



# St Aidan's

Church of England Primary Academy

A member of **CDARI**

*'Fulfilling potential and growing in God.'*



*Acceptance, Love, Wisdom, Accountability, Youthfulness, Service*

## **Our Vision**

*At St. Aidan's, not only do we want our children to become happy and well rounded individuals; we aim to nurture and equip children to be resilient, enthusiastic and effective communicators and learners who are able to use their experiences and technology skills to achieve their fullest potential allowing them to excel in the careers of the future and grow in God.*

***'I came that they may have life and live it to the full' John 10.10***

## **Off Site Policy**

**Document control**

<b>This document has been approved for operation within:</b>	All Trust Schools
<b>Date of last review</b>	February2023
<b>Date of next review</b>	September 2026
<b>Review period</b>	3 Years
<b>Status</b>	Trust Requirement
<b>Owner</b>	Star Academies

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## Introduction

A life without adventure is likely to be unsatisfactory (Bernard Russell)

1. Educational visits and outdoor learning are an important aspect of St Aidan's efforts to enrich the curriculum, make learning more engaging and relevant and ensure that each learner 'enjoys and achieves'.
2. Staff and governors at St Aidan's, alongside Cidari Multi Academy Trust are aware of the impact high quality educational experiences can have on our children, enriching their life experiences and making their gained knowledge 'sticky'.
3. During the academic year, 24/25, Mrs Hayley Hargreaves will be supporting staff to ensure a broad and balanced array of trips are on offer for all classes across the school.
4. All visits need to be planned thoroughly and in a timely manner in order to minimise risks and ensure that all learners and members of staff are safe during the course of the visit. The level of planning should be proportionate to the complexity of the visit.

## Aims

5. To provide carefully planned enhanced curricular and recreational opportunities for pupils, which have clear learning outcomes to benefit and enhance the children's learning.
6. To provide a wider range of experiences for pupils than could be provided on a school site.
7. To promote the independence of pupils as learners, and to enable them to grow and develop in new learning environments.
8. To ensure all educational visits are thoroughly planned and have appropriate procedures in place.
9. To ensure that all educational visits are planned in line with National Guidance.
10. To further develop confidence and enthusiasm amongst staff in relation to Educational Visits and to support staff in the planning and delivery of visits.
11. To support the mission, vision and values of the trust and its establishments.

## Who is responsible for this policy?

12. The trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or trust framework.

13. The trust has delegated day-to-day responsibility for operating the policy to St Aidan's C of E Primary, the Local Governing Body and the principal of each trust school.
14. The Local Governing Body and senior leadership team at each trust school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

## Status and remit

15. Any visit that involves leaving the school grounds, whether as part of the curriculum or recreational activities, during school time or outside the normal school day, is covered by this policy.
16. This excludes local, routine sports fixtures and off-site swimming lessons if there are separate policies and procedures in place to cover these activities.
17. All staff are required to plan and execute visits in line with this policy. All staff should be familiar with their roles and responsibilities.

## National guidance and DfE Guidance

18. St Aidan's has adopted the 'National guidance for the management of outdoor learning, off-site visits and learning outside the classroom' ([www.oeapng.info](http://www.oeapng.info)) as its source of guidance and good practice for educational visits and activities. In this policy this is referred to as 'National Guidance'.
19. Staff should use the National Guidance website as an additional source of information and good practice guidance for off-site visits.
20. Further guidance is available from the DfE: [Health and safety on educational visits](#)

## EVOLVE

21. EVOLVE (<http://visits.staracademies.org>) is the web based planning, notification, approval, monitoring and communication system, used by St Aidan's C of E Primary School.
22. All staff leading or accompanying visits must have an EVOLVE account, which is set up by the Designated Educational Visits Admin member, ensuring they have access to visit planning details and all relevant guidance.
23. Volunteers will be informed orally of this visit, with paperwork printed and provided for their reference.

24. All visits must be recorded on EVOLVE.
25. All relevant guidance for Educational Visits is available on EVOLVE under the 'Home, Form'.
26. The Administration Team has access to EVOLVE, including uploading parent letters and updating staff admin rights, roles and responsibilities.

## Responsibilities

### The trust as the employer

27. The trust will ensure that its employees are provided with:
  - appropriate guidance relating to Off-Site Visits and Adventurous Activities via a designated EVC
  - employer-led training courses to support the guidance and to ensure that it is understood (e.g. EVC training, visit leader training)
  - suitable systems and processes that encourage good practice and help to monitor and ensure that those trained are kept updated
  - access to advice, support and further training from an adviser that has proven expertise and experience, as well as a professional understanding of the guidance, the training and expectations set by current good practice.

### Visit leaders

28. Visit leaders are responsible for the planning of visits and should involve both accompanying staff and the children in this process.
29. Visit leaders are responsible for completing the visit form on EVOLVE. This is an important part of the planning process as well as acting as a checklist for the visit leader.
30. Visit leaders must not sign any contracts, enter into any agreements, pay any money or deposits or advertise visits with pupils/ young people until outline permission has been obtained from the designated educational visits coordinator/principal using the 'Visit Proposal Form'.
31. The visit leader must ensure that an appropriate risk assessment is in place covering all aspects of the visit. This should include a specific risk assessment (or event specific notes on EVOLVE) covering the key issues identified, in addition to any generic risk assessments used.
32. Visit leaders must make appropriate checks of any third-party providers.
33. Visit leaders must refer to:
  - a. [Table 2: Visit Leader checklist](#) available on EVOLVE
  - b. The [Visit Leader Checklist](#) from the OEAP National Guidance
  - c. [Visit Leader Responsibilities](#) from the OEAP National Guidance

34. Visit leaders will ensure they have a deputy visit leader in place who is aware of the protocols, planning and actions to be taken in the absence of the trip leader.
35. Completing a pre visit to the venue is desirable and highly recommended to ensure a specific risk assessment can be produced.

### **Deputy Visit Leader**

1. The deputy will work under direction from the visit lead to plan the trip, complete EVOLVE and ensure all staff attending the trip are fully informed and directed to their role for the day.
2. The deputy visit lead, alongside the trip leader will complete all relevant risk assessments including, but not limited to, a general risk assessment and a specific risk assessment
3. They will attend the previsit to the venue, where appropriate alongside the subject leader.
4. Will take direction from the visit leader
5. Will act on behalf on the behalf of the visit leader in their absence

### **EVC (Educational Visits Coordinator)**

36. The EVC must be a member of SLT with significant experience of leading visits.
37. The EVC must be allotted sufficient time to carry out their duties effectively.
38. The designated EVC is listed in the Staff Handbook.
39. The EVC must have completed the Star Academies EVC training course (or have undergone a suitable induction programme if they have already completed an OEAP EVC training course with a previous employer). EVC update training is required every 3 years.
40. The EVC is the first point of call for advice on visit related matters.
41. The EVC will support and where necessary challenge colleagues with regard to off-site visits.
42. The EVC will use the two Visit Leader Checklists to support visit leaders in their planning and visit management.
43. The EVC will check final visit plans before submitting them to the headteacher and / or Star Central for approval.
44. The EVC must refer to the [EVC Checklist](#) and the [EVC Responsibilities](#) taken from the OEAP national guidance.
45. The EVC will support the principal/headteacher in ensuring that competent staff are assigned to lead and accompany visits, see the section on **Staff competence**, as well as providing support for approvals and other decisions.

46. The EVC, supported by the Admin EVC, will oversee the management of the EVOLVE website for the establishment and ensure that all staff leading or accompanying visits have their own EVOLVE account.
47. The EVC, with support from the headteacher, will ensure that staff leading and accompanying visits receive appropriate training and support.

### **Administration support for the EVC – AS EVC (Administration Support / AS) Account**

48. Administration support for the EVC is provided by non-teaching staff.
49. It is important that it is the main EVC (NOT the Admin EVC) that makes the important decisions with regard to competence to lead, appropriate ratios and effective supervision and submits the visit form to the principal/headteacher for approval.
50. An Admin Support (AS) EVC account has been created on EVOLVE to help facilitate admin support for the role of EVC.

### **School Headteacher**

51. The school headteacher has responsibility for monitoring and approval of all visits.
52. The school headteacher must refer to this document (Off-site Visit Policy), the [Head or Manager Checklist](#) and the [Head Teacher/Manager Responsibilities](#) from the National Guidance.

### **Governors**

53. The governors will be informed of Level 1 and Level 2 visits on a termly basis, as per the headteachers report.
54. They will be informed of all Level 3 visits prior to them taking place. Visits are included on the agenda of Local Governing Body meetings, allowing governors to fulfil their role as 'critical friend' in the scrutiny of visit procedures.
55. Governors will maintain an overview and monitoring role to ensure that all visits are carried out in accordance with this policy.
56. The governors must refer to this document (Off-site Visit Policy), the [Management Board and Governor Checklist](#) and the [Member of a Management Board or Governing Body - responsibilities](#) from the National Guidance.

### **Types of visits**

57. All visits must be placed in to one of three categories so that proportionate planning can be put in place for the visit relative to the complexity and the level of risk involved:

- Level 1: Local, routine, low risk (Walking distance, no transport used)
- Level 2: All visits that are NOT Level 1 and NOT Level 3 (e.g. Day visits involving transport)
- Level 3: Overseas, Residential and/or Adventurous

58. Adventurous Activities include activities which are considered to have a higher potential level of risk associated with them and would normally require a specifically competent/ trained/ experienced person to lead the activity.

## Approving visits

### Approval requirements

59. **All** visits must be approved by the headteacher / LA / Star academies in advance of the visit in accordance with this guidance.
60. Level 3 visits will require **approval** by the Star Central Educational Visits Adviser.
61. For visits where approval is not required by Star Central, approval is delegated to the headteacher.
62. Any visit or activities which have not been approved on EVOLVE in accordance with this policy must not go ahead.

### Approval times

63. Where possible, visits should be submitted for approval in good time.
64. Staff should be aware that EVCs, Headteachers and the EVC have other responsibilities as well as visit approvals and that staff should not place undue pressure on colleagues with regard to visit approvals. The amount of time required to process and approve a visit will depend on the level of complexity. Time must be allowed to consider each visit in detail and request further information or clarification where necessary so that informed decisions and judgements can be made by those responsible for approving visits.
65. To ensure that visits are managed effectively, the following lead in times should be adhered to:

<b>Level 1 Visits</b>	Level 1 visits should be submitted to the EVC by the visit leader (via EVOLVE) <b>2 weeks</b> prior to the visit date.
<b>Level 2 Visits</b>	Level 2 visits should be submitted to the EVC by the visit leader (via EVOLVE) <b>4 weeks</b> prior to the visit date.
<b>Level 3 Visits</b>	Level 3 visits should be submitted to the EVC by the visit leader (via EVOLVE) <b>at least 6 weeks</b> prior to the visit date. The visit should then be Authorised by the Head/Manager and submitted to Star Central for approval <b>at least 28 days</b> prior to the visit date.

66. Some flexibility will be required to accommodate a degree of spontaneity with pupil/young people led activities, especially with Level 1 visits. Also,

although Off-site Visits should normally be part of a planned programme, where opportunities arise at short notice, the EVC should be contacted as visit approval can usually be fast-tracked so that young people do not miss out on such opportunities.

## Planning visits

67. Planning and recording for Educational Visits and Adventurous Activities should be proportionate to the level of risk involved. Local, routine, low risk visits are likely to require a lower level of planning, whereas an expedition abroad will need considerable and detailed planning over an extended period of time.
68. Table 1 sets out the planning and approval process.
69. Table 2 sets out the Star trust Visit Leader's Checklist.
70. Other sections of this policy should also be referred to as required.
71. Refer to the following National Guidance documents for further information:

[Visit Leader Checklist \(from National Guidance\); Good Practice Basics; Group Management & Supervision; Ratios & effective supervision](#)

## Learning outcomes/ purpose of visit

72. Learning outcomes should be the starting point of the visit planning process, not an add-on or an afterthought.
73. Visit leaders, EVCs and headteachers should consider the learning outcomes as part of the planning and approval process, ensuring good 'value for learning' and a meaningful contribution towards school effectiveness. Learning outcomes could be curriculum related or focused on personal development or a combination of both.

## Pre-visits

74. All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third-party provision will meet group requirements. Wherever reasonably practicable, visit leaders should carry out a preliminary visit.
75. The EVC highly recommends that the visit lead (and where possible, the deputy lead) ensure a pre visit has taken place before submitting the EVOLVE forms.

## Staff competence

76. Staff competence is the single most important aspect of safe visit management. Staff are supported in developing this competence in the following ways:

- an apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role
- EVC will support ECT's and less experienced staff in completing Risk Assessments and relevant paperwork as part of ECT management time.
- Supervision by senior staff of more complex visits, where appropriate and manageable.
- regular CPD for all staff involved with visits, including: risk management; emergency procedures; visit leader training; first aid

77. In deciding whether any member of staff is competent to be a visit leader, the EVC and headteacher will take into account the following factors:

- level of relevant experience
- any relevant training/induction undertaken (including any relevant qualifications – e.g. hill walking)
- the emotional and leadership ability of any prospective visit leader to make on-going risk management judgements and take charge of any emergencies that may arise
- knowledge of the children, the venue and the activities to be undertaken

78. Accompanying staff will have clearly defined roles, be involved in the planning process and be competent to carry out the roles to which they are assigned. A meeting will be held by the trip leader and deputy leader, including all members of staff before the visit to ensure all staff have roles and responsibilities clearly outlined.

79. Staff leading adventurous activities will be 'approved' by the trust Educational Visits Adviser in addition to the normal visit approval process on EVOLVE.

80. Staff are aware of, and able to comply with all relevant guidelines.

**Table 1: Planning and approval process summary**

	<b>Definition</b>	<b>Documentation Required (templates in EVOLVE)</b>	<b>Approval Process</b>
<b>L e v e l 1</b>	<p><b>Local, routine, low risk</b> Walking distance No transport used</p>	<ul style="list-style-type: none"> <li>● Visit Proposal Form (paper form)</li> <li>● Star Generic Risk Assessments used as starting point by staff</li> <li>● School generic risk assessment to cover any local issues (e.g. local procedure for crossing busy roads, local park, walking by water/local reservoir/canal)</li> <li>● Event-Specific Risk Assessment to cover additional factors/ specific issues (where required)</li> <li>● Itinerary for the visit</li> <li>● List of staffing</li> <li>● List of pupils including                             <ul style="list-style-type: none"> <li>● details of pupils on Medical Needs Register</li> <li>● details of pupils with SEND needs</li> <li>● details of pupil eligible for Pupil Premium</li> </ul> </li> <li>● Visit Leader Emergency Card (EV7)</li> <li>● Emergency School Contact/Principal's Emergency Card (EV8a)</li> <li>● Purchase Order as required where costs involved</li> <li>● Transport Booking Form as required</li> <li>● Information letter for parents</li> <li>● Annual Parent consent to cover all Level 1 visits is recommended. Where visits take place outside of school time the school may seek specific consent</li> <li>● Any further supporting documentation deemed relevant</li> </ul>	<p><b>SUBMITTED AT LEAST 14 DAYS BEFORE VISIT</b></p> <ol style="list-style-type: none"> <li>1. Visit Proposal Form (paper form) completed by Visit Leader.</li> <li>2. Provisional agreement from the Line Manager and EVC/Principal obtained before any commitment is made.</li> <li>3. All planning documentation completed on EVOLVE by Visit Leader.</li> <li>4. All planning documentation checked and submitted by EVC.</li> <li>5. Approved by Headteacher / Principal.</li> </ol>
<b>L e v e l 2</b>	<p><b>All visits that are: NOT Level 1 and NOT Level 3</b> (e.g. day visits involving transport)</p>	<p>As for Level 1 and:</p> <ul style="list-style-type: none"> <li>● Star Generic Risk Assessments may be used as starting point by staff</li> <li>● In addition, visit Leaders are required to attach a <b>Specific Risk Assessment</b> (or Event Specific Note) to EVOLVE to cover the specific issues relating to each particular visit</li> <li>● Annual Parent consent may be sufficient</li> </ul>	<p><b>SUBMITTED AT LEAST 4 WEEKS BEFORE VISIT</b></p> <ol style="list-style-type: none"> <li>1. Visit Proposal Form (paper form) completed by Visit Leader.</li> <li>2. Provisional agreement from the Line Manager and EVC/Principal obtained before any commitment is made.</li> <li>3. All planning documentation completed on EVOLVE by Visit Leader.</li> </ol>

		<ul style="list-style-type: none"> <li>Specific parental consent recommended for visits taking place partly or wholly outside of school hours or where long journeys are involved</li> <li>Provider checks - evidence of LOTC Badge or copy of EV4 Form attached to EVOLVE (if required)</li> </ul>	<ol style="list-style-type: none"> <li>All planning documentation checked and submitted by EVC.</li> <li>Approved by Headteacher / Principal.</li> </ol>
<b>L e v e l 3</b>	<b>Overseas Residential Adventurous</b>	<p>As for Level 1 and:</p> <ul style="list-style-type: none"> <li>Star Generic Risk Assessments used as starting point by staff</li> <li>Star Generic Risk Assessment for 'Residential Trips' used as a starting point (where required)</li> <li>In addition, visit Leaders are required to attach a <b>Specific Risk Assessment</b> (or Event Specific Notes) to EVOLVE to cover the specific issues relating to each particular visit</li> <li>Specific parental consent required</li> <li>Provider checks - evidence of LOTC Badge or copy of EV4 Form attached to EVOLVE (if required)</li> </ul>	<p><b>SUBMITTED AT LEAST 6 WEEKS BEFORE VISIT</b></p> <ol style="list-style-type: none"> <li>Visit Proposal Form (paper form) completed by Visit Leader.</li> <li>Provisional agreement from the Line Manager and EVC/Principal obtained before any commitment is made.</li> <li>All planning documentation completed on EVOLVE by Visit Leader.</li> <li>All planning documentation checked and submitted by EVC.</li> <li>Approved by Headteacher / Principal.</li> <li>Approved by trust Educational Visits Adviser.</li> </ol>

**Table 2: Visit Leader checklist**

<b>Planning the Visit</b>	
Purpose	<p>Ensure the visit:</p> <ul style="list-style-type: none"> <li>has clear learning outcomes</li> <li>has activities appropriate to the group</li> </ul>
School Policy	Plan and execute the visit in accordance with the 'Star Off-Sites Visits Policy'
Provisional approval	Obtain provisional agreement from Line Manager and EVC/Principal before any commitment is made.
Finances	<p>Agree funding arrangements and charging policy. Where required, complete:</p> <ul style="list-style-type: none"> <li>Transport Booking Form</li> <li>Any associated Purchase Orders where costs are involved</li> </ul>
Insurance	<p>Trust wide Travel Insurance is in place to cover all visits (blanket policy). Insurance 24/7 contact details held by Visit Leader for all visits abroad.</p> <p>Any issues – contact EVC/Adviser.</p>
Preparation/che cks	Where practicable, undertake a pre-visit to check suitability, gather information and to inform risk assessment and planning
	Make suitable checks on any external providers. Where possible, use providers with the <b>Learning Outside the Classroom (LOTc) Quality Badge</b> . If required, ensure <b>EV4 Provider Form</b> is uploaded to EVOLVE.

	Ensure there are contingency plans to meet changing conditions – a risk assessed 'Plan B'
Risk assessment	Implement 'Generic Risk Assessment for All Visits' (incl basic transport)
	<b>Attach a Specific Risk Assessment to cover the specific issues/arrangements for each visit</b> (the Specific Risk Assessment must be completed by the Visit Leader and staff team)
	Include a Supervision Plan as part of the Specific Risk Assessment, outlining the supervision arrangements, e.g. sub-group lists, staff allocation, notes on supervision
	A risk assessment from a venue or provider must <u>not</u> be used as the Specific Risk Assessment. The Specific Risk Assessment must be written by the Visit Leader
	Where required, implement the Generic Visits and the Threat from Terrorism Risk Assessment
	Where required, implement the Generic Residential Risk Assessment
	Where required, implement the Generic Visits and the Threat from Terrorism Risk Assessment
	Where required, implement additional Star risk assessment templates as appropriate
	Ensure all staff are involved in reviewing and writing the risk assessment and the planning
Safeguarding	Ensure the trip complies with the Safeguarding (Child Protection) Policy
Informing parents and pupils	Involve pupils in the planning. Ensure pre-visit and ongoing pupil briefings are provided.
	Ensure parents are kept fully informed of the nature of visit (including contingency plans), purpose of visit and any special requirements e.g. waterproof clothing.
Consent	Ensure appropriate Parental Consent is in place. 'Blanket' One-off/Point of entry consent for Level 1 and some Level 2 visits. Specific consent for all Level 3 and some Level 2 visits.
Pupil information (Ensure GDPR compliance) (Take care with personal data and keep it secure.)	Maintain a list of all pupils (including contact details) taking part in the visit and share with relevant staff and providers.
	Maintain a list of pupils with SEND taking part in the visit, brief staff and make any necessary arrangements – ensure any significant issues are adequately risk assessed.
	Maintain list of pupils with medical needs (including allergies) taking part in the visit, brief staff and make any necessary arrangements
	Maintain list of pupils eligible for the Pupil Premium taking part in the visit, brief staff and make any necessary arrangements
Staffing	Ensure adults involved have appropriate skills for the visit
	Volunteers have been approved as suitable and appropriate DBS checks undertaken
	Ensure staffing levels meet requirements, ensuring 'effective supervision' is in place
	Ensure the Visit Leader has necessary skills to lead visit and is comfortable with role
	Identify a deputy leader
	Ensure at least one member of staff has good working knowledge of First Aid and First Aid provision is appropriate to the activity
Emergency procedures	Finalise/secure <ul style="list-style-type: none"> <li>● List of staff and young people on visit (with access to emergency contact details)</li> <li>● EV7, EV8a &amp; EV8b Emergency Cards</li> <li>● First Aid kit</li> <li>● Mobile phone</li> <li>● Any other relevant documentation/items (e.g. SEND/medical info; medication; contact details; insurance)</li> </ul>
	Fully brief the base contact at school and ensure they have access to/copies of all relevant information:

	<ul style="list-style-type: none"> <li>List of staff and young people on visit</li> <li>EV7, EV8a &amp; EV8b Emergency cards (including Visit Leader contact details while on the visit)</li> <li>Any other relevant documentation (e.g. contact details where appropriate)</li> </ul>
Final approval	Upload all associated documentation to EVOLVE
	Secure final approval in line with policy
<b>During the Visit</b>	
Briefing	Set out the expectations of behaviour
	Ensure pupils understand any recall system if pupils are working away from staff and where the rendezvous point is
	Ensure pupils understand what action they should take if they become separated from the group
	Ensure all staff are fully briefed about their roles and responsibilities during the visit
	Ensure pupils know what to do in the event of an emergency
	Ensure pupils are aware of the procedures where there is traffic
Equipment/ Resources	Ensure all staff have a list of pupils/groups
	Ensure First Aid kit appropriate to the visit is available
	Ensure staff have all relevant literature, worksheets etc.
	Ensure staff have any other relevant equipment (mobile phone, sick bags, bin bags)
	Ensure staff have sufficient funds to allow for contingencies
	Where appropriate, issue each pupil with an emergency card / wrist band, with an emergency (school) mobile number on, so they can contact the visit leader if separated
Risk Assessment	Ensure on-going risk assessments are undertaken
Registers and head counts	Ensure named registers are taken and recorded (at least on departure/return and before leaving any venue)
	Ensure pupil numbers are checked regularly at appropriate times (head counts/smaller sub-groups)
Emergency Procedures	<p>Ensure Visit Leader holds the following:</p> <ul style="list-style-type: none"> <li>List of staff and young people on visit</li> <li>EV7 Emergency card (including 24hr Emergency Contact details where appropriate)</li> <li>First Aid kit</li> <li>Mobile phone</li> <li>Any other relevant documentation/items (e.g. medication/ contact details where appropriate)</li> </ul>
	<p>Ensure the emergency contact (back at school) holds the following:</p> <ul style="list-style-type: none"> <li>List of staff and young people on visit</li> <li>EV7, EV8a &amp; EV8b Emergency cards (including Visit Leader contact details while on the visit)</li> <li>Any other relevant documentation (e.g. contact details where appropriate)</li> <li>And should have 24/7 access to all Visit details and documentation</li> </ul>

**After the Visit**

Debriefing	Debrief the Educational Visits Coordinator
	Debrief the group and complete the relevant follow-up work and online
Administration	Tie up all loose ends, e.g. paperwork, finance, thank you letters, etc
Evaluation	Complete Visit Evaluation

## Ratios and effective supervision

81. Visits must have 'effective supervision' in place that has been approved by the EVC and headteacher. For all visits the visit leader, EVC and headteacher will make a professional judgement regarding the number and suitability of the staff team leading the visit.

82. Points to consider for effective supervision:

- Can the staff team effectively manage that group, on that visit/activity, at that venue, in that environment, that distance from base?
- a visit must not go ahead where either the visit leader, EVC, or headteacher is not satisfied that an appropriate level of supervision is in place

83. Refer to National Guidance documents:

[Ratios and Effective Supervision \(OEAP\)](#)

[Underpinning Legal Framework and Duty of Care](#)

## Supervision Plan

84. Visit leaders should include a 'Supervision Plan' as part of the planning process. This can be included as part of the Specific Risk Assessment.

85. The Supervision Plan should provide information on how the group and staffing are going to be deployed and how the supervision will be managed, for example:

- sub-groups with allocated staff; detailing children with any in particular SEND/Medical information/Medication provided
- a designated deputy visit leader, stated on all paperwork
- where there are multiple coaches are being used, ensure there is a lead member of staff and pupil/staff list for each coach
- deployment of additional support for pupils with additional SEND / medical / allergy / behaviour needs
- deployment of first aiders, with substantial first aid equipment
- Deployment of male/female staff (where relevant and possible)
- type of supervision / nature of the supervision to be used / notes on supervision arrangements
- supervision by school staff of any groups led by provider staff/instructors
- identify any higher risk supervision situations and detail how they will be managed

### **Staff support for SEND**

86. 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.

### **Staff family members on visits / Volunteers**

87. A volunteer form will be signed by any attendees, they will be fully briefed by

88. In general, the trust & school considers it to be appropriate for staff to include family members on school visits, where reasonable justification can be provided by trip leader, deputy leader and / or class teachers. To ensure this is not compromised, if family members are present, a full debrief, including role, responsibilities and designated member of staff will be assigned. A volunteer form will be signed and filed for further reference.

### **Indirect and remote supervision**

89. Young people must be supervised throughout all visits. At times, where appropriate, they may be unaccompanied by a member of staff or other responsible adult, e.g. DofE expeditions, 'down time' in a shopping mall.

90. Both indirect supervision and remotely supervised activities can bring purposeful educational benefits, and the progression from dependence to independence is to be encouraged.

- Indirect supervision – e.g. pupils given opportunity to shop in town square/tourist market (time bound within a clearly defined area with staff on hand)
- Remote supervision – e.g. DofE Expedition, independent groups checked regularly by staff, consider a meeting time period where children are expected to meet a designated member of staff, in a designated place over a designated period of time.

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

- the age and maturity of the group
- the appropriateness of the venue/area chosen (consider crowds, general public, is it easy to get lost?)
- can clear boundaries/limits be easily set and managed
- the competence of the supervising staff

92. Clear procedures should be adopted:

- central meeting point identified and staffed throughout
- pupils work in buddy groups
- clearly defined boundaries

- pupils carry contact cards / badges and mobile phones for emergency communication
- active supervision by staff (in the designated area / spaces)
- indirectly/remotely supervised activities should be time bound and limited to short periods
- pupils must be briefed about what to do if they are separated from the group

93. Refer to National Guidance documents:

[Group Management and Supervision](#)

[Indirect/remote Supervision and Downtime FAQ](#)

## **Risk management**

94. A risk assessment will be undertaken for all visits.

95. There must be evidence on EVOLVE demonstrating that a specific risk assessment process has taken place for each visit (e.g. ensuring a conversation/meeting takes place between the visit leader, deputy leader and the staff team with the key points recorded and attached to the visit form on EVOLVE).

96. The 'Generic Risk Assessment for All Visits' will be implemented by staff for all visits. It should be considered as a starting point. Additional significant risks must be included in a Specific Risk Assessment and uploaded on EVOLVE or included on EVOLVE as Event Specific Notes.

### **Level 1 visits**

97. For Level 1 visits, a routine check of the 'Generic Risk Assessment for All Visits' to make sure the precautions remain suitable and sufficient is all that may be required. Where additional factors apply such as unusual/challenging activities; SEND/medical/behaviour considerations; extreme weather; or an inexperienced leader; then a Specific Risk Assessment/Event Specific Notes will be required to cover any additional issues.

### **Level 2 and 3 visits**

98. For Level 2 and Level 3 (more complex) visits evidence of a specific risk management plan must be included on EVOLVE. Visit leaders will attach on EVOLVE, a Specific Risk Assessment (written by the visit leader, deputy leader and the staff team) to cover the arrangements and the specific issues relating to that particular visit.

## Visits and the threat for terrorism

99. For visits to high profile destinations, venues or crowded events, the 'Generic Risk Assessment – Visits and the Risk of Terrorism' must be reviewed and implemented.

## Specific risk assessments – what to include

100. Supervision Plan – visit leaders should include a 'Supervision Plan' as part of the planning process. This can be included as part of the Specific Risk Assessment. Refer to the [Supervision Plan](#) section for further details.

101. When considering whether there are any significant risks that need managing, it is recommended that staff use the following model:

<b>S</b> taffing	Including competence, experience, ratios, effective supervision
<b>A</b> ctivities	Programme, activities to be undertaken. Who will lead? Adventurous? (Consider the itinerary, timings and any downtime.)
<b>G</b> roup	Additional needs: learning, behaviour, disabilities, medical, allergies Level of maturity, size of group, challenging group?
<b>E</b> nvironment	Venue/location/area, remoteness, weather, water levels, accommodation, crowds, other users, culture
<b>D</b> istance from base	How long would it take for additional support to arrive? Transport arrangements, support systems, residential visits, visits abroad

## Additional points to consider

102. All risk assessments and associated planning documents must be uploaded on EVOLVE for monitoring by the EVC and headteacher before approval can be given.

103. All staff, volunteers and young people will be briefed appropriately regarding the risk assessments prior to departure.

104. Where possible, all staff participating in the visit will be involved in the planning process which will include the checking/writing of any risk assessments.

105. Young people will be included in the risk assessment process where appropriate. This will help them learn how to manage risk for themselves.

## On-going/dynamic risk assessments

106. During a visit, staff will undertake on-going risk assessment - continuously assessing situations as they unfold and adjusting the responses to effectively manage any issues/risks that may arise. This is not a written risk assessment but is considered 'active risk management'.

107. All staff are responsible for carrying out effective on-going risk assessments based on competence, experience and common sense. Staff teams will be

suitably competent and experienced so that they are able to effectively manage any situations they are likely to encounter on the visit.

### **Provider and venue risk assessments**

108. Where an external provider is being used, the provider has responsibility for risk assessing and managing the activities they deliver. Visit leaders will not ask for copies of providers' risk assessments, but will ask for any information that they publish that is specifically aimed at helping visit leaders to manage their visit (e.g. a visit leader pack). Any document provided may be uploaded onto EVOLVE if considered appropriate and relevant to the health and safety of all attendees.

### **Reviewing risk assessments**

109. All staff have a responsibility to review risk assessments after every visit, including the generic risk assessment. If there are any issues with the 'Generic Risk Assessment for All Visits,' then staff should bring them to the attention of the EVC immediately who will, in turn, raise with the Central Educational Visits Advisor as required.

110. Refer to following documents:

[4.3c Risk Management – an overview \(National Guidance\)](#)

[4.3f Risk management - some practical advice \(National Guidance\)](#)

[4.3g Risk management - what to record and how \(National Guidance\)](#)

[Principles of Sensible Risk Management \(HSE\)](#)

### **Plan B**

111. Alternative arrangements (Plan B) 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.

### **Parent Consent**

112. Staff will ensure that appropriate consent is in place, via a parental letter.

113. Payment for the trip may not be considered as 'consent' and written consent should be gathered at all times.

114. Where appropriate, additional parental consent may be necessary for more extreme medical needs or behaviours needs are evident.

### **One-off/point of entry consent**

115. One-off/point of entry consent can be used for Level 1 and Level 2 visits (with some exceptions, see 'Specific Consent'). One-off/point of entry consent for routine, low risk visits that take place during the school day is collected by schools from all new starters when they first join the school (e.g.

Reception Class / Year 7 / any new starters). The one-off/point of entry consent also covers local sports fixtures.

116. The above process also forms part of our admission form, for children who enter the school part way through an academic year.

### **Specific consent**

117. Specific consent is required for Level 3 visits; visits that extend beyond the school day; and visits involving long journeys.

### **Informed consent**

118. Visit leaders must ensure that any consent given is 'fully informed consent'. For most visits this will be achieved through an Information Letter to parents. For residential visits, in addition to written information, parents should be invited to a 'parents meeting' so that the details and arrangements can be explained in full, and parents have the opportunity to ask questions.
119. Where one-off/point of entry consent has been given, prior to each visit, visit leaders must provide parents with an information letter informing them of the arrangements. This will ensure that 'blanket consent' has been converted to 'fully informed consent'.
120. Where one-off/point of entry consent is deemed sufficient, no reply slip is required from the Parental Information Letter.
121. Parental consent will, where possible, be secured by the visit leader at least two weeks before the trip.
122. Parental consent slips can be used to provide parents with an opportunity to provide up to date medical information and emergency contact numbers where appropriate.
123. Parental consent slips will be kept securely, in a known, easily accessible location at base, until after all pupils have returned from the trip safely. If there is an incident on the visit then they should be retained.

### **Assessing venues, external providers and provider checks**

124. Schools must carefully consider any proposed venues or providers. Staff should carry out research to ensure they offer high quality and are fit for purpose. Prior knowledge, word of mouth, reviews/feedback and pre-visits should be considered as part of the process.
125. Where providers are delivering practical activities to the pupils then the visit leader must carry out the necessary Provider Checks (low risk classroom type activities, where our school staff are present throughout, do not require an EV4 Provider Form completing).

126. When checking providers, to confirm that all aspects of their operation are satisfactory, the school will ensure that either:

- the provider holds a **Learning Outside the Classroom Quality Badge** [www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk); or
- an **EV4 Provider Form** has been satisfactorily completed by the provider (and attached to EVOLVE). It is the responsibility of the visit leader to ask the provider to complete the EV4 Form. The EV4 Form can be found in the 'Forms' section on EVOLVE.

127. If a Provider holds an [ALA licence](#) (and/or any other accreditation), but not a LOTC Quality Badge, then an EV4 Provider Form is still required.

128. Where an external provider is being used, the provider has responsibility for risk assessing and managing the activities they deliver. Visit leaders will not ask for copies of providers' risk assessments but will ask for any information that they publish that is specifically aimed at helping visit leaders to manage their visit.

## Volunteers

129. Volunteers may require a Disclosure and Barring Service Check if they are involved in a regulated activity (carried out by the Disclosure and Barring Service). Staff will discuss this with the EVC and the 'Designated Safeguarding Lead' (DSL) to establish if a check is required.

130. Volunteers will be inducted/ briefed and assessed as competent to carry out their assigned role. They will also require supervision by staff.

## Emergency procedures

131. The visits emergency procedures align to the school's/trust's emergency planning (see Appendix 1).

132. In the event of an incident, staff will use the EV7, EV8a and EV8b – by doing so staff will be led through the correct procedure.

133. Both the visit leader and the base contact will have 24/7 access to all the details of the visit, including medical and next of kin information for both the staff and the young people.

134. In addition to the Off-site Visits Emergency Procedures the school 'Business Continuity and Emergency Response Plan' (BCERP) may also be implemented depending on the severity of the incident.

## Use of mobile phones on an off site visit

135. Consideration will be given to how mobile phones and other electronic devices will be managed by both staff.

136. Pupils will not be permitted to take a mobile phone on the trip and standard school procedure will be followed for those children who do bring in phones to school.

## **Behaviour and Trips**

All staff and volunteers will be expected to follow the behaviour policy when on school visits.

All children will be reminded that they are ambassadors for the school when on these journeys and expectations of behaviour and discipline are as high as those within school.

For the avoidance of doubt, the principles and provisions of this Policy will apply in all situations when children are:

- Taking part in any school organised or school-related activity
- Travelling to or from school
- Wearing school uniform, unless otherwise identified, for example residential.
- In the above instance, children will in some other way be identifiable as a pupil at St. Aidan's.

Even if the above conditions do not apply, pupils can be disciplined for misbehaviour at any time that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

In all cases the adult may only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the staff member.

In such circumstances the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the Local Authority of the actions taken against a pupil. If the behaviour is criminal, or poses a serious threat to a member of the public, the police should always be informed.

School staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. School staff must follow the school's safeguarding policy.

### **Significant risk or unacceptable safeguarding risk**

A range of enrichment opportunities, educational visits, trips and PE sessions are organised for the children. These may involve the children walking to a venue, travelling by coach or using public transport. If a child's behaviour is such that it would be a significant, unmanageable and unacceptable safeguarding risk (to themselves and/or others) to take them off-site, they may be prevented from attending an educational visit or taking part in PE sessions off-site. This will not affect a child's statutory entitlement to PE as they will take part in another PE session in school. (This may be on a different day/time to their usual PE lesson.) Before

considering this, the school will carry out a formal risk assessment of allowing the pupil to attend. The decision will be made by the Headteacher and parents will be consulted.

## **Inclusion**

137. The trust / St Aidan's ethos supports inclusion in all areas of school life including visits.
138. All visits will comply with the Equality Act 2010.
139. Staff will plan early to overcome any inclusion issues. Reasonable adjustments will be made to accommodate any young person with disabilities as long as the adjustments do not unduly impinge on the outcomes for the rest of the group. Discussions with the EVC lead, SENDCo and Head Teacher will be held to ensure all children are included and able to access off site trips.
140. Expectations placed on staff will be reasonable, so that what is required of them is within their competence.
141. Staff will discuss any issues with the EVC, the SENCO and headteacher. The views of the young person and the parent/carers will be sought and included throughout.
142. Refer to National Guidance/DfE documents:

[Inclusion](#)

[Special Educational Needs and Disabilities](#)

[Special Educational Needs - FAQ](#)

[DfE Equality Act 2010: Advice for Schools](#)

## **Transport**

143. Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is more hazardous to travel to an activity than to engage in it and establishments must follow the National Guidance and any relevant Academy guidance. All national and local regulatory requirements must be followed.

### **General considerations and effective supervision during journeys**

144. Care should be taken to assess the maturity and the needs of the group, the competence and experience of the staff, as well as the distance from base so that the visit leader, deputy leader, EVC and headteacher can be confident that 'effective supervision' is in place.
145. Ensure that coaches and buses are hired from a reputable company. The St Aidans' Transport Booking Form should be used, and the recommended checks carried out.

146. Transporting young people in private cars requires careful consideration. Where this occurs, there should be recorded procedures. All trust procedures must be followed.

### Seat Belts

147. Seat belts must be worn at all times on all vehicles where seat belts would normally be expected, including cars, minibuses, coaches and buses – with the exception of public transport. Establishments should only commission vehicles with appropriate seat belts fitted.
148. Refer to National Guidance document:

[4.5c Transport in Private Cars](#)

[4.5a Transport General Considerations](#)

[4.5e Hiring a coach](#)

### Minibuses

149. The driving and operation of school minibuses is a complex matter. All establishments must operate to the **trust procedures** which are in accordance with the guidance documents referred to below.
150. The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus. In addition, on longer journeys consideration should be given to factors such as driver fatigue and comfort breaks.
151. Refer to trust procedures and National Guidance document: [4.5b Transport in Minibuses \(OEAP\)](#)
152. *NB Academies requires all employees driving minibuses to hold current MIDAS training and certification (or equivalent).*

### First aid arrangements

153. For all visits, there will be a responsible adult with a good working knowledge of first aid appropriate to the environment (e.g. urban, remote, water, etc.).
154. A course such as the Emergency First Aid at work (1 day) course may be suitable for routine urban visits, however the nature of the visit may indicate that a higher-level qualification is appropriate (e.g. a 2 or 3-day qualification), especially in circumstances where it is likely that access by the emergency services may be delayed.
155. Based on the nature of the particular visit, the visit leader/EVC/principal/headteacher will make a professional judgement

regarding the level of first aid required. However, any residential visit or adventurous activity must be accompanied by, or have access to, a qualified first aider. For residential visits the first aid cover must be available 24/7.

156. A first aid kit appropriate to the visit will be carried, and there will always be someone who is nominated to deal with first aid issues.
157. The first aid requirements relating to EYFS settings are specified and will be adhered to, including the need for full Paediatrics first aid training, see Statutory Framework for the Early Years Foundation Stage.
158. Refer to National Guidance document: [First Aid 4.4b](#)

## Insurance

159. The headteacher will liaise with the trust / LA to ensure that appropriate insurance cover is in place to cover staff, volunteers and children participating in Educational Visits.
160. The trust has a blanket policy in place to cover all Educational Visits.
161. For visits abroad please ensure that the visit leader and accompanying staff hold a copy of the Policy Summary and the Emergency 24hr Insurance Claim/Support contact number.
162. Where unusual/high risk activities are being planned the trust Educational Visits Adviser must be contacted to discuss plans.
163. When visiting European countries EHIC cards are not a requirement because the trust insurance is comprehensive and covers all such costs. However, where staff and pupils already hold EHIC cards then they should be used in order to reduce costs for the insurers where possible.
164. There are some exemptions from the trust Travel insurance (e.g. Injury/illness as a result of attempted suicide or self-harm is not covered by the policy). If staff have any concerns about specific insurance issues they should discuss them with the school EVC and contact the trust Educational Visits Adviser.

## Charging for activities/ visits

165. Charging for activities must be in line with the school's [Charging and Remissions Policy](#).
166. The Education Act 1996, sections 449-462 sets out the law on charging for school activities in England. The Department for Education provides guidance to Heads of Establishments and Governing Bodies as to the requirements of a charging & remissions policy, voluntary contributions and what can or cannot be charged for.

167. Staff must follow the school procedures which must be in accordance with the guidance documents referred to below.
168. Refer to National Guidance document: [3.2c Charging for School Activity](#)
169. DfE document: [Charging for School Activities](#)

## Finance

170. Procedures adopted will ensure:
- initial approval of financial plans/ costings is provided
  - cancelling notice / period of venue, coach etc will be obtained incase of the need to cancel the trip in its entirety.
  - requirements for accounting, banking and reporting are followed
  - appropriate contingency is built into the proposed cost
  - appropriate management of voluntary contributions
  - arrangements are in place for young people unable to afford a visit

## Monitoring visits

171. The role of monitoring is shared between the EVC, the headteacher, the staff, the Governors and the trust.
172. The checking and approval process is a very important part of monitoring and is shared between the EVC, headteacher, governors and trust.
173. Field monitoring is also recognised as important. Staff are encouraged to peer monitor and give feedback to colleagues. In addition, the EVC, headteacher or other experienced senior staff will carry out monitoring visits from time to time in order to support staff and encourage good practice.
174. Visits will be evaluated against the learning outcomes. Where appropriate, evaluations will be shared and should help to inform future planning. All stakeholders will be considered when carrying out evaluations. Visit leaders must complete the evaluation form on EVOLVE within 28 days of the visit which enables staff to comment on the learning outcomes identified on the EVOLVE visit form.
175. Any monitoring will be intelligently targeted to support staff where appropriate and to identify and share good practice.

## Residential visits

176. Residential visits require approval by the Star Academies Educational Visits / LA / Governing body. They are more complex in nature and require more detailed planning as a result.

177. Visit leaders for residential visits should be experienced and competent with good prior knowledge of the pupils and a strong staff team. They should have previous experience of residential visits either as a member of staff or as the lead or deputy visit leader. The apprenticeship model can be used with staff new to leading residential visits, where an experienced colleague will support them on their first trip.
178. Residential visits should be planned well in advance. Careful thought should be given to the planning process. The venue, activities and cost should be appropriate for the groups being catered for. Residential visits should be as inclusive as possible. Where support is required, the Star Academies Educational Visits Adviser should be contacted.
179. Refer to the Generic risk assessment for Residential visits (which can be found via the home page on the Star Academies EVOLVE website) and the National Guidance document: [Residential visits](#)

## Overseas visits

180. All plans for overseas visits must be discussed with the Star Central Educational Visits Adviser.
181. The visit leader must consider the relevant country information from the Foreign and Commonwealth Office website: <https://www.gov.uk/foreign-travel-advice>. All relevant FCO information should be circulated amongst the staff team.
182. Entry requirements for the country/countries to be visited (including in transit) must be checked carefully before any written or financial commitment is made. Parents must be informed of entry requirements, including passport, visa and any vaccination requirements before booking.
183. Careful thought must be given to selecting a Tour Operator. They must have appropriate bonding (e.g. ABTA/ATOL) and comply with the Package Travel Regulations. It is recommended that schools select a Tour Operator with a Learning Outside the Classroom (LOtC) Quality Badge.
184. Any school planning to run a self-led overseas visit must be prepared to organise a pre-visit for the visit leader and deputy leader as part of the planning and risk assessment process.
185. Refer to National Guidance documents: [Overseas Visits](#) ; [Visit Leader Checklist – Overseas Visits](#)

## Exchange visits

186. St Aidans follows the National Guidance document: [Exchange Visits and Home Stays](#). School is required to adhere to all relevant aspects of this guidance.

## Adventurous activities/visits

187. For the purposes of this policy a range of activities are classed as adventurous and require an enhanced level of planning and scrutiny. See the list in Table 3 below which gives examples of activities and clarifies whether they should be regarded as adventurous. If in doubt over the classification of an activity, class it as adventurous in the first instance and contact the Educational Visits Adviser. Unusual activities may need to be discussed with the Star Central Educational Visits Adviser to ensure that insurance is in place.

188. Refer to National Guidance: [7a Adventure Activities](#)

**Table 3: List of activities (examples of routine and adventurous)**

Normal, routine activities	Adventurous activities
Athletics	Gorge scrambling
Bike training (e.g. Bike-ability)	Caving/ Potholing/ Mine exploration
Cinema	Mountain biking, BMX and Cyclocross
Park	Cycling (competitive or led by school staff)
Places of worship	Fell running
Shopping	Kayaking
Sports fixtures	Climbing/ Abseiling
Swimming lessons	Hillwalking
Theatre	Mountaineering
Restaurant visits	Climbing – artificial structures
Sports centres	Canoeing
Ice skating	Sailing/ Windsurfing
Leisure pools	Skiing/ Snowboarding
Roller skating	Stand-up paddle boarding
Forest schools (no bladed tools)	Surfing
Bushcraft (with no bladed tools)	Orienteering
Geography fieldwork (in everyday environments)	Body boarding
Field studies	Beach schools
Laser Quest	Bushcraft with bladed tools/fires/stoves
	Forest schools (involving fires/stoves/ bladed tools)

Normal, routine activities	Adventurous activities
Professionally lifeguarded pools	Geography fieldwork (hazardous environments)
Parkour using gym equipment	Archery
	Coasteering
	Scuba diving
	Snorkelling
Consult the Star Central Educational Visits Adviser regarding the following activities:	
<b>* Consult the Star Central Educational Visits Adviser before booking any of these activity</b>	Overseas expeditions*
	High Ropes course activities*
	Non-Lifeguarded swimming pools*
	Open water swimming/ bathing*
The following activities are <u>not permitted</u> :	
Go Karting and motorsports	
Paintball activities (and any other target sports involving firing objects at each other)	
Trampoline parks and other leisure trampolining activities	
Indoor inflatable assault courses	
Inflatable assault courses on water	

## Adventurous activities led by school staff

189. Any school staff who plan to lead adventurous activities must be able to demonstrate their competence. They must hold an appropriate qualification or have a statement of competence from a technical adviser with evidence recorded on EVOLVE.
190. Records of any relevant staff qualifications (e.g. Mountain Leader Award or First Aid qualification), including a scanned copy of the certificate, will be saved on the member of staff's profile on EVOLVE. In addition, a note from the EVC or principal/headteacher will be attached to the member of staff's profile on EVOLVE, verifying that the original certificate has been seen.
191. Where school staff are planning to lead adventurous activities, the EVC will contact the trust Educational Visits Adviser in advance to discuss the proposals.

## Duke of Edinburgh (DofE) expeditions and training

192. Where the school is running a DofE Programme, then the visit leader/EVC must contact the Educational Visits Adviser to discuss the arrangements for the Expedition section and related training.
193. Where schools are planning to engage an external provider to deliver the Expedition section, then the visit leader/EVC must contact the Educational

Visits Adviser before entering into an agreement/signing a contract/making any payments.

194. Refer to National Guidance: [DofE Award Expeditions](#)

## Overseas expeditions

195. Overseas Expeditions (for the purposes of this document) are defined as those which typically involve journeying in remote areas of the world and/or in developing countries.

196. Establishments must seek initial agreement from Star Central before making any written or financial commitments and before advertising to pupils.

197. There are stringent requirements on Overseas Expedition providers, and establishments may therefore need to allow up to 18 months for Star Central approval to be granted. Once initial agreement has been received from the Educational Visits Adviser, a 'Note' (for the attention of Star Central) should be added to the EVOLVE Visit Form as soon as possible during the planning stages, so that planning can be monitored from an early stage.

198. Overseas Expeditions will only be approved by Star Central if the provider either:

- holds an LOtC Quality Badge [www.lotcqualitybadge.org.uk](http://www.lotcqualitybadge.org.uk); or
- provides a statement of compliance with the OEAP guidance document: [Overseas Expeditions](#)

199. Visit leaders may find it beneficial to review the resources and events offered by the Royal Geographical Society [www.rgs.org](http://www.rgs.org).

200. The following National Guidance document will be used by staff planning overseas expeditions: [Overseas Expeditions](#)

## Prohibited activities

201. A small number of activities are prohibited and must be avoided. Some examples are listed at the end of Table 3, including Trampoline Parks, Go Karting, Paintball activities (and any activities involving firing objects at other people). This is usually due to one or more of the following reasons: not covered by trust insurance; difficulty in ensuring effective supervision/safeguarding and keeping pupils safe; unregulated activities; inappropriate activities.

## **Trampoline parks**

202. Star Schools must not organise visits to Trampoline Parks involving free-bouncing group sessions. This is due to the inherent risks involved and the difficulty in ensuring the effective supervision of such activities.
203. Single bed vertical bouncing sessions led by BG (British Gymnastics) qualified instructors may be considered – please contact the trust's Educational Visits Adviser to discuss any such proposals prior to booking and before advertising to the pupils.

## **Induction, training, apprenticeship, succession planning**

204. The EVC will attend a full Star Academies EVC training day (or other OEAP EVC training course as designated by the trust), and thereafter attend Star Academies EVC update training at least once every 3 years.
205. New staff will be trained by the EVC so that they are familiar with the procedures for Off-Site Visits as part of their induction. This will be included and recorded as part of their induction programme.
206. All staff will undergo regular training in relation to Educational Visits. This will be at least every 3 years or when significant changes are implemented. The training will be led by the EVC and principal/headteacher or by the trust Educational Visits Adviser.
207. An apprenticeship model will be used so that inexperienced staff can shadow experienced and competent visit leaders until they are ready to lead visits themselves. This model allows for effective succession planning.
208. Training records will be kept by the EVC.

## **Monitoring, evaluation and review**

209. The policy will be promoted and implemented throughout all trust schools.
210. The trust will monitor the operation and effectiveness of arrangements referred to in this policy at each trust school.
211. As part of its monitoring process, the EV3 Form will be completed annually by the EVC and principal/headteacher. Any action points raised by the EV3 Form will form the basis of an action plan and training programme for the coming year. A copy of the completed form will be provided to the Governing Body and to the trust.
212. The trust will review this policy every two years in consultation with each trust school.

**Visit Leader must follow EV7**

Visit Leader calls their school's Emergency Base Contact.  
*(If they can't contact the school Emergency Base Contact then they should ring the Star Academies Emergency Contact Number to inform them and ask for support)*

**Base contact/Head must follow EV8a**

School Emergency Base Contact rings Headteacher *(if the Headteacher is not the Emergency Base Contact)* to inform them and ask for support.

**Ring Star Academies Emergency Contact Number**

08:30-5:00pm: **0330 313 9800**  
Out of hours: **0330 313 9134**

**Set up a School Incident Management Team** *(School Silver Team - senior staff and admin support)*  
**Liaise and coordinate response**

**Trust senior staff must follow EV9**

*If the trust Senior Staff on call receives a call notifying of incident they should:*

**Ask for and record details of incident - ensure they have contact numbers for school**

**Contact CEO of trust**

**TRUST GOLD TEAM WILL TAKE THE**

**Work with CEO to set up trust Gold Team**

**TRUST GOLD TEAM WILL TAKE THE LEAD**

*Follow EV9 (and refer to: EV7, EV8a, EV8b)*

*Follow EV8a & EV8b (and refer to: EV7 & EV8a)*

**Trust Incident Management (Gold) Team set up by CEO (or CEO's representative)**  
**TRUST GOLD TEAM**

**Team set up by Head (or Head's representative)**  
**SCHOOL SILVER TEAM**

**incident**  
Set up effective lines of communication  
Senior member of staff from the Trust may be deployed to the school to support the Headteacher  
Gold Team to work with Silver Team to effectively manage incident

**the incident**  
Set up effective lines of communication  
Provide support for the visit leader, staff, pupils, parents  
School may deploy a member of staff to the scene to support the visit leader  
Silver Team to work with Gold Team to effectively manage



**Educational Visits Adviser**

**Media Support and Advice**

**Insurance Company**

**Company/ Activity Provider/ Coach Company**

**Educational Psychologist**

## Appendix 1: Incident management summary