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Educational Visits Procedure

DOCUMENT INFORMATION – FRONT SHEET

Please note – the generic policy will be published on the Trust website with a School specific policy published on the individual School Website. Physically printed copies of this policy may be out of date. For the most up to date policy please go to the School Website.

POLICY DETAILS

POLICY OWNER/AUTHOR	NEW POLICY	CURRENT POLICY - REDRAFT/AMENDMENTS	
Jeanette Harris/YMD Boon	Yes	No	<i>If Yes please provide brief details of changes below in the version history section and highlight changes in yellow.</i>

VERSION HISTORY

VERSION NO & DATE	Version 1 - 5.6.26			
VERSION DETAIL & CHANGES				
PREVIOUS REVIEW DATE	NEXT REVIEW	June 2029	REVIEW CYCLE	3 years

APPROVAL INFORMATION

DATE APPROVED/REVIEWED	5th June 2026	APPROVED BY	Approved at Executive Operation Team
UNION CONSULTATION REQUIRED	No	IF YES, PLEASE STATE DATE OF CONSULTATION	
NAME OF LIFE MAT SCHOOL	Countesthorpe Academy		

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## Document History – Version Control

Version No.	Date	Author/s	Summary of Changes
1	5.6.26	Jeanette Harris/Sophie Williams	Initial Issue

## **POLICY STATEMENT: Learning Outside the Classroom (LOtC)**

LiFE Multi-Academy Trust (MAT) holds that outdoor learning, off-site visits, and learning outside the classroom are fundamental entitlements for every child. We believe these experiences are essential to a balanced, effective curriculum. Appropriately planned visits are proven to enhance engagement and improve attainment, forming a cornerstone of our commitment to a supportive and high-achieving learning environment.

### **Core Benefits of Outdoor Learning**

By participating in LOtC and educational visits, our pupils develop essential life skills and academic competencies, including:

- **Resilience & Adaptability:** Improved ability to navigate change, novelty, and challenge with increased critical curiosity.
- **Cognitive & Creative Growth:** Opportunities for meaning-making, creativity, strategic awareness, and the development of collaborative learning relationships.
- **Trust & Self-Reliance:** A deeper understanding of trust in themselves, their peers, and their educators.
- **Academic Excellence:** Enhanced achievement across the curriculum. Pupils become active participants rather than passive consumers, allowing diverse learning styles to flourish.
- **Contextual Intelligence:** "Real-world" learning that bridges the gap between theory and practice while fostering social and emotional intelligence.
- **Risk Management:** Development of practical risk-benefit assessment skills, giving pupils the tools to safely navigate various contexts throughout their lives.
- **Personal & Social Responsibility:** Greater personal accountability and the refinement of team-working and communication skills.
- **Environmental Stewardship:** Increased awareness, knowledge, and appreciation of diverse environments and the vital practices of sustainability.
- **Health & Wellbeing:** Physical skill acquisition and the promotion of a fit, active, and healthy lifestyle.

### **Compliance and Standards**

LiFE MAT recognises that learning outside the classroom brings the curriculum to life, deepens subject knowledge, and builds the self-confidence necessary for future careers.

To ensure the highest standards of safety and educational quality, LiFE MAT formally adopts the Outdoor Education Advisers' Panel (OEAP) National Guidance for all educational visits. Comprehensive guidance can be accessed at [www.oeapng.info](http://www.oeapng.info).

Signed

*C.F. Atkinson*

Headteacher

Date: 12<sup>th</sup> June 2026



Chair of Governors

Date: 18.6.2026

## EMPLOYER RESPONSIBILITIES

As the employer LiFE MAT meets its obligations to provide staff with guidance, training, and support in the following ways:

### A.) Appropriate guidance.

The appropriate guidance for the management of outdoor learning, off site visits and learning outside the classroom is the OEAP National Guidance web site – [www.oeapng.info](http://www.oeapng.info)

### B.) Training to support the guidance to ensure that it is understood.

For those involved in managing and leading visits LiFE MAT relevant training courses are:

1. Educational Visit Coordinator (EVC) Training – LiFE MAT requires that EVC's to be appropriately trained with the training refreshed at least every 3 years.
2. Visit Leader Training – LiFE MAT requires that **all** employees who lead trips or visits of a residential nature (unless to an approved LoTC or AALA provider (**Learning Outside the Classroom (LOtC) Quality Badge** and an **Adventure Activities Licensing Authority (AALA)** within the UK) or whereby they lead an adventurous activity to undertake this training prior to leading the visit.

*Note: Local trips within the School Learning Area (see appendix 1) or day trips to public access environments regularly visited by schools and residential visits to LoTC or AALA provider within the UK, may be led by competent staff who have not attended Visit Leader training on authorisation of the Headteacher.*

### C.) Suitable systems and processes to ensure that those trained are kept updated.

For the purposes of day-to-day updating of information, EVCs and Visit/Activity Leaders are directed to the periodic news items and updates of OEAP National Guidance.

### D.) Access to advice, support, and further training.

Where an employee experiences problems with finding the material, they are looking for, or require clarification or further help, guidance, or bespoke training, they should contact their appointed Education Visit Advisor, YMD Boon Ltd 0333 358 0333/ 07341 865521 (Adrian Cook) Jodie Baldry (07398 640991) Out of hours support YMD Boon 07341 865521.

## APPLICATION

This policy covers any visit that leaves the school grounds, whether as part of the curriculum, during school time or outside the normal school day.

The LiFE MAT adopts the Outdoor Education Adviser's Panel (OEAP) National Guidance available at [www.oeapng.info](http://www.oeapng.info)

All staff are required to plan and execute visits in line with this policy and National Guidance. Staff are particularly directed to be familiar with the roles and responsibilities outlined within National Guidance.

## PUPIL/STUDENT BEHAVIOUR

Whilst wishing to provide opportunities, both educational and social, the school retains the right to refuse an individual pupil/student from participating in a visit. This could apply if he/she could not be trusted to behave in an acceptable manner, or where it was considered inappropriate for other reasons, such as a child who has misbehaved prior to the visit and it was felt wrong to reward him/her by allowing participation in the visit. Parents must be informed of the right to refuse pupil/students from participating in trips on the grounds of behaviour by each Visit Leader via the first letter informing parents of the trip. Prior to the trip pupils/students and parents will need to sign a Code of Conduct form for all residential trips.

The following paragraph must be used:

*Acceptance on this trip is subject to good behaviour and a satisfactory reference from the children's class teacher. Students who are poorly behaved will forfeit their right to attend. Any monies already paid will be refunded if they can be recovered without loss to the school. All other sums will be forfeited. Serious breaches of behavioural expectations on residential trips may result in pupils/students being collected and taken home (in the case of UK trips). Additional sanctions, depending on the nature of the breach may also be imposed. These sanctions include fixed term and permanent exclusion*

## ROLES AND RESPONSIBILITIES

The Health and Safety at Work etc. Act 1974 places overall responsibility for health and safety with the employer. As the employer LiFE MAT must be informed all residential visits, foreign travel and any adventurous activities for example climbing, caving and water sports.

## Governing Body

The Governing Body has responsibility for monitoring of all visits. They must ensure that the Governing Body has its own systems in place to support this process: a named Governor rather than a group; an approval process for trips requiring Governor approval; dedicated discussion and review time at meetings with the Head and EVC.

See Outdoor Education Adviser's Panel National Guidance for the role of the governing body [Governors, Trustees and Directors](#)

## Headteacher

The Head has responsibility for the final approval and monitoring of all visits. Local area visits will be approved by the EVC.

The Head should ensure that the management of visits meets the regulations and guidance offered by the Outdoor Education Adviser's Panel National Guidance, Department for Education and others as well as conforming to the school's own Health & Safety policy.

The Head should ensure that the Governing Body is kept appropriately informed and that arrangements are in place for the educational objectives of a visit to be inclusive and that issues identified in exploratory visits have been satisfactorily resolved within the risk assessment.

The Head should ensure that staff have opportunities to undertake CPD relating to good practice and procedures, and where necessary to obtain formal qualifications.

See Outdoor Education Adviser's Panel National Guidance for the role of the Headteacher <http://oeapng.info/head-manager/>

## Visit Leader Responsibilities

**The Visit Leader is responsible for the overall planning, management, and safety of the off-site activity. They must:**

### Planning & Compliance

- **Competency:** Ensure they are formally approved to lead the visit and possess a thorough understanding of Trust policies and procedures.
- **Systems:** Enter all trip details into Evolve and provide real-time updates as information changes.
- **Data Protection:** Manage all student, staff, and parent information in strict accordance with the Data Protection Act 2018.
- **Preparation:** Conduct a pre-visit to the venue and collaborate with the Educational Visits Coordinator (EVC) to complete a robust risk assessment.

### Approvals & Supervision

- **Formal Authorisation:** Secure approval from the Head/Deputy/ EVC within the designated Trust timescales.
- **Team Briefing:** Define clear roles for all students, staff and volunteers, ensuring everyone is fully briefed on their specific responsibilities and supervision duties.
- **Student Suitability:** Review individual student data (medical, behavioral, or SEND) to ensure the trip or specific activities are safe and appropriate for all participants.

### Safety & Emergency Procedures

- **Emergency Contact:** For visits outside school hours, designate a senior staff member as the Emergency Contact. Ensure they are provided with a complete "trip pack" containing all vital information.
- **Communication:** Confirm that all leaders on the trip have the direct contact details for the established Emergency Contact.
- **Dynamic Risk Management:** Monitor safety throughout the trip. The Visit Leader has the authority—and responsibility—to halt an activity or the entire visit if health and safety risks become unacceptable.

### Financial Management

- **Budgeting:** Manage a cost-neutral budget that includes a contingency fund.
- Ensure LIFE MAT financial procedure for managing the trip. (Appendix 5)

See Outdoor Education Adviser's Panel National Guidance for the Role of the Visit Leader - <http://oeapng.info/visit-leader/>

The School Educational Visit Coordinator (EVC) is Tim Gartside

## Educational Visits Coordinator (EVC) Responsibilities

The EVC provides the central oversight and quality control for all off-site activities. Their duties include:

### Compliance & Risk Management

- **Risk Assessment Oversight:** Ensure all visits undergo satisfactory risk assessments and meet Trust safety standards.
- **Systems Management:** Oversee the **Evolve** trip logging system to ensure accurate data entry and tracking
- **DBS & Safeguarding:** Verify that valid DBS clearance is in place for all participating staff and volunteers.
- **Data Protection:** Ensure all record-keeping and use of personal data (for students, staff, and parents) strictly complies with the **Data Protection Act 2018**.
- **External Liaison:** Consult with the Outdoor Education Adviser as required for complex or high-risk visits.

### Staffing & Training

- **Leadership Verification:** Confirm that visit leaders are suitably competent and possess the necessary qualifications, including accompanying staff and volunteers.
- **Training & Support:** Identify training needs for leaders, provide induction for staff or volunteers new to educational visits, and maintain records of staff training.
- **Parental Engagement:** Ensure systems for communicating with parents and obtaining formal consent are effective and documented.

### Emergency Procedures & Incident Reporting

- **Emergency Planning:** Maintain robust school-level emergency procedures, including protocols for liaising with emergency services and the **YMD Boon** advisors.
- **Incident Reporting:** Ensure the school complies with Trust requirements for reporting accidents, incidents, and "near misses."

### Monitoring & Evaluation

- **Strategic Oversight:** Monitor current practice to establish a clear picture of trip quality. The EVC must be prepared to intervene if practice is incorrect or unsatisfactory.
- **Evaluation:** Support the Head and Deputy in evaluating the success of visits, ensuring that lessons learned are recorded and used to set targets for future improvement.
- **Continuous Improvement:** Maintain a "best practice" log to ensure the school learns from previous experiences and evolves its educational visit offerings. <http://oeapng.info/evc/>

### Educational Visit Advisor Service (EVA)

Visits and activities listed below will be checked by an independent Education Visits Advisor Service (who should be deemed competent to provide advice and guidance) before the activity takes place – see page 6 of this policy detailing the process to be followed.

- overnight stays
- foreign travel
- adventurous activities
- Duke of Edinburgh Expeditions

LIFE MAT obtains advice/support relating to Educational Visits from the Health and Safety professionals at YMD Boon Ltd.

The following visits will not fall under the remit of YMD Boon Ltd Health and Safety professionals.

- Visits where schools choose to directly lead and deliver adventurous activities i.e., school staff member leading a climbing activity, kayaking, skiing etc.

LIFE MAT requires all adventurous activities to be delivered by a LoTC/AALA badge/licence holder unless specific permission to deviate from this has been given by the headteacher.

### PRELIMINARY VISITS AND PROVIDER ASSURANCES

#### Preliminary Visits

LIFE MAT requires that all visits are thoroughly researched to establish the suitability of the venue and to check that facilities and third-party provision will meet group expectations. Such information gathering is essential in assessing

It is good management practice to carry out a preliminary visit. The following identifies the circumstances where preliminary visit is a requirement.

- Pre visit required for visits where there is a high complexity factor, and the visit has not happened previously.
- Additionally, required when a visit is solely led by the school.
- Residential visits, visits abroad, exchange visits, adventure led by the school, staff all have aspects of complexity. If the visit is led and managed by the provider, then a variety of approaches can reduce the need to pre visit. Visit Leaders can take full advantage of the nationally accredited provider assurance schemes that are now available and assists to reduce bureaucracy – examples include: -
- The LOTC Quality Badge (Learning outside The Classroom)
- AALA licensing (Adventure Activities Licensing Authority)
- Adventuremark

LiFE MAT takes the view that where providers hold one of the above accreditations, there should be no need to seek further assurances.

The OEAP National Guidance 4.4f – Assessing an adventure activity provider check list, 4.4h – using external providers and facilities and 8.1q – Provider Questionnaire -

[All documents](#) | should be followed when undertaking pre visits and assessing providers.

## TYPES OF VISITS AND APPROVAL

There are four types of visits, for which the approval process is slightly different:

### 1. Visit / activities within the School Learning Area (see appendix 1) and which involve no more than an everyday level of risk. (Walking distance only)

Visits that are part of the curriculum and take place during the school day do not require consent. Those that are not part of the curriculum or extend beyond the school day can be covered by blanket consent, but information will be provided to parents in advance, and they will have the opportunity to withdraw their child.

These follow the learning area operating procedure (appendix 1).

LiFE MAT **will log these visits on the Evolve system.**

### 2. Day visits within the UK excluding adventurous activities

Visit Leaders to gain outline permission for visit from Headteacher. Visit leader to collate and input information onto the evolve system. All information must be uploaded prior to submitting to the **EVC for approval at least 4 weeks** in advance. Once reviewed by the EVC, final approval for the visit will be given by the Headteacher.

### 3. Residential visits and visits involving foreign travel.

Visit Leaders to gain outline permission for visit from Headteacher. Visit leader to collate and input information onto the Evolve system. All information must be uploaded prior to submitting to the **EVC for approval at least 4 weeks** in advance. Once reviewed by the EVC, the visit will be given outline approval by the Headteacher. Once outline approval has been given, the visit will then be scrutinised by the Educational Visits Advisor to ensure the visit complies with the OEAPNG after which final approval will be given by the Headteacher. The Educational Visits Advisor must receive the visit notification at least 4 weeks in advance of the visit occurring.

Third party providers who hold the LOTC quality badge/AALA or Adventuremark do not require further checks. Those who do not hold this accreditation should complete and return a provider form (NG document 8.1q provider questionnaire)

<http://oeapng.info/downloads/model-forms-mind-maps-and-checklists/>).

Returned questionnaires must be scrutinised by Visit Leaders.

### 4. Visits involving adventurous activities:

Visit Leaders must check if an activity provider holds either an AALA licence

([http://www.AALA.org.uk/AALA/provider\\_search.php](http://www.AALA.org.uk/AALA/provider_search.php))

or a LoTC quality badge (<http://www.lotcqualitybadge.org.uk/search>).

If not, the Visit Leader must get consent from the headteacher and send the OEAP National Guidance document 8q provider questionnaire)

<http://oeapng.info/downloads/model-forms-mind-maps-and-checklists/>).

Returned questionnaires must be scrutinised by visit leaders.

**APPROVAL SUMMARY TABLE FOR EDUCATIONAL VISITS**

Type of Visit	Planning/ Recording Process	Risk Management	Checking/Scr utiny Process	Final Approval
<b>On-site/Local Learning Area</b>	Recorded on Evolve	Local Learning Area Risk Assessment	EVC	Head
<b>Day Visit outside Local Learning Area</b>	Recorded on Evolve	Provider risk manages activities (LoTC/AALA) or provider statement completed. School risk manages journey to venue and non-provider led activities using risk assessments.	EVC	Head
<b>Adventurous provider led</b>	Recorded on Evolve	Provider risk manages activities (LoTC/AALA) or provider statement completed. School risk manages journey to venue and non-provider led activities using risk assessments	EVC Evolve submits to EVA for scrutiny	Head
<b>Adventurous school-led</b>	Recorded on Evolve	School risk manages journey to venue and activities	<i>EVC</i> EVA will not scrutinize school-led adventurous activities	Head
<b>Residential</b>  <b>Overseas</b>	Recorded on Evolve  Recorded on Evolve	Provider risk manages activities (LoTC/AALA) or provider statement completed. School risk manages journey to venue and non-provider led activities using risk assessments Provider risk manages activities (LoTC/AALA) or provider statement completed.  School risk manages journey to venue and non-provider led activities using risk assessments	EVC  Evolve submits to EVA for scrutiny 4 weeks prior to visit EVC  Evolve submits to EVA for scrutiny 4 weeks prior to visit	Head  Head

<b>Duke of Edinburgh</b> Provider or school-led	Recorded on Evolve	School risk manages journey to venue and non-provider led activities / provider led activities	EVC Evolve submits to EVA for specialist DoE scrutiny 4 weeks prior to visit	Head
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## STAFF COMPETENCE

LiFE MAT that staff competency is the single most important aspect of safe visit management and supports staff in developing this competence in the following ways:

- A mentoring system, where staff new to visits assist and work alongside experienced trip leaders before taking on a leadership role.
- Supervision by Senior staff of some educational visits
- Support for staff to attend training courses relevant to the role of Visit Leader

In deciding whether any member of staff is competent to be a Visit Leader the Headteacher will consider the following factors:

- Level of relevant experience
- Any relevant training undertaken.
- The emotional and leadership ability of any prospective visit leader to make dynamic risk management judgements and take charge of any emergencies that may arise.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

## VOLUNTEERS

Visit Leaders should make every effort to recruit the necessary staffing by approaching colleagues employed by the school.

In the event of this failing to produce enough volunteers, with the permission of the Head or Deputy Head, the Visit Leader may invite other appropriately experienced and qualified adults to accompany the trip. All volunteers must be approved by the Head in writing (email) including spouses or partners or other relatives of staff. The Head may require volunteers to provide character references. Any volunteer accompanying a trip will be required to be with a nominated school member of staff.

If a leader or helper is the parent of a young person taking part in a visit, there is the potential for them to be distracted by the needs of their own child when their responsibility extends to all or some of the group. This could compromise group management, particularly if there is a serious incident. The potential to be distracted might be avoided if a parent is not allocated a leadership role with direct responsibility for their own child. Sometimes this may not be possible (e.g., when a class teacher has their own child in their class). In this case consideration should be given to other ways to manage the risk, for example by ensuring that other leaders are available.

## REQUIREMENT TO ENSURE EFFECTIVE SUPERVISION

Health and Safety laws do not prescribe activity specific staffing ratios, but it does require that the level of supervision and group management is 'effective'.

The School will assess/determine effective supervision by proper consideration of:

- Staff competence.
- Activity – nature and location of the activity (including the type of activity, duration, skill levels involved).
- Group – age (including the development age) of the group, ability of the group (including special learning needs, behaviour, medical and vulnerability characteristics etc.).
- Environment – nature and location of the activity including the type of the activity, duration, skill levels involved, as well as the time of year and prevailing conditions.
- Distance away from base.

However, as an exception to the above, Ofsted and DfE guidance prescribe ratios for Early Years The Visit Leader should follow OEAP National Guidance 4.3b Ratio and effective supervision

<http://oeapng.info/downloads/download-info/4-3b-ratios-and-effective-supervision/> and 4.3c Risk Management [4.3c "Risk Management – an Overview"](#)

## EMERGENCY PROCEDURES

**A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.**

The School has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes. See also [4 – Good Practice](#)

When an incident overwhelms the establishment's emergency response capability; where it involves serious injury or fatality or where it is likely to attract media attention then assistance will be sought from the Trust Marketing and Communication Lead/ COO. Trust Lead for Operations/YMD Boon

The School will practice their response to emergency situations on educational visits at regular intervals i.e., school inset training.

## VISIT PLANNING

The Visit Leader checklist – National Guidance document 3.3 e [Visit Leader](#) is an important check on the planning of a visit. When a Visit Leader cannot answer yes to a question on this checklist there should be a discussion with the EVC and or Headteacher. In addition, the following steps must be completed for any visit:

- Gain outline approval from the Headteacher to begin planning the visit and agree funding mechanism / charging policy.
- Ensure the visit:
  - has clear learning outcomes
  - has activities appropriate to the group
  - is planned to maximise benefits to the pupils while managing significant risks
  - is appropriately staffed
  - complies with the school's safeguarding policy
- Involve pupils in the planning of the visit, and how it will be managed, wherever possible.
- Ensure emergency procedures include what would happen in the event of illness or injury affecting the visit leader
- Ensure the base contact back at school is fully briefed and has copies of all relevant information.
- Ensure that the visit is correctly approved and recorded.

## RISK MANAGEMENT

The process of risk assessing a visit will inform the group management plan and improve the control of safety. The recording of risks, and of the measures to mitigate the risks, will demonstrate that Visit Leaders have followed good practice. The risk assessment should tell the 'story' of the visit by walking through the itinerary and documenting the risks and control measures for each step. It is essential that other staff on the visit, and the pupil/students, are aware of the risks and the control measures before the trip takes place – ideally, the risk assessment process will involve these groups but if not, then it will need to be communicated to them well in advance of the trip taking place.

There is a legal requirement for the risk assessment process to be recorded and for suitable and sufficient control measures to be identified for any significant risks. There are generic risks which should be considered for any visit – e.g. children with medical conditions, safeguarding of students, travel arrangements but there will also always be risks which are specific to the individual trip being planned. Although a generic Risk Assessment exists, each trip should have the individual risks for that trip documented within the trip. The Risk Assessment must always be tailored to a particular visit, which may include adapting the generic risks and mitigation.

It is important that while staff are on the visit, they recognise potential risk, hazard and harm and intervene appropriately to protect the pupils/students in their care. This process of dynamic risk assessment does not need to be recorded in writing, but staff must be able to explain any adjustments made to the original assessment and why they made them if asked about them at a future date.

Refer to the National Guidance on good practice for risk management  
[4 – Good Practice](#)

## FIRST AID AND MANAGEMENT OF MEDICAL CONDITIONS

First aid and other medical needs should always be considered in the process of planning and the risk assessment of any visit.

The assessment of the level of first aid cover required should take into account:

- The nature of the activity
- The nature of the group
- The likely injuries associated with the activity
- The extent to which the group will be isolated from the support of the emergency services (both in terms of distance and response times).

In all circumstances, one or more of the staff leading the visit must:

- Be a qualified first aider
- Ensure that sufficient first aid kits are taken on the visit (one per coach)
- Know how to access, and be able to access, qualified first aid support

- Have agreed to administer an 'epipen' or 'inhaler' if a student with such a condition is present on the visit
- Ensure that plans are in place to support students with particular medical conditions, e.g. Diabetes
- During coach travel in which more than one coach is being used, ensure where students have a particular medical condition, such as asthma, allergies or diabetes the coach in which these students are travelling is staffed by those staff who have agreed to administer an 'epipen' or 'inhaler', or who are trained in supporting students with diabetes
- Have read this policy in conjunction with the school policies covering safeguarding of children with identified medical conditions.

As part of the preparation for the trip, a list will be provided of the students' medical and SEN needs. The Visit Leader will need to refer to this during the planning process to inform the risk assessment.

If any medication is administered by staff during the trip, a 'Medication Log Sheet' will need to be completed and should be retained with the trip documentation. Depending on the nature of the trip it may also be necessary to collect medical information from staff – for example this will be a requirement when staff are accompanying a residential trip. The Visit Leader will also need to ensure they have up to date emergency contact information for staff.

### **MOBILE PHONES**

For residential trips and trips outside of school hours the number of the emergency base contact must be given to parents. Staff must not give personal mobile phone numbers to children. The school mobile phones must be returned to the trip team immediately following the return of the trip staff to school (the morning of the next working day when their return is after normal school hours)

### **PARENTAL CONSENT**

The school attempts to obtain blanket consent for all local non-residential visits at the start of each year including sporting fixtures. It is the Visit Leaders' responsibility to ensure that consent has been given by parents/carers for all children on a local trip. Even where consent exists, parents must be given information if their child is taken on a local visit – this can be in letter format. For any visits beyond the local area, or adventurous trips within the local area, information must be sent home. This should give parents information on the visit and including trip forms which must be completed in full and returned to the Visit Leader before the trip takes place.

Trips and visits require a letter from the Visit Leader to parents setting out the arrangements for the visit.

The letter should include:

- The deadline for the reply slip to be back, and the statement from the policy on selection of pupil/students
- Details of the nature and purpose of the visit including date and time
- Information about transport arrangements including departure and specifically collection arrangements (especially if dark)
- Information regarding clothing/kit
- Information regarding eating arrangements and any money that the student might require whilst on the trip
- Information regarding behavioural expectations
- Information regarding costs (n.b. parents cannot be charged for educational activities which take place during the school day but they can be asked to pay a voluntary contribution
- Information regarding any known media at the event and consent for their child's image to be used
- The deadline for payment and parental consent
- The LiFE MAT educational visits Consent to Activity, Medical Details and Treatment form must be used for all visits where separate consent is required, see Appendix 4.
- Reference to pupil/student behaviour requirements
- The standard GDPR statement regarding data sharing.

The text of the letter must be approved by the Head/EVC before it is sent out to parents See the National Guidance document 4.3d on consent

<http://oeapng.info/downloads/all-documents/>.

### **MONITORING**

The Visit Leader should undertake an evaluation of each educational visit and submit this to the Headteacher and EVC.

### **INCLUSION**

All academies must follow the National Guidance on inclusion see 3.2e

<http://oeapng.info/downloads/all-documents/>

### **TRANSPORT**

The School must follow the National Guidance on Transport for school trips see 4.5a transport, 4.5b minibuses, 4.5c Transport in private cars and 4.5d seat belts. The School will choose the appropriate transport provider by ensuring that the National Guidance Coach/Minibus provider form is completed 8.1s

<http://oeapng.info/downloads/all-documents/>

## **INSURANCE**

Insurance cover for approved educational visits is usually provided by the school insurance provider (public liability) insurance policy. The trust is insurance through the Risk Protection Agency. However, as academies may have moved to different insurance providers when they moved away from local authority control confirmation/checks should be made with the insurance provider before the visit takes place. See National Guidance 4.4c Insurance <http://oeapng.info/downloads/all-documents/>

## Appendix 1 Academy Learning Area (Walking distance only)

### General

This operating procedure applies to visits within the Academy Learning Area. It covers:

- a. Visits / activities that are part of the normal curriculum and take place during the normal academy day. These do not require parental consent.
- b. All other visits / activities within the Learning Area (those that take place beyond the academy day or are not part of the curriculum) are covered by blanket consent but parents will be informed in advance and given the opportunity to withdraw their child.

These visits/activities:

- Do not normally need additional risk assessments / controls beyond following the operating procedure below. However, where a specific risk is identified because, for example, a particular pupil's needs, then a review of the individual pupil's risk assessment should be made, and a record kept.

### Boundaries

The boundaries of the territory are shown on the attached map. This area includes, but is not limited to the following frequently used venues see examples below:

- Park ((Centenary Paddock and Play Park)
- Library on Station Road
- St Andrew's Church

### Operating Procedure for Academy Learning Area

The following are potentially significant hazards within Countesthorpe Academy Learning area:

- Road traffic
- Other people / members of the public / animals
- Losing a pupil
- Uneven surfaces and slips, trips, falls
- Weather conditions
- Activity specific issues when doing environmental fieldwork (nettles, brambles rubbish etc.)

These are managed by a combination of the following:

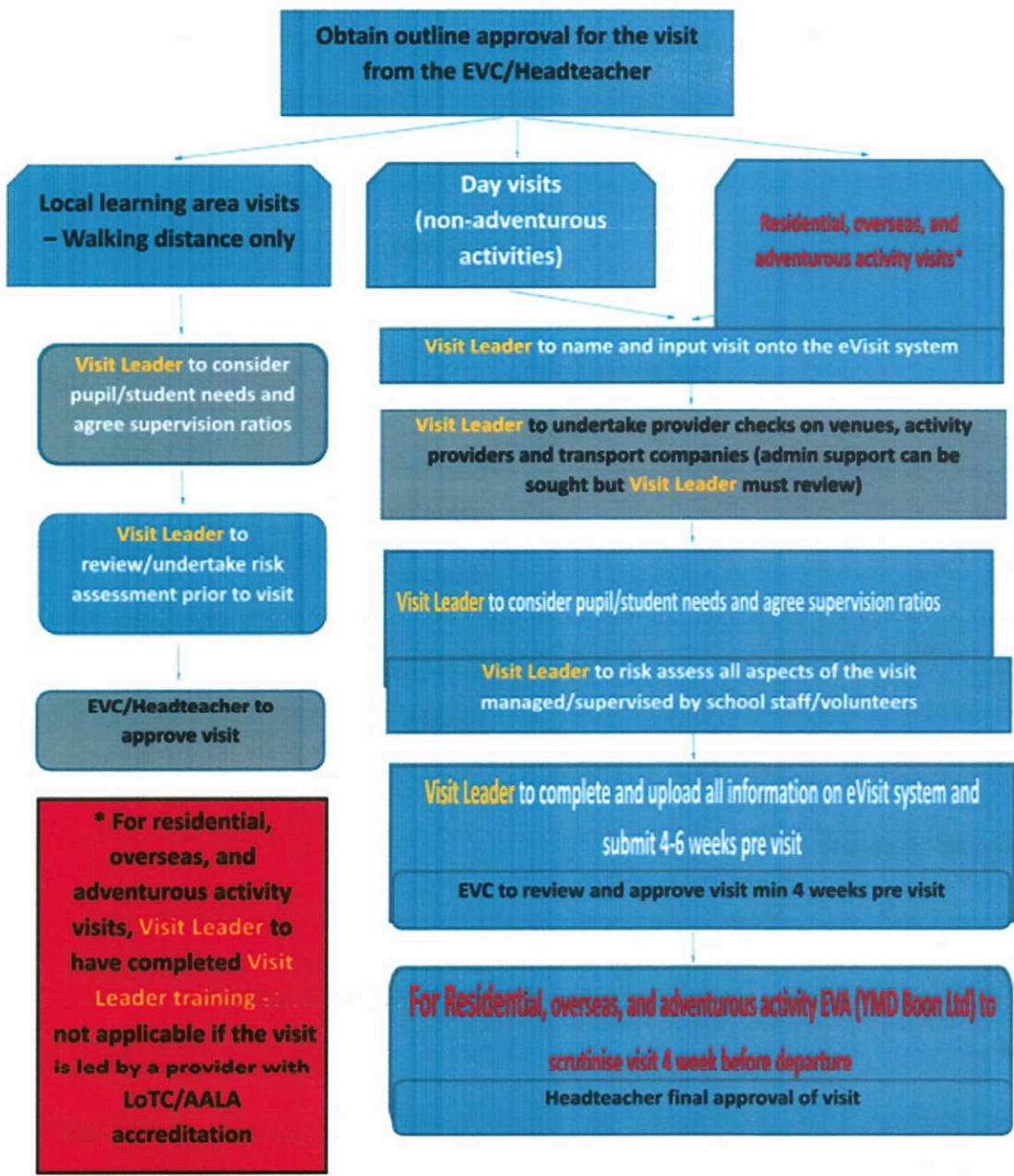
- The Headteacher must give approval before a group leaves the school site.
- Only staff judged competent to supervise groups in this environment are approved. A list of approved staff should be maintained by the EVC and Headteacher.
- The concept and operating procedure of the extended learning area is explained to all new parents when their child joins the academy.
- There will normally be a minimum of two adults. (*This depends on the area and the age / maturity of the pupils*).
- Staff are familiar with the area and visited previously, including any 'no go areas' and have practiced appropriate management techniques.
- Pupils have been trained and practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group. (*This needs a decision and will depend on the area you are in – return to academy, wait where they are, go to x and ask for help, etc.*).
- All remotely supervised work in the Academy Learning Area is done in 'buddy' pairs as a minimum. (*This depends on age/maturity and location*).
- Pupil's clothing and footwear is checked for appropriateness before leaving academy.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available, and staff are appropriately trained.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- An academy mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g., Hi-Viz waist coat for infants).
- A member of the staff accompanying the group is first aid trained.

## **Appendix 2 Emergency Procedures**

The academy's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during academy hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team or will be able to contact an experienced senior manager at all times.
3. The visit leadership team and the emergency base contact will both have relevant medical and emergency contact information on all the visit participants, including staff.
4. The visit leader(s) and the base contact know to request support from the Insert Trust or Academy Governing Body in the event that an incident overwhelms the establishment's emergency response capability; involves serious injury or fatality or where it is likely to attract media attention.
5. The Academy Headteacher has an emergency out of hours contact for the YMB Boon 07341865521 for Health and Safety support. For finance support please contact the Operational Finance Lead in the first instance and then either Executive Finance, Chief Finance Officer to obtain additional support and resources as required.
6. The academy has personalised National Guidance emergency action cards and the appropriate cards are held by
  - a. The visit leader(s)  
The visit leader should also have a copy of the visit leader emergency guidance  
4.1c - Emergency and critical incidents - Overview  
[All documents |](#)
  - b. The first point of contact (e.g. the office or Headteacher)  
*4.1f-Emergencies-and-Critical-Incidents-Guidance-for-First-Contact.pdf*  
[All documents |](#)
  - c. The designated emergency contact senior manager  
*4.1f-Emergencies-and-Critical-Incidents-Guidance-for-First-Contact.pdf*  
[All documents |](#)
7. This emergency procedure is tested through both desk top exercises and periodic scenario calls from Visit Leaders.

### Appendix 3 Educational Visits Approval Flow Chart



## Appendix 4 Consent to Activity, Medical Details and Treatment Form

This form requests medical information about your child in relation to the educational visit / trip detailed below in order that we can cater for your child's needs and keep them safe. This form also seeks your consent for the visit and for emergency medical treatment.

We will use any relevant information provided and consents to cater for your child's needs for the duration of the trip. Once the trip is completed, we will retain or dispose of the form in accordance with the Multi Academy Trust Data Retention Policy which is available on the Multi Academy trust website.

You can withdraw your consent at any time, please contact the Academy Office to do this.

### Visit Details:

Visit to:	From (date):
Residential: Y / N	To (date):

### Childs Details:

Child's name:	Date of birth:
Home address:	

Emergency contact 1 name	Relationship
Home phone	Mobile

Emergency contact 2 name	Relationship
Home phone	Mobile

### Medical Information:

Name, address & telephone no of doctor:
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Does your child suffer from: asthma, chest complaints, hay fever, migraine, fits or faints, travel sickness diabetes, attention deficiency, hyperactivity or any other condition, illness or disability? <b>If YES please give details:-</b>	<b>YES / NO</b>
If your child is allergic to anything (e.g. aspirin, antibiotics, any particular food or drug or any other allergy), please give details:	<b>YES / NO</b>
If your child has been in contact with any infectious or contagious disease in the last 4 weeks please give details:	
Does your child have emergency medication? Inhaler for asthma Adrenaline Auto Injector for severe allergic reaction (anaphylaxis)	<b>YES / NO</b> <b>YES / NO</b>
Has your child received a tetanus injection in the last five years?	<b>YES / NO</b>
If your child is subject to bedwetting, please state here and state frequency and any possible ways of helping (e.g. taking the child to the toilet late at night):	
If your child has any food allergies / special dietary requirements, please give details:	
Are there any activities which your child should not participate in:	
Any other information you feel it would be helpful for us to know:	

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**Consent:**

- I agree to my child taking part in the above-mentioned visit.
- I agree to my child participation in all activities on the visit.
- I acknowledge the need for obedience and responsible behaviour on their part.
- I agree to my child receiving emergency medical treatment, as considered necessary or in the best interests of my child by the medical authorities present. This includes dental, medical or surgical treatment, the use of anaesthetics or blood transfusion.
- I agree to the release of relevant and necessary medical information to educational establishment staff by the GP if circumstances are deemed necessary and appropriate.
- I agree to my child receiving paracetamol for pain / fever relief if it is considered necessary during the visit and I understand that school staff will attempt to contact me prior to administering. If I cannot be contacted, I authorise the visit leader to make the decision as to whether to give.
- I confirm that I have sought the agreement of each of the above named individuals to be named as an emergency contact for the pupil names above and their consent before sharing their personal data as set out above with the Academy for this purpose.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

**CONSENT TO MEDICAL TREATMENT**

I, ..... (Your name in block capitals please) agree to my child receiving any emergency or other medical treatment as deemed urgent, necessary and/or in the best interest of my child by the medical authorities present. This includes dental, medical or surgical treatment, the use of anaesthetics or blood transfusion.

I also agree to the release of relevant and necessary medical information to educational establishment staff by the GP, if circumstances are deemed necessary and appropriate.

**FOR OVERSEAS VISITS**

**Spanish / Español** - Autorizo a las autoridades médicas que estén presentes a practicar a mi niño cualquier tratamiento de urgencia u otro tratamiento médico que se considere urgente, necesario o recomendable. La autorización se extiende a tratamientos dentales, médicos y quirúrgicos, a la aplicación de anestesia y a la transfusión de sangre.

Autorizo igualmente la difusión de la información médica pertinente y necesaria al plantel del establecimiento de educación por parte del médico si las circunstancias lo justifican.

**French / Français** - Je suis d'accord pour que mon enfant bénéficie de tout traitement médical d'urgence ou autre considéré comme urgent, nécessaire et/ou dans le meilleur intérêt pour mon enfant par les autorités médicales présentes. Ceci comprend les traitements dentaires, médicaux ou chirurgicaux, l'utilisation d'anesthésiques ou de transfusion sanguine.

Je donne également mon accord pour la diffusion d'information médicale importante et nécessaire au personnel d'établissement éducatif par le médecin traitant si les circonstances sont jugées nécessaires et appropriées.

**German / Deutsch** - Hiermit stimme ich zu, dass mein Kind jede mögliche Notfallbehandlung oder andere ärztliche Behandlung, die als dringend und notwendig eingestuft wird und/oder in ihr besten Interesse ist, durch die vorhandenen medizinischen Einrichtungen empfängt. Dies schließt zahnmedizinische, medizinische oder chirurgische Behandlung, den Gebrauch von Betäubungsmitteln oder Bluttransfusion ein.

Ich stimme auch der Freigabe der relevanten und notwendigen medizinischen Informationen an Mitarbeiter der Bildungseinrichtung durch den Arzt zu, falls dies notwendig und angemessen erscheint.

**Italian / Italiano** - Accosento che mio bambino venga sottoposto/a a qualsiasi cura medica o di emergenza che venga ritenuta urgente o necessaria nell'interesse di mio bambino dai medici presenti. Ciò comprende eventuali cure dentistiche, mediche o chirurgiche, l'uso di anestetici o trasfusioni di sangue. Accosento inoltre al rilascio dell'informazioni mediche pertinenti e necessarie al personale scolastico da parte del medico generico qualora le circostanze vengano ritenute necessarie ed appropriate.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix 5 – Finance process for trips - [LiFE Finance Intranet](#)



**LiFE MAT**  
Trips Workflow

