Educational Visits Policy

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Statement of Intent

The Headteacher, the senior leadership team (SLT) and trustees of the academy are committed to ensuring children will experience a wide range of activities. Off-site visits and related activities are a valuable part of their education, and so the academy fully supports and encourages those that are well planned and managed. To follow best practice, the academy adopts the Outdoor Education Advisers' Panel' National Guidance': www.oeapng.info A common-sense approach will be used in assessing and managing the risks of any activity. We consider that it is important for children to learn to understand and manage the risks that are a normal part of life. Health and safety measures will always be proportionate to the risks of an activity. All staff will be given the training they need so they can keep themselves and children safe and manage risks effectively.

The Headteacher, SLT, and trustees are committed to ensuring:

- The risk assessments will focus attention on real risks, not risks that are trivial and fanciful; ●

Proportionate systems and procedures are in place and followed to ensure that trips presenting lower-risk activities are quick and easy to organise, and higher-risk activities (such as those involving climbing, caving or water-based activities) are properly planned and assessed; ● Those planning the trips are properly supported to ensure that teachers can readily check if they have taken sufficient precautions or whether they should do more.

Teachers should read the following statements, which are fully supported by the academy and reflected in this Policy:

"HSE fully supports schools arranging a wide range of out-of-school activities, which can include visits to museums, trips to the countryside or taking part in challenging and adventurous activities. HSE wants to make sure that mistaken and unfounded health and safety concerns do not create obstacles that prevent these from happening. The HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps children develop their risk awareness and prepares them for their future working lives. Striking the right balance between protecting children from risk and allowing them to learn from school/academy trips has been a challenge for many schools, but getting this balance right is essential for realising all these benefits in practice".

Statement from HSE "school/academy Trips & Outdoor Learning Activities" June 2011.

The Policy applies to all relevant academy activities and is written in compliance with all current UK health and safety legislation and has been consulted with staff and their safety representatives (Trade Union and Health and Safety Representatives).

Review Procedures

This Policy will be reviewed regularly and revised as necessary. Any amendments required to be made to the Policy as a result of a review will be presented to the Trust Board for acceptance.

Document / revision no. Date	Status / Amendment	Approved by

Distribution of copies

Copies of the Policy and any amendments will be distributed to: the Headteacher; Health and Safety Representatives; All Staff; Trustees and Administration office.

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2. Roles and Responsibilities

2.1 The Trust Board

2.1.1. Responsible for the health and safety of all people involved in educational visits. 2.1.2. Ensure the aims and objectives of every visit conform to the academy's wider curriculum aims. 2.1.3. Ensure that the Headteacher/ Educational Visit Coordinator show how their plans comply with regulations and guidelines, including the Health and Safety Policy and that the Group Leader report back after the visit

2.1.4. Ensure that they are informed about and assess routine visits well in advance, and in particular, those visits which involve an overnight stay or travel outside of the UK and hazardous or adventure activities.

2.1.5. Ensure the children are well supervised and the visit is well planned so that children, staff and others are kept free from harm.

2.2 Headteacher

2.2.1. Responsible for ensuring suitable and sufficient risk assessments are completed for all educational visits, and all risks are assessed and controlled.

2.2.2. Ensure all children benefit fully from the visit and that their experiences, as far as can be controlled by the academy, are positive.

2.2.3. Appoint an Educational Visits Coordinator and provide them with suitable training and information.

2.2.4. Appoint Group Leaders, which are of sufficient seniority to direct other accompanying staff, and provide them with suitable training and information.

2.2.5. Ensure that the Educational Visits Coordinator and Group Leaders are competent to fulfil their role.

2.2.6. Carry out due diligence checks and authorise visits when all the requirements set in this Policy are met.

2.2.7. If an Educational Visit is not appointed, fulfil that role.

2.2 Educational Visits Coordinator (EVC)

2.2.1 To ensure that the planning and approval of off-site visits are structured, and to help fulfil its health and safety obligations for visits, and support the Headteacher. Should the school/academy choose not to appoint an EVC, those functions will automatically fall to the Head/Principal.

2.2.2 Ensuring that all visits and trips are planned, organised, controlled, monitored and reviewed in accordance with this Policy and other relevant regulations and should only authorise visits when everything is fully in place.

2.2.3 Advice when the contents of this Policy need to be updated.

2.2.4 Assist the Headteacher with the selection of a Group Leader for every visit and assist Group Leaders in meeting their responsibility for the preparation, supervision and conduct of the visit.

2.2.5 Ensure that all people going on a visit are appropriately vetted, and careful consideration should be given as to whether voluntary helpers are engaging in Regulated Activity. If so, they

should be required to have a Disclosure and Barring Service (DBS) Enhanced check with barred list check. Regulated Activity includes taking sole responsibility for a group of children, or participating on a regular basis.

2.2.6 Support the Headteacher in ensuring that competent staff are assigned to lead and accompany visits and with approval and other decisions. The competence of the Group Leader is the single most important contributory factor in the safety of participants. The EVC will consider the following when assessing the competence of a member of staff to lead a visit: -

a) What experience has the leader had in leading or accompanying similar or other visits?
b) Is the leader competent in planning and managing visits?
c) What are the leader's reasons for undertaking the visit?
d) Does the leader have the ability to manage the pastoral welfare of participants?
e) Does the leader exhibit sound decision-making abilities?
f) What experience has the leader of the participants he/she intends to supervise? g) What experience has the leader of the environment and geographical area chosen? h) Does the leader possess appropriate qualifications?
i) If appropriate, what is the leader's level of skill in the activity, and fitness level? j) Is the leader aware of all relevant guidelines and able to act on these?

2.3 Group Leaders

2.3.1 Are responsible for being conversant with this Policy, any other relevant policies and procedures, and DfE guidance on Educational Visits.

2.3.2 Liaise with the EVC throughout the planning and preparation of their visit to ensure that any activities or events that may place staff or other participants at significant risk are assessed, that safety measures are in place prior to the visit taking place and suitably manage the visit.

2.3.3 Keep all the documentation relating to a visit they are leading as well as providing information for the EVC and provide all information required for the specific activity.

The information required will vary depending on the trip. This will include the following for low-risk educational visits:

a) Providing venue details or and being familiar with the visit location and centre b) Ensuring that all those accompanying the trip understand child protection issues (may include parent helper)
c) General details of the activity for parents and children (a letter to parents)
d) Assess the children on the trip to ensure all specific medical needs are considered e) Liaising with the location/centre to inform them that a visit is planned for a specific date f) Ensuring that the Educational Visits Coordinator is suitably notified in order that transport can be organised (if required).

2.3.4 Additional information and procedures is required for higher risk, out of hour's visits and residential trips. This may include the following:

a) Parental consent forms;
b) Specific risk assessments of the activity/trip;

c) A completed Provider Form (Appendix 3) if the external provider is not in possession of an LoTC Quality Badge.
d) Risk assessments from the centre or activity provider;
e) Emergency contact details for children;
f) A suitability assessment of those children potentially completing the visit (consideration for those with special educational needs).

2.3.5 Ensure that all parents of children on their visit are provided with all the required information, which may include risk assessment information, and that any questions raised are answered prior to the visit taking place.

2.3.6 Be fully familiar with emergency procedures and contact numbers and assign a Deputy Group Leader as required to be fully conversant with all the visit information.

2.4 Staff and Volunteers

2.4.1 To take care of children in the same way that a prudent parent would do so.

2.4.2 Assist with supervision on the visit and be conversant with this Policy and the specific risk assessments for a visit.

2.4.3 Ensure that the requirements of any risk assessments, risk control procedures and safe systems are followed.

2.4.4 Ensure that once the visit has commenced, where any previously unforeseen hazards or risks are identified; they are brought to the attention of the Group Leader.

2.4.5 Follow the instructions of the Group Leader:

a) Help to maintain control and discipline
b) Be prepared to stop any activity if they feel the risk to health and safety is unacceptable c) Not be left in sole charge of children except where it has been previously agreed as part of the

risk assessment

d) Inform the group leader if they are concerned about the health and safety of children during the visit.

2.4.6 After the visit, provide feedback to the Group Leader to enable a full review of the visit completed.

3. Arrangements

3.1 Aims and purposes of Educational Visits

3.1.1. Each year the academy will arrange a number of activities that take place off the site and/or out of normal hours, which support the learning and achievement aims of the academy.

3.1.2. The range of activities is outlined in the academy prospectus along with the criteria by which children are able to join them and the methods by which parents will be notified and asked for their consent.

3.1.3. Within each curricular programme of work, the teachers plan educational visits and activities that support the children's learning. We plan activities in advance and inform parents of these in due course.

3.2 Approval Procedure and Consent

3.2.1. The Headteacher is the Educational Visits Coordinator (EVC), and the Trust Board has approved this appointment.

3.2.2. The Trust Board has delegated the consideration and approval of educational visits and other off-site activities to the Headteacher and has nominated the Chair of the Trust Board as a signatory to this Policy on behalf of the trust board.

3.2.3. Before a visit is advertised to parents, the Headteacher must approve the initial plan. The Educational Visits Coordinator ensures the visit document pack is complete. In approving visits, the Headteacher and EVC will ensure that the Group Leader has been appropriately inducted/trained, and is competent to lead the visit.

3.2.4. Responsibility for sign-off of the completed plan and risk assessments (where applicable) will depend on the type of visit as follows:

Visit Type Approval Required By
'Ad hoc' Activities[1] **Headteacher**

Activities involving Travel in the UK **Headteacher** Overseas Visit **Headteacher** Residential Visits **Headteacher**	
Visits which include Adventurous Activities led by an External Provider	**Headteacher**

[1] Local visits which are a planned part of the curriculum

Visits which include Adventurous Activities led by a Member of Staff	**Headteacher**

See Appendix 2 for the definition of an Adventurous Activity.

3.2.5. If possible, an exploratory visit should be made to the planned venue. If this is not practicable alternative arrangements will be made to gain as much knowledge of the site as possible by liaising with officials at the site or seeking advice from colleagues who have made previous visits. Site officials will be asked for copies of specific site risk assessments and emergency arrangements.

3.2.6. Where external providers are involved in organising all or part of the visit, the contract will be made with the academy on behalf of the children.

3.3 Parent or Carer Consent

3.3.1. Written consent from parents is not required for children to take part in the majority of off-site activities organised by the academy (with the exception of nursery age children) as most of these activities take place during academy hours and are a normal part of a child's education at academy. However, parents will be told where their child will be at all times and of any extra safety measures required.

3.3.2. Written consent is only required for activities that need a higher level of risk management or those that take place outside academy hours.

3.3.3. Parents will be asked to sign a general consent form when their child enters the academy. (The academy has adopted the *Department for Education's* "one-off" consent form sign when a child enrols at the academy.) This covers participation in adventure activities, off-site sporting fixtures outside the academy day, residential visits and all off-site activities for nursery academy's which take place at any time (including during academy holidays or at the weekend).

3.3.4. Parents will be told in advance of each activity and given the opportunity to withdraw their child from a particular activity or trip. They will also be given the timetable for the activities that children are involved in and will be informed (by letter/phone call/through their son/daughter) if an activity has to be cancelled. For all residential visits, parents will be invited to a briefing

meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit.

3.4 Approval of Staff to Lead an Adventurous Activity

3.4.1. What is and what is not an 'Adventurous Activity' is set out in Appendix 2.

3.4.2. Approval will normally be given where the leader of the activity has recent relevant experience, and:

a. - is appropriately qualified through the relevant National Governing Body, ***or***

b. - has a 'Statement of Competence' from an appropriate 'technical adviser.'

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

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

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

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

3.4.7. Approval to lead an adventurous activity is specific to the technical aspects of the adventurous activity detail. It is not an indication in respect of other aspects of the visit, such as general management and supervision skills, the assessment of which will be the responsibility of the Headteacher.

3.5 Using an External Provider

3.5.1 An 'External Provider' is one that provides an element of instruction, staffing, or guiding, for example:

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

decision about the use of an external provider is the responsibility of the Group Leader, EVC, and Headteacher.

3.5.2 To confirm that all aspects of the operation of the provider are satisfactory, the academy will ensure that either:

a.) The Provider holds an LOtC Quality Badge, or
b.) A 'Provider Form' (see Appendix 3) has been satisfactorily completed by the provider (If a Provider holds an AALA license (or any other accreditation) but not an LOtC Quality Badge, then a Provider Form is still required.)

3.5.3 For Providers that hold an LotC Quality Badge no further action is necessary, other than to check the suitability of the provider/venue in relation to the intended aims or learning outcomes for the particular group.

3.6 The expectations of Children and Parents

3.6.1. The academy has a clear code of conduct for educational visits based on the academy' Behaviour Policy'. This code of conduct will be part of the condition of booking by the parents and include the potential of withdrawal of a Children prior to or during the visit if such conduct places a child or children at risk and would have led to a temporary exclusion from academy.

3.7 Planning

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

3.7.2. Visit planning should focus on those issues that are individual to the specific event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the leader in the context of the event.

3.7.3. Planning that includes adventurous activity commonly involves delivery by an external provider, and the provider will have responsibility for managing the activity. As such, the provider's risk assessment is not the concern of the group leader and does not need to be requested from the provider.

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

3.7.5. It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, and will become more 'risk aware' and hence at less risk. They will also have greater ownership of the event.

3.8 Safety During the Visit

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

3.8.2 Monitoring of the visit must be ongoing, and this contributes towards both enjoyment and safety.

3.8.3 It is primarily the responsibility of the Group Leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity to suit changed or changing circumstances.

3.8.4 Following the visit, the Group Leader should record any significant issues as a note on for both reference and inform future visits.

3.9 Staffing/Supervision

3.9.1 The academy recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on a visit. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit.

3.9.2 On all visits, there must be an 'effective level of supervision' that has been approved by the EVC and Headteacher, and where applicable is in accordance with Trust Board policy.

3.9.3 Staffing ratios will vary according to the activity, age, group, location and resources. Ratios should not be finalised until the general assessment of the activity is complete. Lower risk activities may require lower staff to children ratios.

3.9.4 Residential visits and adventure activities will require higher levels of supervision, and all accompanying staff and volunteers must be DBS (formerly CRB) checked.

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

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

3.9.6 A visit must not go ahead where either the Group Leader, EVC, or Headteacher is not satisfied that an appropriate level of supervision exists.

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

3.9.8 Group leaders will also need to consider the needs of children with SEN and/or physical disabilities. Known behaviours, learning and physical needs should also be taken into account.

3.9.9 The group leader should discuss this with the Educational Visits Coordinator to ensure any judgement is proportionate and not prohibitive.

3.9.10 The DCSF and Ofsted make the following recommendations:

Primary:

For local walks and visits to historical sites, museums, places of worship and other low-risk venues:

- One adult for every six children in academy years 1 to 3 (under 5s reception classes should have a higher ratio.
- One adult for every 10-15 children in academy years 4 to 6;

The group must be led by a teacher.

3.9.11 Abroad: The academy Policy is that visits abroad should be accompanied by a minimum of one adult to 15 children. Foreign Language Assistants may accompany trips, but do not count as adults in this calculation.

3.9.12 Volunteer Adults: At least half of the adults accompanying an educational visit should be staff based at the academy (teachers or other members of staff). Organisers are encouraged to use other adults to meet (or exceed) the minimum staffing requirements. Sixth Formers (over 18) may also be used sparingly. Any volunteer helpers should be properly briefed on their responsibilities and especially on safety procedures and must be CRB checked if volunteering regularly or on a residential visit.

3.9.13 Exchange Parties: Staff organising exchanges should send a list of host families to the Child Protection Co-coordinator for his/her information. This is to ensure that we do not place a visiting youngster in a home which is potentially unsuitable.

3.9.14 All groups must be led by a teacher.

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

3.9.16 Remote Supervision: Young people must be supervised throughout all visits. Where they are unaccompanied by a member of staff or another responsible adult, e.g. D of E expeditions, 'down time' in a shopping mall, etc., this is known as 'remote' supervision.

3.9.17 'Remotely supervised' activities can bring purposeful educational benefits, and the progression from dependence to independence is to be encouraged. Such activities develop essential lifelong skills, including managing risk, self-sufficiency, interaction with the public and social skills, decision making, etc.

3.9.18 In addition to considering the benefits of the activity, staff should also ensure that reasonably practicable safety precautions are taken.

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

a) Prior knowledge of the individuals (including their maturity and levels of responsibility);
b) Venue and conditions;
c) The activity taking place;
d) Preparatory training;
e) The competence of the supervising staff;
f) The emergency systems in place.

3.9.20 The EVC and group leaders must familiarise themselves with this Policy.

3.9.21 Teachers and other staff are encouraged and supported to develop their abilities in organising and managing children's learning in a variety of environments through induction and training.

3.9.22 Where it is appropriate the academy will ensure that DBS (formerly CRB) screening is available for volunteer adults assisting with educational activities and visits.

3.9.23 The appointed Group Leader will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit (if practical and necessary), briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying the time when the Group Leader and EVC might work in partnership to undertake planning and risk assessments (if applicable).

3.10 Risk Assessment

3.10.1 Health and safety law requires the employer to assess the risks to the health and safety of staff and others affected by their activities. The terms risk assessment and risk management are used to describe the process of thinking about the risks of any activity and the steps taken to counter them. Sensible management of risk does not mean that a separate written risk assessment is required for every activity.

3.10.2 The academy will take a common sense and proportionate approach, remembering that risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place. Sensible risk management cannot remove risk altogether, but it should avoid needless or unhelpful paperwork.

3.10.3 Some activities, especially those happening away from the academy, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a specific assessment of significant risks must be carried out.

3.10.4 The Headteacher, in conjunction with the Educational Visits Coordinator will ensure that the person assigned with the assessment task understands the risks and is familiar with the activity that is planned. Where a risk assessment is carried out, the group leader must record the significant findings of the assessment.

3.10.5 A risk assessment is not required every time an activity is undertaken that usually forms part of the academy day, for example, taking children to a local venue which is frequently visited, such as a swimming pool, park, or place of worship. Any risks of these routine activities will have been considered when agreeing the academy's general health and safety policies and procedures. A regular check with the educational visit coordinator to make sure the precautions remain suitable is all that is required.

3.10.6 The academy requires group leaders in conjunction with the Educational Visits Coordinator to:

a) Follow a common sense and proportionate approach to risk assessment with the focus being on significant risks
b) For higher-risk activities a full risk assessment must be undertaken before the visit c) Complete the academy educational visits risk assessment (where applicable) d) Consider that risk assessment is not a one-off exercise. It is a dynamic process; the group leader and other supervisors should monitor the risks throughout the visit and take appropriate action as necessary.

3.10.7 Group Leaders and the Educational visits Coordinator should note that for providers that hold an LotC Quality Badge, activity risk assessments do not need to be completed by the academy.

The risk assessments pertaining to the activities organised and led by the provider have been externally assessed, and they have been awarded the LotC Quality Badge.

3.10.7 When planning an activity that will involve adventure activities such as caving, climbing, trekking, skiing or water sports, the educational visits coordinator must check that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004. These regulations apply to adventure activities that take place in England, Scotland and Wales, but these arrangements may be subject to change in the future.

3.11 Transport - General

3.11.1 When hiring buses and coaches, it is essential that the company is reputable. Local Authorities can provide an up to date 'Approved Bus and Coach Operators List' to enable the academy to identify those operators who are able to provide vehicles and drivers to a minimum standard at all times.

3.11.2 The vehicle should be provided with seat belts on all seats – with all seats forward-facing, as the law requires for academy trips.

3.11.3 If parents' or teachers' private vehicles are used, the vehicles must be roadworthy and adequately insured. Documentation must be checked by the Group Leader. All cars must be fitted with suitable child restraints. Parents must provide specific permission for their child to be transported in a private vehicle.

3.11.4 If public transport is used, it is advisable to make party bookings in advance and ensure that the risk assessment adequately covers all potential hazards.

3.12 Minibus Transport

3.12.1 The academy policy is that all Drivers of academy minibuses above the specified weight limit must hold a D1 License (those who obtained a license before January 1997 will have one). All those who do not have a D1 license will be required to complete a D1 license test before being permitted to drive.

3.12.2 Drivers will only be permitted to drive a minibus without a D1 license if the following conditions are met:

a) The minibus weighs no more than 3.5 tonnes
b) The minibus has no more than 16 seats
c) The driver is over 21 years of age
d) The driver has been driving on a full license for more than two years
e) The driver is not specifically remunerated for driving through their contract of employment.

3.12.3 All drivers are required to complete a MIDAS or equivalent minibus driving training course (usually one day) before being permitted to drive.

3.12.4 Driver fatigue or distraction has been highlighted as a factor in recent minibus incidents nationally.

3.12.5 For journeys not exceeding 1 hour, a single teacher/driver may be considered adequate, subject to the nature of the group and the driver's ability and confidence to manage that group. For journeys involving between 1 hour and 4 hours driving, a second responsible adult should be present to supervise the group.

3.12.6 For journeys involving over 4 hours of driving, the second adult should be a suitably qualified minibus driver. For journeys involving over 4 hours, at least one of the drivers should have had a rest period of at least one hour prior to the start of the journey. Further regular rest periods must be taken – a 15-minute break every 2 hours is recommended.

3.12.7 Drivers must not drive if unwell or if on medication or receiving medical treatment which advises against driving.

3.12.8 Seat Belts: Children and staff travelling in minibuses must wear seat belts by law.

3.12.9 Overloading: The minibus is overloaded if the total weight (bus + fuel + passengers + luggage) exceeds the maximum laden weight for the vehicle. This weight is printed on the vehicle and in the handbook. For guidance, the vehicle should only carry passengers, driver and hand luggage.

The use of a trailer greatly increases the maximum laden weight and is essential when transporting a full load of older children plus luggage.

LIABILITY FOR DRIVING AN OVERLADEN VEHICLE RESTS WITH THE DRIVER

3.13 First Aid and Medical Needs

3.13.1 At least one member of the accompanying staff must hold an up-to-date first aid certification, with consideration for recent changes in first aid training requirements as of 2024. For visits involving higher-risk activities or remote locations, staff must hold an advanced first aid qualification appropriate for the activities. Additionally, staff must be trained and equipped to support children with specific medical needs, including but not limited to the use of EpiPens or other emergency medical devices.

3.13.2 'Emergency First Aid,' e.g. a 3-hour non-assessed course, is generally suitable for routine urban visits. However, the nature of the visit may indicate that a higher-level qualification is appropriate, especially in circumstances where it is likely that access by the emergency services may be delayed.

3.13.3 A travel first aid kit should be carried and also details of any children with medical needs.

3.14 Water-Margin Activities

3.14.1 This section applies to activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in gentle, shallow water[2]. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.

[2\]Gentle, shallow water' is slow moving and not above the knees of the participants

3.14.2 At the outset, the Group Leader must decide whether the activity falls within the definition above – if not, guidance on 'adventurous activities' should be referred to, see Appendix 2.

3.14.3 All staff involved in water-margin activities must adhere to the latest Group Safety at Water Margins (2024 edition) guidance, ensuring that safety procedures are fully up to date. Water-based activities, particularly those that fall under adventure categories, must comply with the Adventure Activities Licensing Regulations and should be carefully risk-assessed with attention to changing weather and water conditions.

3.15 Overseas Visits

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

- Culture: food and drink, local customs, religion, expected behaviour/dress, gender issues, sanitary arrangements, corruption, political stability, local financial information, alcohol & drugs.
- Accommodation: checked for suitability, security, safety precautions and emergency evacuation.
- Transport systems have been assessed as safe for use.

3.15.2 The Group Leader should consider the relevant country information from the Foreign and Commonwealth Office website. All relevant FCO information should be circulated amongst the staff team.

3.15.3 For travel within the European Union and associated countries (Iceland, Liechtenstein, Norway, and Switzerland), all participants must hold a valid UK Global Health Insurance Card (GHIC), which replaces the European Health Insurance Card (EHIC) post-Brexit. For travel outside of these countries, additional health insurance that covers emergency medical treatment must be arranged.

3.15.4 For exchange visits The academy adopts and adheres to the most current version of the Outdoor Education Advisers' Panel (OEAP) National Guidance (2024 edition). This guidance will inform all planning, risk assessment, and execution of off-site activities, ensuring best practice is followed in managing the health, safety, and educational objectives of all visits: *Young People's Exchange Visits*

3.16 Weather, Clothing & Survival

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

3.16.2 Participants should be adequately clothed appropriate to the nature of the visit and the environment, the experience and strength of participants, the time of year and expected weather conditions, altitude and exposure to elements.

3.16.3 When venturing away from immediate help, leaders should consider the need for comfort, insulation and shelter for a casualty, or for the whole group, and provision of emergency food and drink etc. The need for signalling equipment and/or mobile phones and torches should also be considered.

3.16.4 It is primarily the responsibility of the Group Leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity to suit changed or changing circumstances, for example, over-busy lunch area, rain, rising water levels, etc.

3.17 Swimming - General

3.17.1 All swimming activities and venues must be included within the visit plan, and lifeguarding arrangements checked in advance. This is particularly important in respect of visits abroad, where for example, a hotel pool may be available.

3.17.2 **Young people must be supervised by a competent adult at all times whilst undertaking swimming activities. The criteria included in 3.18-3.20 applies.**

3.18 Swimming pools (lifeguarded)

3.18.1 UK Swimming Pool safety: Pool operators have a duty to take all reasonable and practicable measures to ensure that teaching and coaching activities are conducted safely.

3.18.2 For publicly lifeguarded pools abroad, the assurances must be sought that appropriate lifeguard cover is in place prior to participants entering the water.

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

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

3.19 Hotel (and other) swimming pools

3.19.1 Lifeguarding[3] arrangements will be checked in advance of any visit.

3.19.2 If lifeguarding arrangements are not provided at the pool, then the Group Leader will bear the full responsibility for ensuring swimming safety, and specific approval to lead the activity will be required.

3.19.3 The role of the lifeguard is:

a) To directly supervise the pool and the pool users, exercising appropriate levels of control. (Note: the lifeguard should remain on the poolside at all times except in the case of an emergency)
b) If necessary, brief pool users in advance regarding rules (e.g. no diving, running, etc.).
c) To communicate effectively with pool users.
d) To anticipate problems and prevent accidents.
e) To intervene to prevent behaviour which is unsafe.
f) To carry out a rescue from the water.
g) To give immediate first aid to any casualty.

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

[3] A valid RLSS UK National Pool Lifeguard Qualification (NPLQ), or equivalent in the country visited is appropriate accreditation

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

3.19.6 If a young person holds an appropriate qualification then their role should be emergency lifeguard action, and supervision should remain the responsibility of the academy staff

3.20 Open water swimming

3.20.1 Particular consideration should be given to the following factors:

a) Unknown locations and hazards, especially overseas.
b) Changing environmental conditions.
c) Supervisor complacency.
d) Adherence to local advice.

e) Preparation and knowledge of young people, e.g. is it a planned activity?

1. The designated lifeguard[4] must be dedicated exclusively to the group, and the location used must fall within the RNLI/RLSS definition of a 'safer bathing area'.
2. Local advice must always be sought.

[4] For free swimming activity: A valid National Beach Lifeguard Qualification (NBLQ) or equivalent in the country visited, see www.lifesavers.org.uk Note: this is for beach/sea only, not inland water. ***Or***

For structured or programmed activity: A valid RLSS UK National Rescue Award for Swimming Teachers and Coaches (NRASTAC) or equivalent - see www.lifesavers.org.uk *or* a valid RLSS UK Water Safety Management Award (WSMA), with appropriate endorsement.

4. Conclusions

4.1 This Educational Visits policy reflects the academy's serious intent to accept its responsibilities in all matters relating to the management of Educational Visits. The clear lines of responsibility and organisation describe the arrangements which are in place to implement all aspects of this Policy.

Appendix 1 - EMERGENCY PROCEDURES

Introduction

Despite good planning and organisation, there may be accidents and emergencies which will require on the spot response by the group leaders. Adequate provision for minor first aid must be available when the party is `in the field', and the leader should ensure that the levels of supervision are sufficient to allow the group to be split where necessary. A mobile phone is a useful aid. Activity centres should have their own emergency procedures. Details of these must be obtained in advance of the visit and compared with the recommended framework below if there is any doubt about the safety of the

arrangements, the trip should not take place.

Procedures

The academy will appoint a member of the SLT as the emergency contact for each visit. All major incidents should immediately be relayed to the academy office; the office will inform the SLT, especially those involving injury or that might attract media attention.

The Group Leader will leave full details of all children and accompanying adults on the visit with the emergency contact, including the home contact details of parents/guardians and next-of-kin. The Group Leader will keep this list with them at all times during the trip. The Group Leader will also take with them a copy of the academy Critical Incidents Policy.

All incidents and accidents occurring on a visit will be reported back through the academy reporting systems.

The Group Leader will complete the following:

1. Establish the nature and extent of the emergency;
2. Make sure all other members of the party are accounted for and safe;
3. If there are injuries immediately establish their extent, so far as possible, and administer appropriate first aid;
4. Establish the names of the injured and call whichever emergency services are required; 5. Advise other party staff of the incident and that the emergency procedures are in operation; 6. Ensure that an adult from the party accompanies the injured child/children to the hospital; 7. Ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to academy;
8. Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all children and staff are accounted for;
9. Control access to phones until contact is made with the Headteacher emergency contact point or designated senior member of staff and he or she has had time to contact those directly involved.

Give full details of the incident to the Headteacher or designated contact:

Name;

Nature, date and time of the incident;

Location of the incident;

Details of injuries;

Names and telephone numbers of those involved;

What action was taken;

A telephone number for further contact.

Serious Incidents

For serious incidents where the media may be involved, the group leader or other party members must not discuss matters with the media. Under no circumstances should the name of any casualty be divulged to the media.

The Headteacher or designated senior staff member should arrange to contact parents/carers of those

involved. For a serious incident, the Headteacher or designated senior staff member should contact parents of all-party members.

The group leader should write down, as soon as practicable, all relevant details while they are still fresh in the memory. Other staff members might also be asked to do so. A record should be kept of the names and addresses of any witnesses. Any associated equipment should be kept in its original condition.

Legal liability should not be discussed or admitted.

All accident forms should be completed as soon as possible, and Insurers, the Health and Safety Executive, should be informed as appropriate.

Appendix 2 - ADVENTUROUS ACTIVITIES

The following activities are regarded as 'adventurous':

- All activities in 'open country' (Normally defined as land above 300m, or more than 1km from vehicular access)
- Swimming (all forms, excluding publicly lifeguarded pools)
- Camping
- Canoeing/kayaking
- Sailing/windsurfing/kite surfing
- Rafting or improvised rafting
- Use of powered safety/rescue craft
- All other forms of boating (excluding commercial transport)
- Water skiing

Snorkel and aqualung activities

Hillwalking and Mountaineering

Rock climbing (including indoor climbing walls)

Abseiling

River/gorge walking or scrambling

Coasteering/coastal scrambling/sea level traversing

Underground exploration

Shooting / archery / paintballing

Snowsports (skiing, snowboarding, and related activities), including dry slope

Air activities (excluding commercial flights)

Horse riding

Motorsport – all forms

High-level ropes courses

Off-road cycling

'Extreme' sports

Other activities (e.g. initiative exercises) involving skills inherent in any of the above

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

Walking in parks or on non-remote country paths

Field studies - unless in the environments stated in 'open country'.

Swimming in publicly lifeguarded pools

Theme parks

Tourist attractions

Pedal go-karts

Ice skating (rink)

Farm visits

Local traffic survey

Museum, library, etc.

Physical Education and sports fixtures (other than the above)

Water-margin activities, e.g. activities that take place near or in water – such as a walk along a riverbank or seashore, collecting samples from ponds and streams, or paddling or walking in slow-moving, shallow (typically up to the knees of the participants) water. It does not apply to swimming and other activities that require water safety or rescue qualifications and equipment, or water-going craft.

Safety during Adventurous activities

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

a) **An external provider**

Any external provider must hold an LotC Quality Badge or complete a Provider Form (Appendix 3). (If a Provider holds an AALA license (and/or any other accreditation) but not an LOtC Quality Badge, then a Provider Form is still required.)

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

or

b) **A member of the academy's staff**

Water-Based Activities

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

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

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

a) takes place in a swimming pool, or

b) is 'swimming', or

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

Open-country activities

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

a) For leaders of walking groups in mountainous terrain within the UK and Ireland:

Mountain Leader Award (Summer or Winter as appropriate) www.mltuk.org, or

A written statement of competence by an appropriate technical adviser

b) For leaders of walking groups in summer conditions in non-mountainous hilly terrain (known variously as upland, moor, bog, hill, fell or down), with well-defined obvious boundaries, such as roads and coastlines, and where any hazards within it are identifiable and avoidable, and where wild camping or movement on steep ground is not involved:

Walking Group Leader Award www.mltuk.org or

A written statement of competence by an appropriate technical adviser

c) For leaders of walking groups in terrain 'easier' than that defined in b):

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

Countryside Leader Award. See www.countrysideleaderaward.org;

Sports Leaders UK Level 2 Award in Basic Expedition Leadership (BEL);

Completion of a suitable 'Leader Training' Course;

A written statement of competence by an appropriate technical adviser;

Evidence of recent, relevant experience, appropriately corroborated;

An assessment of competence (written or implied) by the Headteacher.

Snowsports

A member of staff intending to organise a snow sport visit (but not instruct, lead or supervise on snow) must hold the Snowsport Course Organiser Award (SCO), administered by Snowsport England -www.snowsportengland.org.uk -and must have previously accompanied at least one educational snow sports visit.

Young people may only participate in snow sports when under the direction of an appropriately qualified and competent person. This would normally be an instructor employed by the local snow sports academy. Leaders should therefore consider the merits of fully instructed lessons of 4/5 hours duration per day. A member of staff intending to lead skiing or snowboarding (e.g. not using a ski academy instructor) must be qualified as follows :

Skiing: The minimum qualification to lead skiing on snow is:

The Alpine Ski Course Leader Award (ASCL) ww.snowsportengland.org.uk;

or

The Alpine Ski Leader Award (ASL) www.snowsportscotland.org;

or

A statement of competence by an appropriate 'technical adviser'.

Snowboarding: The minimum qualification to lead snowboarding on snow is:

The Snowboard Leader Award (SBL) administered by www.snowsportscotland.org or statement of

competence by an appropriate 'technical adviser'.

Children may only take part in off-piste activities if under the direction of a suitably qualified local instructor, AND they will remain within the designated controlled areas, AND off-piste activities are specifically included within the visit insurance policy.

Overseas Expeditions

Overseas Expeditions are defined as those which typically involve journeying in remote areas of the world and in developing countries.

Overseas Expeditions will only be approved if the provider either:

a) Holds an LOtC Quality Badge or

b) Provides a statement of compliance with Guidance for Overseas Expeditions, Edition 3.

For providers who do not hold an LOtC Quality Badge, 'Guidance for Overseas Expeditions, Edition 3' should be referred to when the proposal is initiated. This document contains information for both

establishments and providers and includes a checklist of vital aspects that must be considered prior to the establishment, making a commitment with an external provider. Overseas expedition providers are required to comply with the minimum standards specified in this document.

Appendix 3 - PROVIDER FORM

Providers that do not hold an LOtC Quality Badge are required to complete and return this form in advance of the academy making a commitment.

Staff member in charge.....

Date(s) of visit.....

Name of provider.....

The provider or tour operator providing services to the academy is asked to give careful consideration to the statements below and sign in the space at the end of the form to indicate that the standard of service will meet the conditions listed. Please tick all specifications you can meet, indicate by a cross any you cannot meet, and write N/A against any specifications which do not apply to your provision.

Section A should be completed for all visits. Sections B (adventure activities), C (tour operators) and D (expeditions) should also be completed if applicable.

SECTION A - ALL VISITS

Health, Safety, and Emergency Policy

1. The provider complies with relevant health and safety regulations, including the Health and Safety at Work Act 1974 and associated regulations for visits taking place in the UK, and has a health and safety policy and recorded risk assessments which are available for inspection. ☐

2. Accident and emergency procedures are maintained, and records are available for inspection. ☐

Vehicles

3. All vehicles are roadworthy and meet the requirements of relevant regulations in the country in which they are being used. ☐

Staffing

4. All reasonable steps are taken to check staff who have access to young people for relevant criminal history and suitability to work with young people. ☐

5. There are adequate and regular opportunities for liaison between academy staff and the provider's staff, and there is sufficient flexibility to make changes to the programme if necessary and the reasons for such changes will be made known to academy staff.

6.The provider has never been dismissed from any employment or had a contract ended ☐

Insurance ☐

7. The provider has public liability insurance for at least £5 million with a clause giving 'indemnity to

Accommodation (if provided)

8. UK accommodation is covered by a current Fire Risk Assessment available for inspection. ☐

9. If abroad, the accommodation complies with fire, health and safety regulations which apply in the country ☐ concerned.

10.There are appropriate security arrangements to prevent unauthorised persons entering the accommodation. ☐

11.Separate male and female accommodation and washing facilities are provided and staff accommodation is close to participants' accommodation. ☐

SECTION B - ADVENTURE ACTIVITIES AND OUTDOOR FIELD STUDIES

12. Adventure Activities Licensing Authority (AALA) Licence covering dates of visit

YES OUT OF SCOPE

13. If YES, AALA Licence number R .....

For AALA licensable activities in the UK, the specifications in this section are checked as part of the AALA inspection. However, providers licensed with AALA are asked to consider these specifications with respect to any activities or aspects of provision not covered by the licence.

Activity management

14. The provider operates a policy for staff recruitment, training and assessment which ensures that all staff with responsibility for participants are competent to undertake their duties.

15. The provider maintains a written code of practice for activities which is consistent with relevant National Governing Body guidelines and/or, if abroad, the relevant regulations of the country concerned.

16. Staff competencies are confirmed by appropriate National Governing Body qualifications for the activities to be undertaken, or staff have had their competencies confirmed in writing by an appropriately experienced and qualified technical adviser.

17. Where there is no National Governing Body for an activity, the provider has a Code of Conduct for that activity which is in line with current good practice within the UK, and this includes appropriate instructor competencies.

18. Participants will, at all times, have access to a person with an appropriate First Aid qualification. Staff are practiced and competent in accident and emergency procedures.

19. There is a clear definition of responsibilities between providers and visiting staff regarding the supervision and welfare of participants.

20. All equipment used in activities is suited to the task, adequately maintained in accordance with statutory requirements and current good practice, with records kept of maintenance checks where necessary.

SECTION C - TOUR OPERATORS

Where a tour operator delivers services to academy using other providers, e.g. ski establishments, transport operators or accommodation, the tour operator must ensure that each provider meets the relevant specifications outlined in Sections A and B of this form and that these providers operate to standards which meet the relevant regulations which apply to the country of operation.

22. Sections A and B of this form, as appropriate, have been completed to show that checks have been made. Records are available for inspection.

23. The Tour Operator complies with the package travel regulations, including bonding to safeguard customers' monies.

24. ATOL, ABTA or other bonding body name and numbers.....

SECTION D - OVERSEAS EXPEDITIONS

25. The provider complies with 'Guidance for Overseas Expeditions, Edition 3' (GOE3). If any of the above specifications cannot be met or are not applicable, please give details:

Details of any other accreditation, e.g. with National Governing Bodies, tourist boards, etc.

DECLARATION

I hereby certify that I am an authorised signatory to enter into this Agreement and to bind the said company, firm, person or corporation to the terms and conditions herein.

Signed..... Date.....

Name (print).....Position in organisation.....

Full name and address of company, firm, person or

corporation.....

.....

Tel..... Fax..... E-mail.....

Appendix 4 - PARENTAL CONSENT FORM

CONSENT FORM FOR EDUCATIONAL TRIPS AND OTHER OFF-SITE ACTIVITIES

PARENTAL CONSENT FORM

Child's Name:

Class (Form Group/Year):

Please note the following important information before signing this form:

The trips and activities covered by this consent include;

all visits (including residential trips) which take place during the holidays or a weekend

adventure activities at any time

off-site sporting fixtures outside the school day,

all off-site activities for nursery school.

The school/academy will send you information about each trip or activity before it takes place.

You can, if you wish, tell the academy that you do not want your child to take part in any particular academy trip or activity.

Written parental consent will not be requested from you for the majority of off-site activities offered by the academy – for example, year-group visits to local amenities – as such activities are part of the academy's curriculum and usually take place during the normal academy day.

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

Details of any medical condition that my child suffers from and any medication my child should take during off-site visits:

MEDICAL INFORMATION

Please sign and date the form if you are happy for your child:

a) To take part in academy trips and other activities that take place off academy premises; and
b) To be given first aid or urgent medical treatment during any academy trip or activity.

Parent Name:

Signed:

Date:

Appendix 5 - EDUCATIONAL VISIT RISK ASSESSMENT FORM

(This form should be completed, in addition to any generic risk assessments that might be used, if there are any specific risks associated with the particular **activities** undertaken, the actual **locations** visited, or any **individuals** involved).

Name: Group Leaders Name: Ages/Year Group(s) of children:

EDUCATIONAL VISIT DETAILS

Educational Visit Date:

Location:

Event/ Activity

Generic risk assessments to be followed for this visit (please list below): e.g. Travel by Coach

Specific Individuals at Risk

(e.g. staff or children who may be particularly at risk of harm, or who might present a hazard to others – including risk factors)

e.g. Fred Smith - occasional epileptic seizures

Control Measures

(e.g. what steps are being taken to reduce the risk of the hazard?)

e.g. Fred Smith – regular checks, ensure medication is taken, staff/children aware and trained

SIGNIFICANT HAZARDS

(e.g. how might people foreseeably be harmed?)

(e.g. Fast incoming tides, trapped, drowning or fall from a cliff)

CONTROL MEASURES

(e.g. what steps are being taken to reduce the risk of the hazard?)

(e.g. Ring Coastguard – check tides and weather – inform of visit – depart from beach 2 hours before high tide)

COMMENTS or EXTRA ACTION REQUIRED BEFORE DEPARTURE

(e.g. Check if "Spring Tides", Add coastguard tel. no. to leader's mobile phone)

RISK RATING

(Low/Med/High)

(Take into account both seriousness and likelihood of hazard)

IMPORTANT: The Risk Assessment should be shared and discussed with **all** the leaders of the visit, and should **only** be approved once all significant hazards have been identified, the control measures are agreed and will be implemented, AND the overall risk ratings are considered acceptable. In most circumstances, if the Risk rating is considered "Med" or "High", the activity/event should be cancelled, or additional control measures put in place to reduce the risk to "Low".

Risk assessment completed by:

Name: Position: Date:

Risk assessment approved by:

Group Leader's Name: Position: Date:

Educational Visits Coordinator: Position: Date:

Appendix 6 - EMERGENCY PLAN PROCEDURES

The following provides information to be used by the group leader in the event of an emergency.

Educational Visit:

Date of Visit:

Group Leader:

Emergency plan for:

Loss of transport provider:

Loss of residential provider:

Serious accident/illness during the visit:

Senior management contact details:

Further Guidance

Further guidance can be obtained from organisations such as the Health and Safety Executive (HSE) or Judicium Education. The following are some examples.

🎬 Health and Safety Executive (HSE) – School Trips Guidance:

- *General health and safety guidance for educational visits and activities.*
- Website: https://www.hse.gov.uk/services/education/school-trips.htm

🎬 Outdoor Education Advisers' Panel (OEAP) – National Guidance:

- *The latest national guidance for planning and managing outdoor education and adventurous*

activities.
- Website: https://oeapng.info

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

- *Comprehensive guidelines on managing health and safety during educational visits, including risk management.*
- Website: https://www.gov.uk/government/publications/health-and-safety-on-educational-visits

🎬 Adventure Activities Licensing Authority (AALA):

- *Guidance on adventure activity licensing and safety regulations for certain activities.*
- Website: https://www.hse.gov.uk/aala

🎬 The Royal Society for the Prevention of Accidents (RoSPA) – School and College Visits Safety Guide:

- *Planning and leading visits and adventurous activities with a focus on risk management.*
- Website: https://www.rospa.com/rospaweb/docs/advice-services/school-college-safety/school-visits-guide.pdf

🎬 Judicium Education – Educational Visits and Outdoor Learning Advice:

- *Specialist advice for educational visits, particularly concerning legal and safety requirements.*
- Website: https://www.judiciumeducation.co.uk

🎬 UK Government – General Outdoor and Adventure Activities Guidance:

- *Regulatory information and guidance for outdoor learning and adventure activities.* ● Website: https://www.gov.uk/guidance/adventure-activities-licensing-authority

Further Resources

- EVOLVE visits - online system for the planning, approval and management of educational visits, sports fixtures and extra-curricular activities https://edufocus.co.uk/pages/evolve/visits.asp