



beatrice tate school

Policy status	Non- statutory
Adopted	14 th October 2024
Review date	October 2026

Safeguarding Statement

At Beatrice Tate School we respect and value all children and young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Contents

Safeguarding Statement	1
Contents	2
1. Version Control.....	3
2. Rationale.....	3
2.1. Purpose.....	3
2.2. Policy objectives	3
2.3. Legal Framework	4
2.4. Definitions.....	4
2.5. Child Protection	4
3. Roles and responsibilities	5
3.1. Headteacher	5
3.2. Educational Visits Coordinator (EVC) (Deputy Headteacher)	5
3.3. Visit Leader	5
3.4. Staff supervisors	6
3.5. Parents.....	6
3.6. Outdoor Education Adviser	6
4. Planning Off-Site Visits.....	7
4.1. Risk Assessment.....	7
4.2. Exploratory Visit.....	8
4.3. First Aid	8
4.4. Emergency medication	8
4.5. Supervision	8
4.6. Preparing Students.....	9
4.7. Parental Consent.....	9
4.8. Communicating with Parents / Guardians	9
5. Emergency Procedures.....	10
5.1. General	10
5.2. Immediate action.....	10
5.3. Lines of communication and responsibility.....	10
6. Special considerations	11
6.1. Adventurous Activities.....	11
6.2. Residential Visits	11
6.3. Coastal Visits	12
6.4. Outdoor Swimming.....	12

6.5. Farm Visits	12
Appendix 1 – How to organise an educational visit	13
Appendix 2 – Generic Risk Assessment Form.....	14
Appendix 3 – Educational Visits and School Journeys Form	15

1. Version Control

Version	Date	Author	Description of change
Sept 2022	12.10.22	WH	New policy
Oct 2024	14.10.24	WH	Updated sections: 2.3 Legal Framework 2.4 Definitions 4.1 Risk Assessment Appendix 1 – How to organise an educational visit New sections: 3.6 Outdoor Education Advisor 6.1 Adventurous Activities

2. Rationale

Well planned and delivered educational visits or trips offer a multitude of benefits for learners of all abilities. They help motivate, raise attainment and expose students to new experiences. They can be especially valuable to learners who are hard to reach or who do not respond well to traditional teaching methods, for whatever reason. Children and young people with SEN or disabilities often learn best through doing; educational trips provide learners with real life experiences and help them develop the necessary skills to enable them to lead an independent or semi-independent life in adulthood.

2.1. Purpose

For children and young people with SEN and disabilities, as with all individuals, having contact with different people and environments encourages them to adapt to new situations. Making these experiences a regular part of school life provides frequent opportunities to develop learners’ confidence and social skills while expanding their horizons and becoming more aware of the world around them.

It is the aim of Beatrice Tate School to ensure the health and safety of our students whilst engaged in such activities. This therefore requires the efficient organisation of school trips and visits which should have a clear purpose and precise backup procedures in case of emergency. Common sense will be used in assessing and managing the risks of any activity. Health and safety procedures will always be proportionate to the risks of an activity. Staff will be given the training they need so they can keep themselves and students safe and manage risks effectively. These arrangements take account of all relevant legislation and guidance.

2.2. Policy objectives

This aim is to be achieved through the following objectives:

1. Practical and efficient preparation and planning for activities outside the school (including their addition to the school calendar).
2. Effective communication with parents of students taking part in the trip.
3. Implementation of the principle of duty of care throughout the trip, taking the same care that a reasonable, prudent and careful parent or guardian would take in the same circumstances. This should include ensuring that staff are aware of their legal responsibilities during the trip and know how to deal with any emergencies that may arise.
4. Having all processes securely in place in the event of an accident or other emergency.

2.3. *Legal Framework*

This policy has been created with regard to the following legislation, including, but not limited to The Health and Safety at Work etc. Act 1974. The Management of Health and Safety at Work Regulations 1992, made under the 1974 act, require employers to:

- Assess the risk of activities
- Introduce measures to control those risks
- Tell their employees about these measures.

Also under the Health and Safety Legislation employees must:

- Take reasonable care of their own and others' health and safety
- Co-operate with their employer's own safety matters
- Carry out activities in accordance with training and instructions
- Inform the employer of any serious risks.

These duties apply to all School Visits. Teachers and other staff involved in educational visits and trips have a duty of care to act as a qualified professional.

This policy has also been created with due regard to the following guidance:

- [DfE \(2018\) 'Health and safety on educational visits'](#)
- DfE (2018) 'Charging for school activities'
- DfE (2014) 'Health and Safety: Advice on Legal Duties and Powers'
- HSE (2011) [School trips and outdoor learning activities Tackling the health and safety myths](#)
- Outdoor Education Advisers' Panel OEAP (2022) 'Guidance for the management of high-quality outdoor learning, educational visits and adventurous activities'

2.4. *Definitions*

'In loco parentis' means that the Visit Leader of any school trip has a duty of care over the students in place of a parent/guardian.

'Educational visit' includes any educational trip, away-day or residential organised by Beatrice Tate School which takes students and staff members off-site. For the purposes of this policy, the terms 'educational visit' or 'educational trip' are interchangeable.

'Residential' means any school trip which includes an overnight stay.

Activities of an **'adventurous nature'** include, but are not limited to, the following:

- Walking or orienteering in remote areas including coasts
- Rock climbing, either indoor or outdoor
- Mountain-biking in non-urban environments
- Pony trekking and horse riding
- Water sports including canoeing, rowing and kayaking
- Swimming or diving in the sea, rivers or lakes

See definition, examples and requirements in section **6. Special Considerations**

2.5. *Child Protection*

The School's Safeguarding and Child Protection Policy and Procedure are available on the website and will apply at all times during educational off-site visits. Any incident amounting to an allegation or suspicion of

abuse which occurs whilst on a visit must be dealt with immediately, in accordance with the policy and procedures by contacting the Designated Safeguarding Lead(s).

3. Roles and responsibilities

3.1. *Headteacher*

Responsibility for all visits rests with the Headteacher together with the Educational Visit Coordinator (EVC). The Headteacher or in their absence, the Deputy Headteacher, will:

- be responsible for ensuring that all visits and trips are planned, organised, controlled, monitored and reviewed in accordance with this policy and relevant regulations.
- authorise all visits and where appropriate seek guidance from the school's health and safety consultant.
- confirm the qualifications, training records and experience of the Visit Leader who will lead the specific visit and the supervisory personnel, and will approve these people as suitable to lead/supervise the visit/s.
- agree with a named educational visit coordinator (EVC) the duties delegated to the EVC, or in absence of the EVC, fulfil this function themselves.

3.2. *Educational Visits Coordinator (EVC) (Deputy Headteacher)*

The Educational Visits Coordinator at Beatrice Tate School is the Deputy Headteacher.

They ensure that:

- they have appointed a suitable Visit Leader;
- all necessary actions have been completed before the visit begins;
- the risk assessment is complete and that it is safe to make the visit;
- training needs have been met;
- the Visit Leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- the Visit Leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- all supervisors on the visit are appropriate people to supervise children and young people and have appropriate clearance;
- the Governing Body has approved the visit, if necessary;
- parents have signed consent forms, if necessary;
- arrangements have been made for all the medical needs and special educational needs of students;
- the mode of travel is appropriate;
- travel times out and back are known;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visit's venue and have a contact name;
- that they have the names of all the adults and students in the travelling group, and the contact details of parents and the staff's and volunteers' next of kin.

3.3. *Visit Leader*

One teacher, the Visit Leader, is responsible overall for the supervision and conduct of the visit. The Visit Leader will:

- be conversant with the school's educational visits policy and will comply with these requirements.
- liaise with the EVC throughout the planning and preparation of their trip to ensure that any activities or events that may place staff or other participants at significant risk are assessed and that safety measures are in place prior to the trip taking place.
- ensure that all parents/guardians of students on their trip are provided with all required information, which may include risk assessment information, and that any questions raised are answered prior to the trip taking place.

- ensure that the risk assessment for the educational visit is shared with the class team prior to the visit
- have overall responsibility for that visit whilst it is underway.
- be fully familiar with emergency procedures and emergency contact numbers of all children on the trip.

3.4. *Staff supervisors*

All staff assisting with supervision on any trip will:

- be conversant with the school's visits guidance and **the specific risk assessment** for the visit.
- ensure that the requirements of any risk assessments, risk control procedures and safe systems are followed.
- care for each individual student as any reasonable parent would (act in loco parentis);
- ensure that once the trip has started, where any previously unforeseen hazards or risks are identified; they are brought to the attention of the visit leader.
- feedback information to the visit leader to enable a full review of the trip to be completed.

Teachers and Teaching Assistants (including HLTAs and STAs) on school-led visits act as employees of the Governing Body. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Headteacher and Governors if some of their time on the visit falls outside normal hours.

3.5. *Parents*

The Visit Leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for residential visits.

The Visit Leader should also tell parents how they can help prepare their child for the visit by, for example, wearing casual clothes or PE/Sports uniform.

Parents must:

- provide the school with their most up-to-date emergency contact number(s);
- sign the consent form if they give consent for their child to participate (where necessary);
- give the Visit Leader relevant information about their child's health or medical needs which might be relevant to the visit.

3.6. *Outdoor Education Adviser*

The Health and Safety at Work Act 1974 places overall responsibility for health and safety with the employer. All employers have a duty to ensure, so far as is reasonably practicable, the health, safety and welfare of all employees and others who may be harmed by their activities. The Management of Health and Safety at Work Regulations 1999 require employers to appoint competent persons to assist them in meeting these responsibilities. It is therefore good practice for an employer that provides outdoor learning or off-site visits to appoint a competent Outdoor Education Adviser (OEA).

The functions of the Outdoor Education Adviser (OEA) at Beatrice Tate School will be provided by the school's Health and Safety Consultant at Juniper Services Limited.

The Outdoor Education Adviser (OEA) will:

- Advise on compliance with relevant legal requirements (refer to OEAP National Guidance document 3.2a "Underpinning Legal Framework").
- Interpret, refine, and present national guidance locally.
- Advise the Headteacher on the appointment of the Educational Visit Coordinator (EVC) and support newly appointed EVCs.
- Provide advice and support to the EVC.
- Monitor EVC's work, ensuring their training needs are identified and met.

- Advise on leader competence for outdoor learning and off-site visits, ensuring appropriate assessment.
- Provide advice on safeguarding during outdoor learning and off-site visits, including Disclosure and Barring Service checks.
- Engage with networks and organisations such as OEAP to access additional advice.
- Maintain and share knowledge of national requirements, initiatives, and schemes like the Learning Outside the Classroom Quality Badge, national governing body accreditation, and AALA licensing.
- Implement policies and procedures for notifying and approving outdoor learning activities and off-site visits.
- Approve or disallow plans for activities and visits, unless delegated to the establishment level.
- Monitor outdoor learning and off-site visits to ensure risks are properly assessed and managed
- Review policies and procedures based on lessons learned, sharing good practices widely.
- Contribute to investigations of serious accidents and incidents.

4. Planning Off-Site Visits

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the risks and difficulties which may arise and making plans to avoid them.

4.1. Risk Assessment

A risk assessment should always be carried out before setting off on a visit, using the agreed school **Risk Assessment Form** (see Appendix A). The risk assessment will decide the supervisor: student ratio for the visit. (See Guidance under 'Supervision').

The risk assessment will include the following considerations:

- what are the risks?
- who might be harmed or affected by them?
- what safety measures or 'controls' are already in place?
- what additional safety measures or 'controls' need to be in place to reduce risks to an acceptable level?
- how the Visit Leader will ensure that these safety measures will be put in place?
- what steps will be taken in an emergency?
- what is the acceptable ratio of adults to children for this visit? (See section on Supervision.)

The Visit Leader (and other adult supervisors) must continually reassess the risks throughout the visit and take appropriate action if the group are at an unacceptable level of risk. This is known as **Dynamic Risk Assessment**.

When assessing the risk the Visit Leader must take the following factors into consideration:

- the type of activity and the level at which it is being undertaken;
- the location;
- the competence, experience and qualifications of Staff Supervisors;
- the students' specific special educational, behavioural, mobility or medical needs;
- the students' specific personal care, eating and drinking needs and allergies;
- the quality and suitability of available equipment e.g. for personal care or moving and assisting;
- seasonal conditions, weather and timing.

If the visit involves a **Residential** or **Adventurous Activity**, all risk assessment documentation must be forwarded to the **Outdoor Education Advisor (OEA)** at least 3 weeks in advance of the proposed visit.

4.2. *Exploratory Visit*

Wherever possible the Visit Leader should undertake an exploratory visit to:

- ensure that the venue is suitable to meet the aims and objectives of the school visit;
- assess potential risks, their likelihood and level of severity;
- ensure that the venue can cater for the needs of the staff and students in the group;
- ensure that the Visit Leader is familiar with the area before taking students.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue.

4.3. *First Aid*

The Visit Leader and at least one other adult, must have a working knowledge of first aid by completing **Educare: First Aid Essentials**. All adults in the group should know how to contact the emergency services.

The minimum first-aid provision is:

- **the Visit Leader and at least one other Supervisor** having completed **Educare: First Aid Essentials**;
- a suitably stocked **first-aid kit** (the contents of which will depend on what activities are planned);
- a **Supervisor appointed** to be in charge of first-aid arrangements.

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other students. The Headteacher or Deputy Headteacher will take this into account when assessing what level of first-aid provision is required.

For adventurous activities, residential visits or where a time delay could occur in obtaining suitable assistance, at least one trained first-aider will accompany the visit.

4.4. *Emergency medication*

If any student on the visit has a medical care plan detailing the procedures for the administration of emergency medication, then **at least two trip supervisors must be trained in the procedure** e.g. administration of buccal midazolam, adrenalin auto-injector (Epipen), asthma pump.

4.5. *Supervision*

It is essential to have a sufficient ratio of adult supervisors to students for any off-site visit. The factors to take into consideration include:

- sex, age and ability of group;
- the specific special educational needs of students;
- the mobility and personal care needs of students;
- students' medical conditions;
- nature of activities;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- the competence of staff, both general and on specific activities.

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly.

Where a high supervisor to student ratio is required, it may not always be feasible to use school staff alone. Parents with appropriate clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the student group.

Whatever the length and nature of the visit, regular head counting of students should take place.

4.6. *Preparing Students*

Providing information and guidance to students is an important part of preparing for a school visit. Students should:

- have a clear understanding about what is expected of them and what the visit will entail.
- be told about any potential dangers and how they should act to ensure their own and other's safety.
- be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

Students should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit they should not be coerced into activities they fear.

Students whose behaviour is such that the Visit Leader is concerned for their, or others' safety, should be withdrawn from the activity. On residential visits the Visit Leader should consider whether such students will return home early.

4.7. *Parental Consent*

Beatrice Tate School will seek consent for local curriculum and within school hour's educational trips and visits (within LBTH and other London boroughs) as part of the Admissions Procedures prior to a student's commencement at the school.

We will seek **specific consent** if the trip involves:

- adventure or hazardous activities (2 weeks' notice);
- those that finish after school hours (2 weeks notice);
- residential visits (6 weeks' notice).

If parents or guardians withhold consent absolutely the student should not be taken on the visit, but the curricular aims of the visit should be delivered to the student in some other way, wherever possible. If the parents give a conditional consent, the Headteacher will need to consider whether the student may be taken on the visit or not.

4.8. *Communicating with Parents / Guardians*

Parents and guardians should be aware that the teachers on the visit will be acting in their place – 'in loco parentis' – and will be exercising the same care that a prudent parent would.

As part of seeking **specific consent** (see above) or for non-curriculum trips or visits, the following information on matters that might affect students' health and safety and other useful information will be included in letters to parents and guardians prior to a visit:

- dates of the visit;
- times of departure and return;
- mode(s) of travel including the name of any travel company;
- names of Visit Leader, or other staff and of other accompanying adults;
- details of the activities planned and of how the assessed risks will be managed;
- clothing and/or equipment to be taken;
- details of accommodation with security and supervisory arrangements on site;
- money to be taken;
- any information to be given by parents and
- details, if any, of what parents will be asked to consent to.

5. Emergency Procedures

5.1. *General*

Despite good planning and organisation there may be accidents and emergencies which will require an on the spot response by the Visit Leader or Staff Supervisors. An accident or emergency is difficult to define but it could range from a temporarily lost child, minor injuries or food poisoning, to more serious medical emergency, injury or fatality.

A framework for immediate action, lines of communication and responsibility, and procedures for managing the incident over the following hours and days is outlined below.

5.2. *Immediate action*

If an incident, medical emergency or accident occurs the priorities are to:

- Assess the situation;
- Safeguard all members of the group;
- Attend to any casualties;
- Inform the emergency services by calling 999.
- Inform the Headteacher or EVC by calling the School (see below).

NOTE: If it is necessary for any staff or student to be transported by ambulance, a Staff Supervisor must accompany them to hospital and handover to their parent/guardian or next of kin.

5.3. *Lines of communication and responsibility*

The Visit Leader would normally take charge of the immediate action. In doing so they would draw on the expertise of others in the group who may have more experience and training. If the Visit Leader is not with the group at that moment he/she should be informed as soon as possible.

The Visit Leader will then take responsibility for informing the Headteacher, EVC or school contact as soon as possible. They should give as much information as possible including:

- Location of the incident;
- Description of what happened;
- Time of the incident;
- Number of casualties and the nature of their injuries;
- Names of individuals injured;
- Total number in the group or sub-group at the incident;
- Names of other members of the group;
- Action taken so far;
- Action planned and who will take responsibility for this action;
- Telephone numbers for future communication. Alternative and additional telephone lines may need to be identified at an early stage.

The Headteacher will arrange to contact parents and guardians of those involved. For a serious incident the Headteacher should contact parents or guardians of all party members in order to give reassurance. It is also the Headteacher's responsibility to act as a link between the group involved, the Chair of Governors the LEA and parents or guardians

It is not for the Visit Leader or other members of the party to discuss matters with the media, procedures for this are given below. Under no circumstances should the name of any casualty be divulged to the media.

The following procedures may help in managing the incident. Not all of the actions will be necessary in every case.

- Provide support for the remainder of the party and supervise their return to base.
- Arrange for one Supervisor to remain at the incident site to liaise with emergency services until the incident is over and all the pupils are accounted for.
- The Visit Leader and Supervisors should write down all relevant details while they are still fresh in the memory.
- A record should be kept of names and addresses of any witnesses.
- Do not disturb the scene of the incident until any investigation has been completed.
- Arrange for safe keeping of equipment which is involved in the incident.
- Restrict access to the telephone until the Headteacher has been able to inform those directly involved.
- Legal liability should not be discussed or admitted.
- Refer requests from the media to the Headteacher and ensure that all members of the party follow this procedure.
- Mobile telephones carried by the accompanying staff could save valuable time in the event of an emergency. However, imprudent use of mobile telephones by staff could inadvertently cause additional distress if used before accurate information is available or before those directly involved have been contacted by the Headteacher.

6. Special considerations

6.1. *Adventurous Activities*

According to the Outdoor Education Advisers' Panel (OEAP), adventurous activities are those which involve a greater level of risk compared to typical activities, requiring more control measures, specialist equipment, and higher levels of competence or instruction. These activities generally involve physical challenge and often take place in outdoor environments that may present natural hazards.

Examples of adventurous activities include:

- **Climbing** (rock climbing, indoor climbing walls, abseiling)
- **Watersports** (canoeing, kayaking, sailing, rafting)
- **Hillwalking** or **mountaineering** (including scrambling and fell walking)
- **Caving** or **potholing**
- **Gorge walking** or **coasteering**
- **Winter sports** (skiing, snowboarding)
- **Orienteering** (if it takes place in more challenging or remote terrain)
- **Cycling** (in remote or difficult terrain, such as mountain biking)

These activities typically require specific expertise, more extensive risk assessments and may involve working with licensed or approved providers.

All adventurous activities will be risk assessed by the Outdoor Education Advisor (OEA).

The Visit Leader and/or the Educational Visit Coordinator must provide all documentation to the OEA at least three (3) weeks in advance of the proposed visit.

6.2. *Residential Visits*

Residential trips will be planned well in advance (6-8 weeks) and arrangements will be overseen by the EVC.

Parents will be invited to a briefing session to discuss the details of the trip and to meet the staff attending.

The Visit Leader should be an experienced, senior member of staff.

All residential trips must be risk assessed by the Outdoor Education Advisor (OEA) and approved by the Headteacher.

The Visit Leader and Educational Visit Coordinator will provide all documentation to the OEA at least three (3) weeks in advance of the proposed visit.

6.3. Coastal Visits

Visit Leaders and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming. The Visit Leader should bear the following points in mind in the risk assessment of a coastal activity:

- tides and sandbanks are potential hazards so timings and exit routes should be checked;
- ensure group members are aware of warning signs and flags;
- establish a base on the beach to which members of the group may return if separated;
- look out for hazards such as glass, barbed wire and sewage outflows etc;
- cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times;
- the contact details of the local coast guard must be held and shared by the Visit Leader.

6.4. Outdoor Swimming

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. Swimming in the sea on a coastal visit, will **not** be allowed. Paddling will only be allowed as part of a supervised activity, preferably in recognised bathing areas which have official surveillance. One Supervisor should always stay out of the water for better surveillance.

Where paddling is to be allowed on a visit, a ratio of 1 adult: 2 students is a minimum.

6.5. Farm Visits

Farms can be dangerous even for the people who work on them. Taking children to a farm will be very carefully planned, and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E coli food poisoning and other infections.

The proposed farm will be checked to ensure that it is well managed; that it has a good reputation for safety standards and animal welfare; and that it maintains good washing facilities and clean grounds and public areas. An exploratory visit must be carried out.

The basic rules for a farm visit are that students will never:

- place their faces against the animals or their hands in their mouths after feeding them;
- eat until they have washed their hands;
- sample any animal foodstuffs;
- drink from farm taps (other than in designated public facilities);
- ride on tractors or other machines;
- play in the farm area.

Appendix 1 – How to organise an educational visit

Step 1 – Initial visit request

The educational visit proposer (usually the Visit Leader) will discuss with the Headteacher or Deputy Headteacher (the EVC), the purpose or objective of the visit and include the following details:

1. Visit description and venue
2. Visit date(s)
3. Mode of transport
4. Number of students attending (approx. if not known) and group
5. Number of staff attending (names if known)

Step 2 – Draft approval

1. The Deputy Headteacher (EVC) will check the visit details against the school calendar and any existing scheduled cover/staff arrangements for the proposed visit date(s).
2. Complete **Risk Assessment**, with approvals from AHT, Deputy and Headteacher
3. Attach provider risk assessments (if necessary)
4. If the visit involves a **Residential** or **Adventurous Activity**, pass all documentation to the **Outdoor Education Advisor (OEA)** at least 3 weeks in advance of the proposed visit
5. Carry out an **Exploratory Visit** as outlined in Section 3.2 above. Amend Risk Assessment if necessary.
6. The EVC to confirm draft approval or rejection.

Step 3 – Planning approval

1. Request **Transport** and/or **Packed Lunch** via EVC and Admin Office if necessary
2. Complete the visit details below on the **Educational Visits Form**
 - a. **Itinerary**, including departure and return time
 - b. **Student list**
 - c. **Staff Supervisors** list, including named 1:1 staff, named trained First Aid Essentials staff, named medical needs and named First-Aider (if necessary)
 - d. **Medical needs** including **allergies**
 - e. **E&D needs**
 - f. **Mobility needs**
 - g. **Personal Care needs**
 - h. Attach **Emergency contact details** of all participants (if visit out of School hours)
3. **Letter to parents** including **Parental Consent Form** (if necessary)
4. Submit **Educational Visits Form** for planning approval.

Step 4 – Final approval

1. Finalise and allocate staffing
2. Check-off all students attending the visit
3. On departure, obtain **Final Approval** from the Phase Assistant Headteacher, Deputy Headteacher and Headteacher

NOTE: Final approval can only be given by the Headteacher or the Deputy Headteacher.

Appendix 2 – Generic Risk Assessment Form

Risk Assessment and Risk Management Record

Phase and Group:		Student names:		Learning Activity:	
Teacher leading activity:		Staff names:		Commencement date:	

(1) Risks <small>List the risks i.e. something with the potential to cause harm.</small>	(2) Who might be harmed and how? <small>List the groups of people or individuals who are at risk from the significant hazards and how they might be harmed.</small>	(3) What controls or measures already exist to reduce the risk? <small>List the existing controls already in place for this activity, group or location/site e.g. Staffing ratio, Behaviour Support Plan, Care Plan, site specific risk assessment etc. Note: BSPs, Care Plans, site specific RA must be attached to this Risk Assessment.</small>	(4) What action(s) can be taken to further reduce the risk? <small>List the risks which are not adequately controlled and the action you will take. Have regard for the level of risk, the cost of any action and the benefit you expect to gain. e.g. additional staffing, personal protective equipment, social story, additional equipment, alternate route to site, removal of site hazards, etc.</small>	(5) Remaining Risk*		(6) Risk Score* & RAG rate
				Severity	Likelihood	
Transport and Access						
Moving and Assisting						
Site/Location						
COVID-19						
Equipment						
Individual Student(s)						

*Column (5) Quantify the level of risk: the severity of the hazard (1-4) and the likelihood of the hazard occurring (1-3)
*Column (6) Assess the final Risk Score = Severity x Likelihood and RAG rate the cell according to the RISK SCORE matrix below. Review control measures (3) or other actions (4) if necessary.

Risk Assessment and Risk Management Record

RISK SCORE = SEVERITY x LIKELIHOOD		SEVERITY			
		4. Death or permanent disability	3. Serious injury/long-term illness	2. Will need medical attention/ possible 1-3 days off sick	1. Minor injury/harm eg bruise, graze or possible First Aid.
LIKELIHOOD	3. Highly likely to happen (Probable)	8-15 Stop! Extremely high risk level. Do not attempt activity	8-15 Stop! Extremely high risk level. Do not attempt activity	5-7 Stop! High risk level. Take action straight away to control risks	3-4 Moderate risk level. Ensure measures in place to control risks
	2. Could happen (Possible)	8-15 Stop! Extremely high risk level. Do not attempt activity	5-7 Stop! High risk level. Take action straight away to control risks	3-4 Moderate risk level. Ensure measures in place to control risks	1-2 Low or minor risk level. No further action required
	1. Not likely to happen at all (Unlikely)	3-4 Moderate risk level. Ensure measures in place to control risks	3-4 Moderate risk level. Ensure measures in place to control risks	1-2 Low or minor risk level. No further action required	1-2 Low or minor risk level. No further action required

ACTION PLAN		
Action Required - Any additional issues/measures for teacher/class/team to be aware of?	Person responsible	Timescale/Completion date:

APPROVALS	
Teacher (signature):	Date:
Assistant Headteacher (signature):	Date:
Head/Deputy (signature):	Date:

Appendix 3 – Educational Visits and School Journeys Form

Educational Visits and School Journeys Form

This form is required for ANY educational activity outside of school

Timetabled curriculum visits or journeys must be submitted for approval at least 5 DAYS in advance

Section 1 – Itinerary and Participants		
Teacher proposing the visit/journey (Visit Leader):	Phone No:	Date of visit/journey:
Departure Time:	Return Time:	
Destination (and Phone No.):	Method of transport:	
Students:	Staff Supervisors (incl. roles/responsibilities):	
List the named Medical Needs Care Plans and Behaviour Support Plans to be taken on the visit/journey:		

Section 2 – Planning approval The Visit Leader (VL) has taken into consideration:	VL	AHT	DHT
1. Allocation of 1:1 staffing, incl. BSP, First-Aid, medical needs administration			
2. Medical needs (including allergies) of all students			
3. Eating & Drinking and Personal Care needs of all students			
4. Mobility needs of all students			
5. Impact of group being off-site (lesson cover, lunchtime supervision etc.)			
RISK ASSESSMENT COMPLETED and APPROVED (attached)			

Section 3 – Final approval (signatures)	Date
Teacher Leading Visit/Visit Leader	
Assistant Headteacher	
Deputy Headteacher (EVC) or Headteacher	

The original of this Form (with Risk Assessment attached) remains at Reception until the visit/journey is completed.
A copy of both must be taken on the visit/journey along with all Care Plans and BSPs.