC. As long as the Principal/ SLT have given the okay at the proposal stage;
- Ensure you refer to 3.4j and 3.3a EVC Role and Checklist (available in the link below).

For further guidance on specific responsibilities, please see <https://oeapng.info/evc/>

4.3 Principal

The Principal has a responsibility to:

- Authorise all off-site school trips in all categories via the Evolve system;
- Ensure that timelines for approval are understood and applied;
- Ensure there are robust procedures in place for the management of school trips;

- Ensure all staff are following these procedures;
- Ensure staff are trained and competent to undertake school trips;
- Ensure pupils/students sign up to a safe Code of Conduct for the duration of the trip;
- Ensure you refer to document 3.3b and 3.4g Head/Managers Checklist (available on the link below)

N.B To permit the CLF Health and Safety Manager to approve Category C trips on behalf of CLF (residential, overseas and adventure activities), the Principal must authorise the trip on Evolve at an Academy level first, for the system to then pass the trip via Evolve to the H&S Manager.

For further guidance, please refer to: <https://oeapng.info/head-manager/>

4.4 Councillors

Councillors must, through scrutiny and friendly critical challenge ensure:

- There are formal notification and approval procedures that meet with employer recommendations and requirements and you are clear about your role in these
- The Academy are following the school trips guidance;
- The Academy are aware of the type of trips taking place;
- That a trained EVC is appointed;
- 'School Trips' form part of the standard agenda at the Academy Health and Safety committee meetings.
- Ensure you refer to document 3.3c 'Management Board and Governor Check List'.

For further guidance, please see <https://oeapng.info/governors/>

4.5 Group Leader

The Group Leader is the designated person responsible for the planning of a trip and has overall responsibility for the safety and conduct of the students and staff for the duration of the trip. Staff who lead a trip should have the relevant experience and skills required for the particular off-site trip they wish to run. You must:

- Be approved by the Principal/EVC to carry out the lead role, including for any specific activities you will lead. Be able to use the chosen environment or venue(s) to provide a wide range of learning or development outcomes.
- Liaise with your Educational Visits Co-ordinator (EVC) to ensure that the visit has clear aims and is planned to appropriately balance benefits and risks, and that all staff accompanying the visit meet establishment requirements.
- Ensure that there is effective supervision.

- If using external providers for Category C activities, ensure that these providers have the required national governing body accreditations and if applicable the required AALA licence as defined under the regulations.
- Category C type activities that fall outside of the scope of AALA e.g. indoor climbing walls, canoeing on inland placid waters not exceeding 50m from the nearest bank, overseas expeditions/adventure activities) must still be led by staff holding an NGB qualification, or approved by a qualified technical advisor.
- If Category C activities being undertaken by Academy staff, ensure that these staff have the required in date NGB qualification
- Take a lead on risk management. It is good practice to involve all the Group Leadership team to ensure wide understanding and to give clarity about what they need **to do**. It is also good practice to involve young people wherever appropriate.
- Define the roles and responsibilities of other leaders and helpers (and participants) to ensure effective supervision throughout the visit, appointing a deputy wherever possible.
- You must refer to further guidance from the OEAP national guidance specifically 3.4k Group Leader and 3.3e Group Leader checklist https://oeapng.info/search_gcse/?q=Visit%20Leader%20checklist

4.6 Assistant Group leader

- Be sufficiently competent and confident that if the Visit or Activity Leader is incapacitated you can take over and ensure the safety of the group.
- Know and understand establishment and employer policies/procedures, in so far as they affect the responsibilities you have been assigned.
- Be meaningfully involved in the planning and preparation for the activity/visit, including contributing to the organisation of risk management.
- Ensure that you understand the role and responsibilities that you have been assigned and how you work alongside other staff and the Activity/Group Leader.
- Be clear about any arrangements to hand-over and hand-back responsibility for supervision between members of staff and to/from any third-party
- You refer to further guidance from the OEAP National guidance specifically 3.4l assistant leader

For further guidance please see: <https://oeapng.info/visit-leader/>

4.7 Accompanying Staff and Volunteers

The Group Leader must fully brief accompanying staff and volunteers about their role, task(s) allocated to them, risk assessments and the planning of the trip.

For further guidance, please see https://oeapng.info/search_gcse/?q=establishment%20roles

4.8 CLF Health & Safety Manager

CLF Health & Safety Manager is also the designated CLF Education Visit Co-ordinator.

When a Category C type trip has been authorised by a Principal, it will be submitted (via Evolve) to the CLF Health and Safety Manager for full approval. The H&S manager will check and authorise all Category C type trips on behalf of CLF. Please be aware that if there is unreasonably late notification to the H&S Manager there is no guarantee that the trip will be approved on behalf of CLF.

The CLF Health and Safety Manager will also be the point of contact for each Academy EVC for any queries involving the safe planning of school trips.

Important - All Evolve system queries should be directed to Emma Pearn 0117 244 6265 or Jo Crickson on 0117 370 4624

4.8 Pupils/Students

The Group Leader will fully brief all pupils/students attending the trip. Pupils/students have a responsibility to follow the Academy code of conduct for school trips (usually an extension of your behaviour policy) and any additional information provided to them by staff.

5 Procedural Requirements

Under the Health and Safety at Work Act 1974 and Management of Health and Safety at Work Regulations 1999, Principals and Managers of educational establishments must ensure the health, safety and welfare of all those undertaking and participating in any outdoor and adventurous activities or off-site school visits.

For the effective management of all educational visits and out of school activities, each Academy must follow set procedures; identify persons and their responsibilities, via the Evolve system.

Using Evolve will ensure that all trips are planned and authorised in accordance with the Academy policy and CLF guidance.

5.2 Trip Categories

School Trips (not sporting fixtures) are categorised into 3 levels; category A, B and C.

Category A - Activities and ventures including: visits to English Heritage and National Trust properties, local parks, churches, the theatre, industrial sites, nature trails and fieldwork generally. All these activities are normally low-risk and take place in an environment that usually presents no greater risks than those normally present in everyday life.

These do not need notifying to the CLF but the Academy Educational Visits Coordinator (EVC) and Principal will need to authorise these trips.

Category B - Activities and ventures which incorporate some extra risk to the participants. To control and minimise risk, activities must be well planned and National Outdoor Education Guidance followed (such as the leader requiring additional skills and/or experience; for example, cycling, beach and coastal walking, orienteering in local parks/woodlands, horse riding/pony trekking in non-remote areas, field study work in non-remote upland or coastal areas.)

These do not need notifying to the CLF, but the Academy Educational Visits Coordinator (EVC) and Principal will need to authorise the trips.

Category C – All off-site visits including: residential visits, trips overseas, excursions, outdoor and adventurous activities which incorporate high risk activities or take place in potentially hazardous environments. They comprise of activities that require specially trained, experienced and qualified staff

to lead. Many of these activities fall within the four generic areas of the Adventure Activities Licensing Authority (AALA), these groupings are; climbing, caving, trekking, and water based activities. Most adventure activities fit in this category, including fieldwork where it takes place in a remote or potentially hazardous environment. In such circumstances specific skills, experience and safeguards are required in order to contain risk at an acceptable level.

Examples are:

Climbing, plus abseiling the use of artificial structures, caving, cave diving, open water swimming, canoeing, windsurfing, rafting. Remote or wild country camping, archery, dragon boating, gorge walking etc.

All of the above must be adequately risk assessed before they are authorised by CLF Health and Safety Manager, Principal or Academy EVC. Any unsafe practise, hazards or unacceptable risks identified during this process must be reduced to an acceptable level before the activity can proceed.

N.B Please note a trip can have many separate activities taking place, these will need separate consideration in the risk assessment.

All Category C ventures must be notified to CLF Health and Safety Manager at least **six weeks before** the trip is due to take place. This will mean your timelines for initial approval, planning completion of Evolve etc. and final approval to sign off by the Principal will need to be longer. Please see appendix A, attached flow chart for suggested timelines.

This will enable the CLF Health and Safety Manager to identify whether the leader of these activities requires additional skills and/or experience (for example archery, camping, water sports, water based activities climbing, abseiling, trekking, caving, skiing, all residential trips and trips overseas). Most activities of this type come under the Adventure Activities Licencing Authority (AALA).

When assessing the most appropriate category in which to place an activity, consideration must be given to the following:

- the sort activity taking place;
- whether it comes under the requirements of AALA;
- the age and abilities of young peoples involved;
- the environment and location of the activity;
- the prevailing weather conditions;
- the experience and qualifications of Group Leader and adult supervisors

Upon satisfactory completion of Evolve, with all associated risk assessments, Itinerary, and Head teacher sign off, the CLF Health and Safety Manager will be able to authorise the trip. Any trips notified to the CLF H&S manager outside of the 6 weeks notification requirement cannot be guaranteed to receive approval.

Group Leaders should not be expected to start from square one without advice and assistance when/ if asked to organise a school visit. No teacher should become involved in organising a school visit unless he or she has been provided with training, guidance, and advice and has met with the Academy EVC to go through the planned trip. They should have also accompanied several trips, and at least one in the capacity of assistant group leader. Part of the Academy EVC role is to assess the competence of staff leading trips. The EVC must signpost the staff member to the national guidance, run through the process of risk assessing and

Evolve. Staff should not undertake the writing of risk assessments unless they have the necessary skills and experience to do so.

Newly qualified teachers or support staff should not be expected to lead a school trip until they have accompanied several trips, and at least one in the capacity of assistant group leader. The Principal and Academy EVC have provided adequate training, information, instruction and assessed them as competent.

Common law expects people acting 'in loco parentis' to take the same care as would a reasonable and careful parent. This duty is continuous during any visit or off-site activity and cannot be delegated. The principle of being 'in loco parentis' applies to all young people under the age of 18. Parental consent is therefore required for people under that age.

6 Risk Management

Risk management involves answering two basic questions:

- a) What could go wrong?
- b) What are we going to do about it?

Risk management, in the context of outdoor learning and off-site visits, is a two Stage process:

1. The identification of the potential benefits to be gained from an activity, along with any risks to the health and safety of those involved.
2. The implementation of a plan to best realise these benefits, using professional judgement to ensure that the level of risk does not exceed that which can be justified by the benefits.

Most human activity involves balancing benefits and risks. We cannot have all of the benefits but none of the risks. We can eliminate all of the risk only by stopping the activity - but we then lose all of the benefits.

All risk assessments must form part of the planning process of the trip and uploaded to the Evolve trips management system.

Planning risk assessments (generic and visit specific) can be undertaken beforehand.

Generic/models assessments e.g. assessments which are likely to apply to the activity with minor tweaks, wherever and whenever the activity takes place.

Visit specific e.g. will differ from place to place and from group to group.

And dynamic risk assessments must be undertaken throughout the duration of the trip taking place. Situations change, weather changes, meaning you continually assess the changing risk and may need to revert to a plan B. This must be looked at via dynamic assessments of the trip. The group and the level of risk must be monitored and assessed throughout and, if circumstances dictate, activities should be curtailed or amended (e.g. change to plan B). The plan B should have been prepared and assessed in advance at the planning stage, and will ensure that the group leader does not feel pressurised into going ahead with the original activity.

In practice, it is often these on-going decisions of the Group Leader(s) that determine whether the group remains safe and whether the activity is successful. Hence a competent group leader and visit team is essential.

Dynamic/Ongoing - Carried out continuously throughout the visit (not necessary to record).

This type of assessment take account of, for example, illness of staff or student, changes of weather, non-availability of the preferred activity or any significant changes of plans.

Where the Dynamic/Ongoing risk assessment dictates that an activity should not be undertaken, the Group Leader should call on their 'Plan B'. This will have been prepared in advance with the assistance of participants and will ensure that the party leader does not feel pressurised into going ahead with the original activity.

For further guidance, please see <https://oeapng.info/visit-leader/>

7 Information, Training and Instruction

To enable staff to manage off-site trips and activities, CLF recognises that they require information, training and instruction. This is provided to staff in a number of ways:

- The Health & Safety advice within the Health and Safety Manual available on CLiF;
- The Evolve Management System question sets and Resources Section;
- The National guidance documents provided by OEAP;
- Guidance on how to use Evolve at CLF (on-line or face to face training and guidance), there is also a Crib sheet available at <http://national-library.info/download.asp?fileid=1578>
- Health & Safety Induction training for all staff – compulsory for all new staff;
- EVC and Group Leader training;
- Risk Assessment courses; this is also covered in Group Leader and EVC training.

8 Competency of Staff

The Health and Safety executives' definition of competence is described as:

The combination of training, skills, experience and knowledge that a person has and their ability to apply them to perform a task safely. Other factors, such as attitude and physical ability, can also affect someone's competence.

Academies need to ensure that the competency of staff is acceptable for the off-site trips and activities that they are undertaking. Evolve allows staff to upload their qualifications and experience on to the system and this in turn allows the Academy to confirm that the qualification/competency is acceptable for the trip.

If leading or procuring activities, staff may wish to consider:

- AALA licence (Adventure Activities Licensing regulations)
- LOTC Badge (Learning outside the classroom award)
- National Governing Body (NGB) Awards/Qualifications
- National Vocational Qualification (NVQs)

- OCR- Offsite Management Certificates
- Local or in-house validating
- Site specific experience and/ or local knowledge
- Experience confirmed by observation in the field by a qualified person.

Academy EVC and Principal must give consideration as to the Group Leader, their suitability and competence to lead the trip when outline approval is given.

9 Parental Consent

Where schools need parental consent to outings and activities, Head Teachers should seek the consent from the resident parent [i.e. the parent who lives with a child] unless the decision is likely to have a long-term and significant impact on the child, or the non-resident parent has requested to be asked for consent in all such cases.

In cases where the school considers it necessary or has been asked to seek consent from both parents, it is best for the school to assume that parental consent has not been given unless both parents have given consent. This approach ensures that the school has treated the views of each parent equally. It will also help to safeguard the position of the school in terms of exposure to any potential civil liability where, for example, the child is injured while on an educational visit.

10 Individual consent not required.

Schools are **not** required to obtain individual consent from parents for pupils to participate in off-site activities that take place during school hours and which are a normal part of a child's education. Such as local studies and local visits to a museum or library, etc. (Education Act 2002 section 29). It is good practice to gain a blanket consent at the start of the academic year for this type of visit.

While parents do not have the option to withdraw their child from the school curriculum, it remains good practice to inform parents that a visit or activity is to take place (see 'informing parents' below). Schools should be aware that asking for consent when it is not needed can lead to some parents assuming they can withhold consent and so withdraw their child from a curriculum visit when this is not the case.

- Consent **is** needed for all visits organised by establishments other than schools.
- Consent **is** needed by schools for visits taking place outside school hours and also for activity taking place both during and outside school hours where it is perceived to involve a higher level of risk, such as a visit involving a long journey or adventure activity.

Visit-specific consent

There are situations where consent for a specific visit may be required. These include some visits abroad, adventure activities and some visits involving third party provision (for example an outdoor education centre) where the provider requires their own consent forms to be signed. In this case information about the visit can be provided to parents and their informed consent given on that basis.

10.2 Informing parents

Schools are required to deliver a broad and balanced curriculum to their pupils and it is widely understood that it is not possible to do this effectively without making full use of the local environment and community, within which the school is set. Regular and frequent curriculum visits and activities, off the school site, should therefore be the norm and it would be unreasonable for schools to request consent of each particular excursion.

For these visits, which do not require individual parental consent, it is good practice to inform parents, perhaps when they enrol their child, and annually through blanket consent, policy document or web site, about the way the school uses the local environment and the fact that their child will not always be on the school site but could be learning somewhere in the wider community.

Where consent is required the key is to provide parents with sufficient information to make an informed decision about the participation of their child. Such information may be given in a variety of ways, as the information needed by parents will depend on the nature and complexity of the visit. For example, regular sports fixtures or cultural visits may involve information being given for the season or for the term ahead with parents being informed of any changes to this as they occur, perhaps by note, phone, email, text etc. For more complex visits specific information letters will be needed and for the most complex or adventurous visits a combination of written information and briefing/information meetings may be most appropriate.

NB – the DfE Suggest a blanket consent form for **all trips**- this is not endorsed by CLF. What we do advise is that an annual blanket consent form can be drawn up for trips of lower risk in the local community in school hours. E.g. local studies, visit to the library, church etc.

11 Inclusion

Activities should be available and accessible to all, irrespective of special educational or medical needs or protected characteristics. There is a duty to make reasonable adjustments. When a visit or activity is being planned, all reasonably practicable measures must be taken to include all young people. Every reasonable effort should be made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved.

The principles of inclusion should be promoted and addressed in policy and practice, ensuring:

- An entitlement to participate.
- Accessibility through adaptation or modification, including the provision of auxiliary aids and services.
- Integration through participation with peers.

A complete list of students who require medications, or who have SEND should be drawn up, and arrangements put in place to support and manage these needs. Often this will be with support and information provided by the SENCO. Where required full individual risk assessments should be drawn up, and submitted along with all other documentation on Evolve.

Please refer to your Academy Policy – Supporting Pupils with Medication

It is also a requirement once the students participating are known, that the designated safeguarding lead is approached to view the list of students, and are there any issues that the group leader should be made aware of, or perhaps something could unravel on the trip.

For more information please see the National guidance: https://oeapng.info/search_gcse/?q=Inclusion
<https://oeapng.info/downloads/download-info/4-4d-medication/>
https://oeapng.info/search_gcse/?q=Staff%20ratios

12 Ratios and supervision

Academies must ensure that the staffing of visits enables leaders to supervise young people effectively. Decisions about the staffing and supervision should take into account:

- The nature and duration of the visit and the planned activities.
- The location and environment in which the activity is to take place
- The nature of the group, including the number of young people and their age, level of development, gender, ability and needs (behavioural, medical, emotional and educational).
- Staff competence.
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

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 older guidance documents do set out ratios, but these should be regarded as Starting points for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward and the group has no special requirements. For example, the DfES publication HASPEV (1998) suggested the following “starting points”:

- School years 1 - 3, 1:6
- School years 4 - 6, 1:10/15
- School years 7 onwards, 1:15/20
- Residential/overseas 1:10

Without special safeguards or control measures, these ratios will **not** be adequate to meet the needs of most residential or more complex visits.

The Early Years Foundation Stage (EYFS) Statutory Framework (updated 3rd April 2017) no longer sets out different requirements for minimum ratios during outings from those required on site. As with other age groups, ratios during outings should be determined by risk assessment, which should be reviewed before each outing. The appropriate ratio on an outing is always likely to be higher than the legal minimum (for children aged three and over in early year’s settings either 1:8 or 1:13 and 1:30 in infant school reception classes in maintained schools). It is not unusual for a ratio of 1:1 to be necessary.

In some cases there may be only one leader on a visit, or on a particular activity during a visit. If this is the case, young people (or 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.

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.

There is no absolute requirement for children to be accompanied by staff of the same gender, even on residential, but if this is not to be the case then there should be a sound plan to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support.

For further advice, please see the National guidance: <https://oeapng.info/downloads/download-info/4-3b-ratios-and-effective-supervision/>

13 Emergency Procedures and Incident Reporting

Group Leaders must:

- Take emergency information with them
- Agree contact numbers before the trip takes place
- Ensure these form part of the risk assessment process.
- Prepare a plan B if circumstances change
- The information taken will depend on the location of the trip. For example, for an overseas trip, the details of the nearest British Embassy/Consulate should be taken* and all Academy mobile phones must have the emergency numbers pre-programmed (i.e. Emergency out of hours delegated person, Principal, Health & Safety, Reception, nearest hospital to area visited etc.)

*These can be found on the Foreign and Commonwealth Office website – www.fco.gov.uk. The site also offers advice on visiting the country.

Each residential trip should have an emergency contact person from the Academy but it must be someone who is not on the trip. This person should have a working knowledge of the trip and be able to access the trip information at all times. The trip information should all be contained within Evolve.

Should a critical incident occur, the school Critical Incident Management Plan will be activated.

Information to be taken on the trip can be found in Evolve Resources section and the OEAP website <https://oeapng.info/2798-amendable-versions-of-emergency-action-cards/>

Important - If taking hard copies of information that hold personal information, this needs to be protected to adhere to data protection requirements (GDPR). Advice on GDPR can be found within the employment manual on CLiF.

Unfortunately, the world is an unpredictable place, (for example through recent terrorist related activities) meaning this needs to be thought about when planning your trips - especially when travelling abroad or to major cities. Within the adopted National guidance, some comprehensive guidance around this leads to planning for the remote possibility of this occurring. Please see further guidance: <https://oeapng.info/3190-6k-faqs-visits-and-the-threat-from-terrorism-updated/>

14 Accident/Incident and near miss/First Aid

Should a situation occur, follow the accident procedures as outlined in your Academy arrangements, and Health and Safety Policy (for example, a student or staff injure themselves while off-site).

All school trips should have adequate access to trained first aiders and this will have been included and assessed within the planning stages and risk assessments conducted as part of the school trip. The level of first aid is based upon an assessment of the trip. For example the location of the trip, the activities undertaken, the needs of the group, the numbers of pupils and staff going and the remoteness of the trip will come into consideration.

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.

Ensure you take a copy of the accident forms with you on the trip.

If a pupil/student needs to visit hospital, an adult should accompany and stay with them and academy/parents informed.

Examples of First aid requirements:

Example 1: a walk to the local library on a footpath adjacent to a public road with ambulance access. The school must have first aid provision on site (not necessarily accompanying the group); so must the library. The Group Leader has some basic knowledge of first aid and is carrying a mobile phone in an area of good reception. A qualified first aider would be a bonus, but is not essential.

Example 2: a walk along a rural footpath, with no vehicular access for about 2 miles, to a picnic site. Any significant injury here would involve such a time delay in accessing an ambulance as to make it necessary for there to be someone with appropriate first aid training and expertise as a member of the group, carrying a mobile first aid kit.

Example 3: an outing to the local park by a nursery school group. Someone with a current paediatric first aid certificate must accompany the group.

15 Assessing Providers /Venues

When selecting a provider there are two accreditations that you need to be aware of:



AALA

If you are using a provider to undertake any of the activities that come under the scope of the Adventure Activities licensing Regulations; these came into force in 1995 following the Lyme Bay tragedy. They need to have an in date licence to provide these activities. Put simply these are caving, climbing, trekking and water sports activities. The licence provides an assurance of safety, it does not provide assurance of educational or activity quality. To check a provider has the required licence visit:

http://www.aals.org.uk/aals/provider_search.php



Lotc

The Learning outside the classroom badge is a quality standard. It is a national accreditation and award scheme which recognises good quality educational provision for young people throughout the UK. Unlike AALA this is not a legal requirement but an assurance. If you are using a venue that does not have LOTC, so no independent quality check/validation, send them a Provider declaration form OE1 To check if a venue has the Lotc badge visit: <http://lotcqualitybadge.org.uk/>

On the Evolve system, under resources, there is a section called KADDI, this is a list of venues in the UK and is a quick search for venues/ providers in your local area and if they have attained the LOTC badge. There are also useful reviews from other schools regarding the venue and provider.

It is good practice and strongly recommended for a preliminary visit to be carried out where the location is not familiar to the group leader or member of staff.

Even if the group leader has led this trip at the same venue for a number of years things can change, questions should be asked at the time of booking the venue: for example, have there been any staff changes or developments to the site or the grounds. If there have, then a preliminary visit is recommended. This knowledge will form part of the risk assessment and pre-planning. It will help the group leader to concentrate on the needs of the group rather than the unexpected demands of the environment.

If it is not possible to visit the site beforehand, the person giving approval will need to be satisfied that alternative arrangements are sufficient for an assessment to be made. Such alternatives might include obtaining advice from those with experience gained from previous trips, reports of previous trips or the use of experienced and reliable local guides where appropriate.

A reconnaissance visit by the group leader on arrival at the venue whilst the group remain in their accommodation, would assist - This is a dynamic risk assessment.

16 Volunteers

If your establishment uses volunteers, the academies Procedures should address the following:

- The vetting procedures for volunteers, including when an enhanced DBS check is required;
- The minimum induction and training procedures for volunteers;
- How volunteers are assessed as competent to carry out their assigned role;
- Requirements for supervision of volunteers.
- The Academy must follow the advice from HR regarding the use of Volunteers

Voluntary helpers may be used to assist with the organisation and supervision during visits. They need to have Enhanced DBS clearance and their role must be clearly defined. They must have the risk assessments shared with them and be fully briefed on the arrangements for the trip. They must act towards the pupils/students as a careful parent/carer would in similar circumstances.

17 Behaviour

All parents and pupils will have explained to them the expected behaviour for the duration of the trip. It is good practice to get parents and students to sign up to this via a code of conduct/behaviour contract before the trip takes place. Detailed within the code of conduct should be the expected behaviours, what is not acceptable and the sanctions that the Academy will impose even though off site.

18 Insurance

CLF have comprehensive annual insurance in place for off-site activities.

The insured persons are:

- Any pupil enrolled with the Policyholder;
- Any member of the teaching and support staff employed by the Policyholder;
- Any adult who is acting in a supervisory capacity as a volunteer, assistant or helper and is authorised by the Policyholder to undertake a Journey;
- Any Child other than as described in a) who is authorised by the Policyholder to undertake a Journey

The policy covers:

Any organised trip undertaken by an Insured Person with the authorisation of the Policyholder involving travel outside the designated school boundaries of the Policyholder.

In respect of trips of less than one day's duration, cover shall be operative from the time of leaving the school boundaries until arrival back within the school boundaries.

In respect of trips of more than one day's duration, cover is extended to include travel directly from the Insured Person's home address to the place of official assembly at the commencement of the trip and travel directly from the official place of dispersal to the Insured Person's home address upon completion of the trip.

For further information or if the trip you are planning contact Heidi Clement, Project and Contracts Manager – Heidi.clement@clf.cabot.ac.uk

19 European Health Insurance Card (EHIC)

The EHIC allows access to state provided healthcare in all of Europe and a number of agreed countries. It is advised that where possible students/their parents should obtain the card. Please note that this is not an alternative to the academy's Travel Insurance Policy.

For further information, please see the NHS website.

20 Academy Minibus

Academy Minibuses will require a special permit for use abroad. Please refer to the minibus policy available on CLiF.

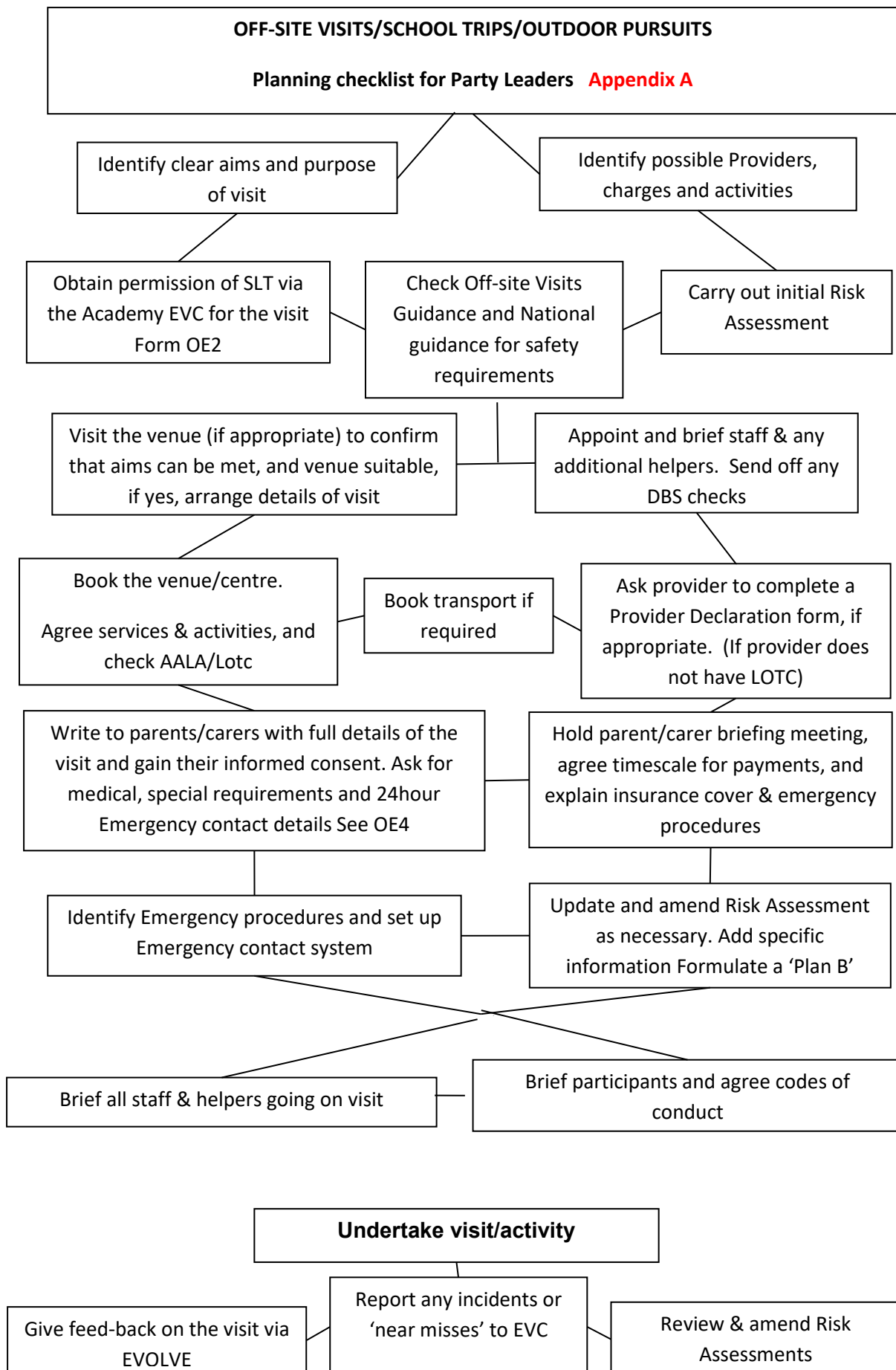
For further information, please see the Academy Minibus Policy and or contact the Department for Transport – T: 0300 330 3000

Appendices

- Appendix A Flowchart and table for arranging school trips and time lined checklist of flowchart
- Appendix B Mind Map for Risk Assessment - *model assessment being worked on*
- Appendix C EVC Trip checklist
- Appendix D Group Leader visit checklist
- Appendix E Group Leader emergency Action Card

Model Forms

- OE1 Providers Declaration form
- OE2 Model Visit proposal form to be approved by SLT
- OE3 Model Parental consent form
- OE4 Accompanying Adult Information Form

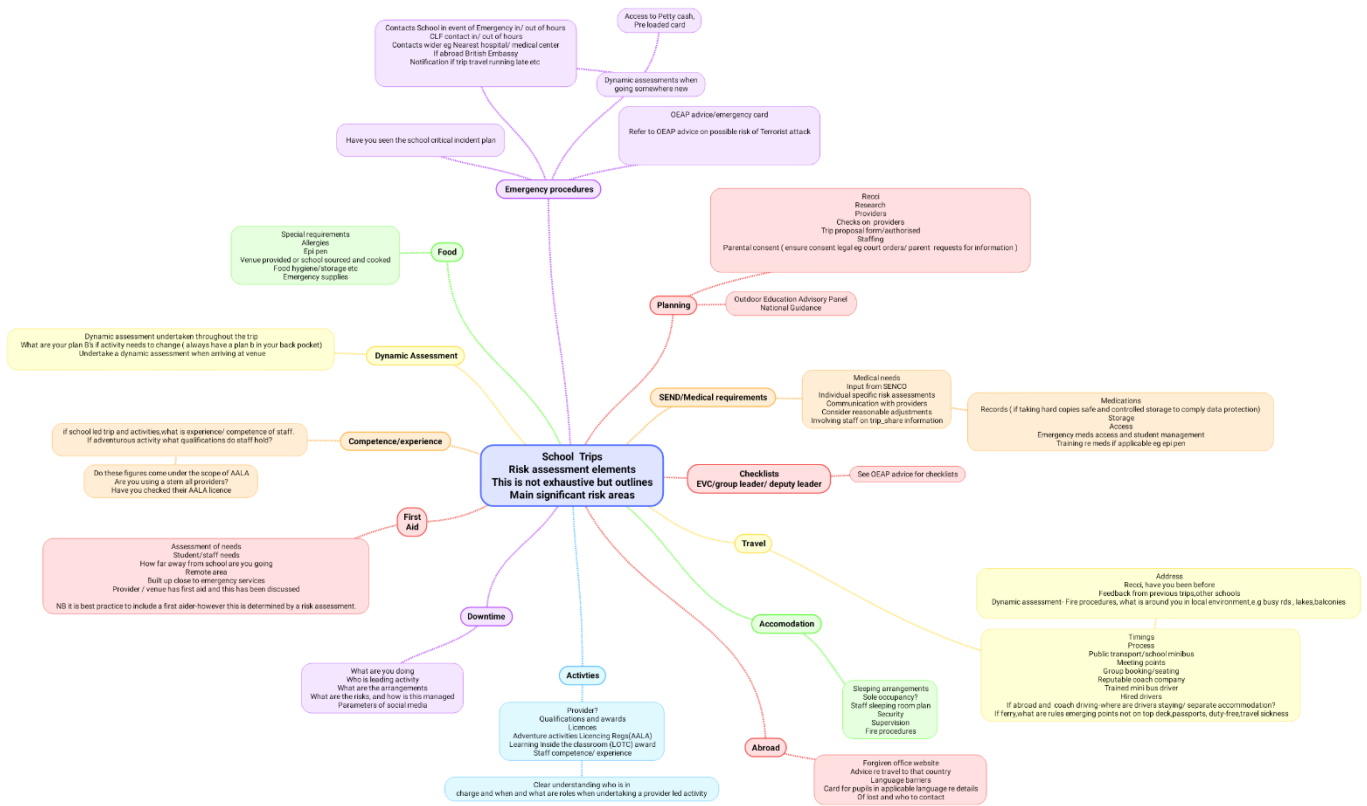


OFF-SITE VISITS/SCHOOL TRIPS/OUTDOOR PURSUITS Appendix A CONT			
Planning checklist for Group Leaders			
Trip			Dates
GL			
DGL			
Timescale	Task	Date Completed	
PRE-PLANNING	Identify clear aims and purpose of visit with SLT lead (critical friend)		
	Identify possible providers, charges and activities, national governing awards. AALA/Lotc accreditations		
	Read off-site visits policy/guidelines, safety requirements and national guidance(held in resources area on EVOLVE)		
	Carry out initial risk assessment		
	Complete trip request form and pass to EVC		
	Initial approval obtained from SLT at weekly meeting within the following timeframes: - 6 weeks before the trip for category A or B - 12 weeks before the trip for Category C		
	Notification received that initial approval obtained via email		
PLANNING	UPDATE TRIPS CHECK	Start Evolve process (see timescales below)	
		Visit the venue (if appropriate) to confirm that aims can be met and the venue is suitable, if yes, arrange details of visit. If not, trip re-evaluation or cancelled.	
		Appoint and brief staff and any additional helpers, ensure all staff are DBS checked, check competence and experience	
		Book the venue/centre, agree services and activities (ensure written confirmation obtained)	
		Ask provider to complete a 'providers declaration form (OE1) standards' questionnaire (if appropriate)	
		Book transport if required	
		Provide a list of students attending, to Finance.	

4/8 WEEKS	Identify students with SEND/Care Plans and existing individual pupil risk assessment then book meeting with SENCO to discuss needs and complete assessment Also book a meeting with the DSL, are any of the students you are taking on their radar, and anything that could possibly unravel on the trip.	
	Write to parents/carers with full details of the visit and gain their informed consent. Ask for medical, special requirements and 24 hour emergency contact details (POSS SIMS REPORT)	
	Hold parent/carer briefing meeting, agree timescale for payments, explain insurance cover and emergency procedures	
	Update and amend risk assessments on Evolve as necessary, formulate a 'Plan B'	
	Plan emergency procedures (see national guidance)	
	Press release to Dean Blake	
	Identify emergency procedures and set up emergency contact system	
2 WEEKS	Ensure EVOLVE is fully completed and sent to EVC for approval, by EVC, Principal and Trust	
	Meet with EVC to go through details of the trip (EVC and Group Leader checklist from National Guidance)	
1 WEEK	Brief all staff and helpers going on visit (complete staff briefing minutes and ensure all members of staff have signed to confirm that they understand their responsibilities). Check with DSL and SENCON no emerging concerns with students	
	Collect trip phone and ID cards for students (with emergency contact details on)	
1 DAY	Ensure all equipment to be used is available	
	Obtain accident reporting forms and first aid kit	

ON DAY	Meet EVC to run through final details of the trip - any concerns to be raised with xxx	
	Brief participants and agree codes of conduct	
	Check adequate student medical supplies are taken, follow how they will be stored and administered	
	Ensure medical paperwork is completed (what has been given, by whom, when and what dose)	
	Undertake visit/activity	
	Any notable incidents must be reported to SLT lead	
EVALUATE	Parental consent forms must be handed back to Admin Team to conform to GDPR and adhere to guidelines for holding student information	
	Report any incidents or 'near misses' to EVC - immediately upon return	
	Review and amend risk assessments	
	Upload completed 'planning checklist' to EVOLVE	
	Meet SLT member responsible for trip for evaluation within one week of return (Category C to feedback to SLT on the Monday following return)	
	Final press release with photos sent to Dean Blake	
TO BE COMPLETED AND BROUGHT TO TWO WEEK AND ONE DAY MEETING WITH EVC		
<u>EVOLVE completion timetable:</u>		
A - 4 weeks before trip		
B - 4 weeks before trip		
C - 8 weeks before trip		

Appendix B - Mind Map for Risk Assessment



Appendix C - EVC Trip checklist

General

For each of the following bullet points, further clarification on good practice can be found elsewhere in the National guidance

- I have attended OEAP approved EVC training and remain currently competent, and I have access to advice such as from an accredited outdoor education adviser.
- I have an understanding of how visits/outdoor learning can support a wide range of outcomes for children and young people.
- My establishment has a policy for visits/outdoor learning, which I understand, and it adopts OEAP National Guidance.
- Visits/Outdoor Learning are an integral part of the work of the establishment and are evaluated and good practice shared.
- I support/oversee planning so that activity is well-managed, engaging, relevant, enjoyable and memorable.
- Procedure and responsibility for engaging leaders and determining their competence is clear and I support those involved in approval decisions.
- Leader induction and training needs are identified and I support leader development, sampling activity to identify any further training needs.
- Visits/outdoor Learning are regularly considered at Senior Leadership level and by Governors/Trustees and I provide information about the range of activity and its contribution to school/establishment effectiveness.
- There is an establishment emergency response procedure, appropriate to the nature of activity undertaken, which is periodically tested.
- Accidents and incidents are reported and investigated, learning is shared and RIDDOR requirements are met.
- Notification and approval procedures are followed correctly and within agreed timescales.
- Initial consent for trip proposal given
- Visit/Activity Specific
- Preliminary visits have taken place if required.
- Any third party providers have been appropriately selected.
- Parental consent, where required, is in place.
- Parents have been provided with appropriate information.

- There are clear learning/development aims, which contribute to the wider aims/ethos of the establishment. An evaluation process is in place.
- The group leader/ assistant group leader are sufficiently confident and competent for this activity with this group.
- The group leader is responsible for, and has ownership of, the visit plan including risk-benefit management.
- Where appropriate, all leaders and participants have been involved in the planning process.
- There are sufficient staff to ensure effective supervision and to deal with incidents and emergencies.
- Everyone is aware of their roles and responsibilities.
- Medical, first aid, inclusion and safeguarding issues have all been addressed.
- Any travel, transport, and residential arrangements are appropriate.
- There is a 'Plan B'/alternative options if needed.
- Where necessary, there is a designated 24/7 emergency contact with access to all information and documentation relating to the activity.
- The Group Leader has sufficient funds and an effective means of communication in case of an emergency.
- Suitable insurance is in place.

Finally

- All relevant requirements of the employer and establishment policy/procedure have been met.
- The Group Leadership Team and Activities are appropriate for this Group – it's age, competence and the needs of the young people – in this setting/Environment
- This Visit is well prepared and ready for approval.

Appendix D - Group Leader visit checklist

This list is designed as a final check on visit planning. The relevance of the bullet points and the complexity of the responses are dependent on the nature of the particular visit. For each of the points, further information about good practice can be found elsewhere in the national guidance.

- The benefits and risks of all aspects of the visit have been considered and the visit plan
- Has an appropriate balance and an acceptable level of residual risk.
- The visit plan has involved leaders and helpers before the visit and they are clear about what they are expected to do in order to manage the risks.

Content and Aims

- There are clear and well-considered aims that are particular to the learning and development of the group as a whole and individuals within it, which contribute to the wider curriculum or ethos of the establishment.
- Evaluation and visit review arrangements are in place.
- The process has led to a visit plan addressing the following variables:

Staffing

- I am clearly identified as the Group Leader and approved by the academy.
- All members of the Group Leadership Team are sufficiently confident and competent to fulfil their designated role.
- There are sufficient leaders to ensure effective supervision and deal with incidents and emergencies.
- All members of the Group Leadership Team have received all relevant information on both the visit and the group.
- If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.
- I have kept my Academy EVC informed during the planning process.

Activities

- Activities are appropriate to the aims of the visit and the nature of the participants.
- Appropriately competent activity leaders are in the Group Leadership Team or a suitable Provider has been contracted to lead activities.
- There is a sufficient amount of suitable equipment for activities.

Group

- Up to date contact details, medical information, dietary requirements and information about special needs are available and shared appropriately with the Group Leadership Team and any relevant provider staff.
- Information has been provided to parents and young people to enable informed
- Consent (where consent is required).
- Participants have been provided with information about what to do and what is expected of them, and, where appropriate, have been involved in the planning and risk benefit assessment process.
- Safeguarding issues are addressed
- Inclusion issues are addressed.

Environment

- Environmental factors (weather, daylight hours, temperature, water levels etc.) have been considered.
- Accessibility issues are addressed.
- Safety and security have been checked and considered.
- I have undertaken a preliminary visit if appropriate.
- In the absence of a preliminary visit. I have sufficient information from other sources.
- There is access to first aid at an appropriate level.
- Where remote supervision will be used, the environment is suitable.
- Accommodation, where used, is safe, suitable and appropriate.
- Travel or transport arrangements are appropriate.
- There is a Plan B/alternative options in place, where necessary.
- There is an emergency plan in place and leaders, helpers, participants, providers and emergency contacts have been given relevant information about it.
- Suitable insurance is in place (and required documents if visiting overseas).

Finally

- The visit meets all relevant requirements of my employer and establishment policy/procedure.
- My decision is that this visit is appropriately prepared and should take place.

Appendix E - Group Leader Emergency Action Card

First Contact Emergency Action Card

If an Academy adopts this “card”, it should make it available to any staff likely to take incoming phone calls from a Group Leader or member of the visit team.

It is recommended that the card is placed visibly in any office where such calls may be received. It may be laminated, or if used to record information directly, placed in a clear pocket with several back-up paper copies.

On receiving a call

In the event of receiving an emergency call from a group on a trip, remember they will be very stressed. You need to remain calm to be able to take down some key information without missing anything. Carry out the actions below, as appropriate.

Take down the following information:

Who is calling?
If you have more than one Establishment, which one are they from?
What is their role in the group (Group Leader, Assistant Leader, Helper, and Participant)?
What number can they be called back on should you be disconnected?
What has happened? What is the nature of the emergency?
What is the number and status of any casualties?

What is their current location?
What is the total number of people in the party?
Are they staying where they are or moving? If they are moving where to?
What help do they require?
What time did the accident happen?
What time is it now? If the group is outside the UK, what is the time difference?

2. Reassure them and tell them they will be called back once you have contacted a senior manager (within 30 minutes).
3. Contact staff in the following priority order and give them the information you have noted.

The table below should be completed with names and numbers of those who should be informed, in order of priority.

Name	Telephone(s)	Mobile(s)

OE1 - Provider Declaration Form

Group Leaders please note: you should NOT send this form to a provider that holds a relevant **Learning outside the Classroom Quality Badge**, unless your employer requires confirmation of indemnity limits (Section A). Details of the badge and a list of holders can be found at www.lotcqualitybadge.org.uk

Group Leaders requiring advice on the interpretation of information given by Providers on this form should contact their Academy EVC.

PART 1: To be completed and signed by the Group Leader

Name & address of Establishment:	
Email:	
Contact Number:	
Type of Visit/Activity:	
Name of:	
Name of Provider:	
Date(s) of visit:	

PART 2: To be completed by the Provider

Please give careful consideration to the following statements and respond with YES, NO or N/A, or give the specific information required. If you hold a valid Learning Outside the Classroom (LOtC) Quality Badge but the Group Leader requires confirmation of your indemnity limits, only complete Section A, 1.1 and 1.2 and the Confirmation.

SECTION A

To be completed for all types of visit

Insurance		
	Do you hold public liability insurance, which will be current during the proposed visit, and which covers all directly provided and sub-contracted activity?	
	If Yes, what is its indemnity limit?	£ M

SECTION B

To be completed for all types of visit

Health, Safety and Emergency Policies		
	Do you comply with relevant health and safety regulations, including the Health and Safety at Work etc. Act 1974 and associated Regulations, and have a written health and safety policy and recorded risk assessments, which are available for inspection?	
	Do you have accident & emergency procedures in place, with records available for inspection?	
Vehicles		
	Are all vehicles to be used roadworthy, and do they meet the requirements of regulations in the country in which they will be used and EU regulations on passenger seats and seat restraints?	
Staffing		
	Do you have a robust recruitment and engagement process to ensure that staff are suitable to work with young people, including enhanced DBS check and barred list check for any staff engaged in regulated activity?	
	Are there regular opportunities for liaison between your staff and establishment staff?	
	Is there sufficient flexibility to make radical changes to the programme if necessary, and will the reasons for any such changes be made known to establishment staff?	
Accommodation		
	Does UK accommodation comply with current fire regulation requirements (Regulatory Reform, (Fire Safety) Order 2005)?	

	Have you inspected all overseas accommodation to be used to confirm that it meets legal requirements of the country concerned and that it has fire safety and security arrangements equivalent to those required in the UK, and are records of these inspections available?	
	Are there security arrangements in place to prevent unauthorised persons entering the accommodation?	
	Are separate male and female sleeping accommodation and washing facilities provided?	
	Is staff accommodation sufficiently close to young people's accommodation for adequate supervision?	
Sub-contracting		
	Will you sub-contract any services (e.g. activity instruction, transport, accommodation)?	
	Where any element of provision is subcontracted, do you ensure that each sub-contractor meets the relevant specifications outlined in the other sections of this form, and are records of checks of sub-contractors available for inspection?	

SECTION C

To be completed if the visit includes activities or field studies

Adventure Activities Licensing Authority (AALA) Licence		
to be completed if any activities are within the scope of the licensing regulations		
	AALA Reference number	
	Does the Licence held cover all planned activities, which are in the scope of AALA licensing?	
Activity Management		
To be completed about all activities		
	Do you have a policy for staff recruitment, training and assessment, which ensures that all staff with a responsibility for participants are competent to undertake their duties?	
	Do you maintain a written code of practice for activities, which is consistent with relevant National Governing Body guidelines and, if abroad, the relevant regulations of the country concerned?	
	Do you confirm staff competence by appropriate National Governing Body qualifications for the activities to be undertaken, or have staff had their competence confirmed by an appropriately qualified and experienced technical adviser?	
	Where there is no National Governing Body for an activity, are operating procedures, staff training & assessment requirements explained in a code of practice?	
	Will participants at all times have access to a person with a current first aid qualification, and are staff practised & competent in accident & emergency procedures?	

	Is there a clear definition of responsibilities between your staff and visiting staff about supervision and welfare of participants?	
	Is all equipment used in activities suited to the task, adequately maintained in accordance with statutory requirements and current good practice, with records kept of maintenance checks as necessary?	

SECTION D

To be completed by Tour Operators

Tour Operators		
	If you are a Tour Operator, do you comply with the Package Holidays and Package Tours Regulations 1992 and The Foreign Package Holidays (Tour Operators and Travel Agents) Order 2001, including bonding to safeguard customers' monies? Please provide ATOL, ABTA or other bonding body names and numbers below.	
Details of any bonding (ATOL, ABTA etc.)		

SECTION E – EXPEDITIONS

To be completed for overseas expeditions

Expeditions		
	Do you agree to provide sufficient written information and assurances specific to the expedition, as required by the establishment and its employing body?	

SECTION F – ACCREDITATION

Details of any accreditations held by the Provider		

CONFIRMATION

I confirm that the details given above are correct, and that our organisation will give prior notification of any significant changes that might adversely affect the safety and wellbeing of user groups.

Signed: _____

Date: _____

Name: _____

Position in organisation: _____

Name of Provider: _____

Address of Provider: _____

Tel: _____ Fax: _____ Email: _____

Website: _____

Form OE2 Initial Visit proposal form to be approved by SLT

This form needs to be completed and forwarded for **All** trips to EVC for SLT authorisation; at least **Twelve weeks** prior for **Category C** visits, residential, overseas and adventurous activities and **Six weeks** prior to category **A&B** visits. If the trip is granted permission to run then EVOLVE will need to be completed, and submitted within the required timelines. See the planning checklist and policy for further guidance.

1. Name of Visit:

Date: From To (inclusive)

2. Purpose and nature of visit: e.g. to improve languages: annual camp, outdoor pursuits. Please provide details:

3. Name of: Group Leader Assistant Group Leader

4. SLT member responsible (SLT Line manager for Team area should know about this trip before submission):

5. Number of students in each year:

7 8 9 10 11

6. Number of: Girls Boys Total:

6a. Detail all other equalities information:

Disabled students, religious and cultural needs, students with risk assessments

7. Will students miss any exams, or essential course work, if yes, what?

8. Staffing on visit

Number Names

Additional helpers Names

9. Please detail all cover requirements for this trip. i.e. How many learning sessions each member of staff will need to be covered.

Name of MOS								
Date								
Time	LF	1	2	3	4	5	6	After School

Name of MOS								
Date								
Time	LF	1	2	3	4	5	6	After School

Please tick lessons needing to be covered

10. Address of Venue/Centre/Activity Site and Post Code (essential when Emergency Services are needed)

11. Are they AALA/LOTC licensed? If applicable, has the Provider been contacted to ensure instructor qualifications and operating licences are in date.

If venue provider does not have AALA/Lotc, have they filled in a provider declaration form (see policy and OE1) Yes/No

12. When will the pre-trip visit take place and who will lead this, what other staff are supporting?

13. What is your initial assessment of risks? (Full risk assessments will need to be carried out on EVOLVE if the trip is given the go ahead)

14. Finances

What are the total costs for the trip (excluding cover costs and excluding VAT)?

Please include items such as transport details, entrance fees, residential fees etc.

Insurance is automatic through CLF unless taken through provider.

Please ensure that VAT isn't charged to students in the cost calculations, as an Academy we claim our VAT back.

Expenditure	Income
Any costs applicable e.g. hoodies PLEASE DO NOT INCLUDE VAT	Include projected income from students and any other source. Has a contingency been built in for non-contributory students?
Transport £ _____ Entrance Fees £ _____ £ _____ £ _____

Food	£ _____	£ _____
Provider	£ _____	£ _____
.....	£ _____	£ _____
.....	£ _____	£ _____

Free places: Please name teachers who are not paying because they are taking part in the visit. Is anyone else taking part without charge or making a part payment? (Please specify)

School account into which money will be paid and from which expenses will be drawn (Finance to complete):

15. Is the trip covered under CLF insurance or separate needed? Yes/No

16. What are the qualified First Aider arrangements?

Member of staff name

SLT Approved/Declined

Date

PARENTAL CONSENT FORM

For Off-Site Activities and Residential Trips (Category B and C)

Dear Parent / Guardian,

Please complete and return the form below which relates to the forthcoming journey or activity for which you have already received details. The form gives your consent for your child to take part in this activity.

Name of Academy:		
Name of School Trip/Centre/Activity:		
Date:	From:	To:
Name of Pupil:	Date of Birth:	
<p>SPECIAL DETAILS</p> <p>Any relevant information concerning your child's health requiring special attention but which does not prevent him or her taking part must be noted below. For example does your child:</p> <p>Have any allergies?</p> <p>Take medication and if so what is the dosage required?</p> <p>Experience travel sickness?</p> <p>Have diabetes, asthma or epilepsy?</p>		
Has your child had any relevant recent illness?		

Does your child have any specific dietary or medical requirements?		
Do you have any additional comments?		
Swimming ability (for water based activities):		
Is your child able to swim 50 metres?	Yes	No
Is your child water confident with regard to the proposed activity?	Yes	No

I would like my son / daughter to take part in the above mentioned visit or activity and having read the information provided agree to him / her taking part in the activities described.

I consent to any emergency medical treatment required by my child during the course of the visit.

I confirm that my child is in good health and I consider him / her fit to participate.

SIGNATURE OF PARENT / GUARDIAN:

(Ensure Legal guardian or where requested, that both parents give consent, that both parents have signed

DATE:

NAME OF PARENT / GUARDIAN:

ADDRESS:

.....

<p>.....</p> <p>Contact Telephone Number:</p>	
<p>Name and address of Family doctor</p>	
<p>Approximate date of last tetanus injection</p>	
<p>If you child is travelling abroad do they have the European Health Insurance Card (EHIC)?</p>	
<p>Does your child have a valid passport?</p>	

OE4 – Educational Visits Adult Information

ADULT INFORMATION FORM FOR RESIDENTIAL VENTURES

Personal details:			
Name			
Address			
Details of venture:			
Location:			
Dates:	From:		To:
Activities:			
Personal emergency contact:			
Contact 1		Contact 2	
Name		Name	
Address		Address	
Contact No		Contact No	
Relationship to you		Relationship to you	
Medical Information			
Do you have a medical condition requiring on-going medication/ treatment?			Yes No
If yes, please state:			
Are you allergic to any medication, food or other substance?			Yes No
If yes please state emergency treatment:			
Do you have any medical or other condition, which would place you at additional risk from the proposed venture activities?			Yes No
If yes, please give details:			
Do you have any objection to this information being shared with the other adults on the venture?			Yes No
If yes, please consult with the Activities Leader or the Educational Visits Co-ordinator.			

Signed:	Date:
Signed: Group Leader	Date: