



Outdoor education, Visits and Offsite Activities policy

Date adopted: August 2023 Prepared by: Mr C Watmore – Associate Assistant
Principal Review completed: November 2023; Next review date August 2024

MARINE ACADEMY PLYMOUTH POLICIES

Version control sheet

Outdoor education, Visits and Offsite Activities policy

Prepared by: [Chris Watmore](#)

Document date	Filename	Mtg submitted	Summary of changes required
July 2020	Outdoor education, Visits and Offsite Activities policy	Sept 2019	New policy.
July 2022	MAP Outdoor education and offsite activities policy_2022		Changes to procedure Staffing updated
November 2023	MAP Outdoor education and offsite activities policy_2023		Changes to procedure Staffing updated Ratio review

Introduction

This policy covers all off-site visits and activities organised through the school and for which the Governing Body and Principal are responsible. The Governing Body policy adopts OEAP National Guidance as the basis for the school's policy for the management of visits and off-site activities. The purpose of this policy is to explain how the constantly up-to-date, nationally recognised standards will be applied in practical terms at a local level, and in particular the specific roles, responsibilities and arrangements that will apply at Marine Academy Plymouth. This policy also complements and should be read in conjunction with the school's Health & Safety and Safeguarding Policies.

1. Responsibilities of the Governing body

The Governing body will:

- ensure it has systems in place to support this policy in accordance to the OEAP National Guidance
- have the ability to act on behalf the parents to ascertain if the specific event arrangements and risk assessments are in place and appropriate
- ensure a policy is in place with regard to outdoor education, visits and off-site activities
- ensure that visits have specific educational objectives
- be satisfied that risk assessments are carried out and that appropriate safety measures are in place
- ensure that all arrangements comply with Marine Academy Plymouth's Safeguarding and Health and Safety policies
- ensure that funding and costs do not unfairly exclude any student from taking part in an activity which is essential to the curriculum delivery of a particular subject or course
- review any codes of conduct for both leaders and students

2. Responsibilities of the Principal

The Principal will:

- ensure all visits and off-site activities have specific and appropriate educational objectives
- have overall responsibility for the approval of all visits and activities, based on compliance with OEAP National Guidance and recognised good practice, even where this task may have been delegated to another named person
- ensure that all off-site visits, and especially residential visits, are carried out with reference to the Safeguarding Policy and Staff Code of Conduct
- ensure that there is a suitably experienced and competent Educational Visits Co-ordinator (EVC) to oversee aCWerence to the OEAP National Guidance and that the tasks associated with this role are clearly outlined in this policy

- ensure off-site programmes are led by competent staff who are appropriately experienced to assess the risks, manage the activity and manage the specific group
- provide relevant induction, training and other Continuous Professional Development opportunities for staff involved in the provision of visits and off-site activities
- ensure that for all off-site visits and activities risks have been assessed, the significant findings of these assessments recorded and any appropriate safety measures implemented accordingly

3. Responsibilities of the Educational Visits Co-ordinator (EVC)

Although holding the ultimate responsibility, the Principal has delegated specified tasks to a suitably experienced and competent EVC. The EVC is responsible for carrying out the following agreed tasks and attending the relevant training and update training provided by the Local Authority (LA) and national bodies.

Name of EVC: Chris Watmore (CW)

The functions delegated to the EVC are:

- to be the principal contact with the LA over planned visits
- to establish monitoring systems that ensure educational visits are undertaken in accordance with OEAP National Guidance and the school specific arrangements named in this policy
- to ensure that the management of visits and off-site activities is informed by an appropriate risk assessment
- to draw up the Standard Operating Procedures for 'routine and regular' visits and activities
- to manage and update the Evolve website, including updating staff lists and training records
- to ensure that approval and endorsement arrangements for all visits are in accordance with OEAP National Guidance
- to provide staff with support, advice and information that they need to comply with OEAP National Guidance
- to ensure that leaders and staff have any relevant qualifications and are competent to lead and support particular visits and activities as outlined in OEAP National Guidance
- to ensure that procedures to inform parents and to obtain their consent where necessary are in place
- to ensure that appropriate emergency arrangements are in place for visits and off-site activities
- to review accident and incident reports relating to visits and off-site activities in conjunction with the school's Operations Manager to ensure that any lessons are learnt

- to ensure that any third-party provider / contractor / coach has been vetted for competence in accordance with the requirements of OEAP National Guidance.

4. Responsibilities of the Visit Leader

The visit leader must be an employee of the establishment and present on the school visit.

The Visit Leader will:

- have overall responsibility for the supervision and conduct of the visit or activity obtain approval and, where appropriate, LEA endorsement for the visit in line with OEAP National Guidance and the specific arrangements of this policy prior to undertaking the activity
- assess the risks to staff, young people and members of the public presented by the visit or activity in order to identify and implement any safety measures. This process will be undertaken in line with the arrangements described in section 8 of this policy
- carry out specific activities in accordance with the detail of OEAP National Guidance
- use the school planning checklist provided in OEAP National Guidance to ensure all procedures have been followed vet any third party provider / contractor / coach for competence in accordance with the requirements of OEAP National Guidance
- brief all supervising staff, volunteers and students in roles, responsibilities and expectations
- inform parents about the visit and gain their consent in accordance with arrangements described in OEAP National Guidance
- establish appropriate emergency and contingency arrangements for the planned visit or activity which will include the identification of sufficient First Aid cover
- continually re-assess risks during the activity and make adjustments accordingly
- have completed all the requirements of the Marine Academy Plymouth Trips & Residential Checklist (Appendix A)
- ensure all staff on the trip adhere to all school policies as laid out in the handbook namely: Code of Conduct Policy, Keeping Children Safe Policy, Online Safety Policy and Whistleblowing Policy

5. Responsibilities of additional members of staff taking part in visits and off-site activities

Members of staff, volunteers and parent helpers should:

- assist the Visit Leader to ensure the health, safety and welfare of others including young people on the visit
- take time to understand their roles and responsibilities whilst taking part in a visit or activity.

6. Responsibilities of students

Whilst taking part in off-site activities students also have responsibilities about which they should be made aware by the Visit Leader or other members of staff, for their own health and safety and that of the group. Young people should:

- avoid unnecessary risks
- follow instructions of the party leader and other members of staff behave sensibly, keeping to any agreed code of conduct
- Inform a member of staff of safety concerns

7. Responsibilities of parents

Parents have an important role in deciding whether any visit or off-site activity is suitable for their child. Subject to their agreement to the activity parents should:

- support the application of any agreed code of conduct
- inform the party leader about any medical, psychological or physical condition relevant to the visit provide an emergency contact number
- provide consent in accordance with the requirements of OEAP National Guidance

8. Risk Assessment

The school is committed to a wide variety of outdoor activities, many of which will be repeated over each academic year where the risks will be very similar or the same. Therefore, when visits are 'routine and regular' in that they occur repeatedly each academic year, the measures taken to control these risks are listed in the Standard Operating Procedures (SOP). There are three versions of the SOP depending on the activity. The SOP for category C is included in Appendix C:

- a) Day visits
- b) UK residentials
- c) Overseas residentials

These are the control measures that will apply to all such visits and off-site activities and have been drawn up by the EVC and will be brought to the attention of anyone undertaking the role of Visit Leader.

In assessing the risks presented by a planned visit or activity, the Visit Leader must judge if the SOP are adequate for controlling the risks. For each visit/activity, the SOP document will be generated electronically and the Visit Leader will *either* confirm these as adequate for the proposed visit/activity *or* the additional control measures needed will be listed in the final enhanced risk assessment column.

Any ad hoc visit which is not repeated regularly, plus any activities delivered by school staff falling within the definition of Category B, will have a separate stand-alone risk

assessment, as will any overseas Category C visit. This process will be undertaken by the Visit Leader who, whilst being supported by the EVC, will be competent and equipped to complete this task. To meet statutory requirements and to ensure sufficient communication with other staff involved, this risk assessment will be recorded using the risk assessment format in Appendix B.

9. Approval of off-site activities

The Principal (LW) and the EVC (CW) will be responsible for approving all off-site activities subject to assurances that arrangements are in line with this policy and risks are adequately controlled. This includes approving the Visit Leader for each visit or off-site activity.

There are three categories of visit:

Category A:

- Non-adventurous visits i.e. visits to local places of worship, farms, public places etc
- Non-adventurous residential visits i.e. cultural visits.
- Non-adventurous residential visits i.e. cultural visits to towns/cities etc

Category B:

- Adventurous visits where activities are *delivered* by school staff (i.e. Ten Tors, kayaking etc)
- Adventurous day visits led by external providers (i.e. visits to climbing centres, a pony trekking centre etc)
- Adventurous residential visits to outdoor centres

Category C:

- Visits of all types outside the UK

In-line with the requirements of OEAP National Guidance, details of Category B and C visits will be uploaded to the Evolve on-line system to facilitate the approval by the Principal/EVC ahead of final endorsement by the Local Authority Adviser for Outdoor Education.

The policy of Marine Academy Plymouth is that Category A visits also be uploaded to the Evolve system to allow the Principal and the EVC to monitor the management of off-site visits.

10. Timescales

The visit leader should ensure that all visits are submitted onto EVOLVE in accordance with the policy:

- a) Category A (day visits not involving adventurous activities or residential visits not involving adventurous activities) – **2 weeks in advance**
- b) Category B1 (adventurous day visits) – **3 weeks in advance**
- c) Category B2 (adventurous residential visits) – **10 weeks in advance**
- d) Category C (overseas visits) – **14 weeks in advance**

Failure to meet these timescales means the LA may not be able to fully scrutinise the visit and may mean the visit does not get LA endorsement.

11. Safeguarding

The safety and welfare of children is paramount. In the event of a safeguarding issue or concern being identified during the trip or visit, the visit leader should follow the school's child protection/safeguarding policy and procedures. All staff and volunteers on the trip should be made aware of these before the trip or activity takes place. Arrangements should be in place to enable contact with the school's Designated Safeguarding Lead outside normal school hours if necessary. Contact details should be communicated to all staff/volunteers on the trip (as well as the visit leader) in case the safeguarding concern is about the visit leader.

12. The provision of training and information

A copy of this policy, along with the link to OEAP National Guidance, will be made available to all staff within the school who may be responsible for participating in off-site visits and activities and to any parent requesting a copy.

The Principal will ensure that staff leading or participating in visits are competent for the activities involved. When required, specific training will be undertaken and competencies maintained in accordance with the requirements of OEVOSA. This process will be overseen jointly by the Principal/EVC and records of qualifications will be uploaded to the Evolve system.

13. Action in the case of emergency

The Principal/EVC will jointly ensure that emergency arrangements are in place before approving visits. The Visit Leader will identify these arrangements via a process of risk assessment as described in section 8 above. Where necessary, this assessment must include the identification of contingency plans. It will also include the identification of sufficient First Aiders, as well as emergency contact details which must include a school contact for outside normal hours if necessary. Any accidents and incidents that occur during off-site visits and activities will be reported and recorded in accordance with the school health and safety policy. Accidents and incidents will subsequently be reviewed within the school to identify any learning points.

14. Management of specific provision

The following arrangements apply to the management of specific provision for off-site visits and activities:

Use of the school minibus:

- the minibus will only be driven by DCC approved drivers.
- bookings for minibus use can be made via the online booking system.
- The minibus will be serviced regularly in accordance to operating procedures.
- all usage to be logged, with the logbook being stored in the vehicle.

In the event of an accident or breakdown in the minibus:

- contact breakdown cover. The contact details are in the driver's folder inside the minibus.
- contact the specified emergency contact in school
- keys and money for fuel to be collected and returned to Michelle Samuel. The minibus must be kept topped up with fuel and receipts must be submitted.
- ensure the safety of passengers, as per the guidance contained in the drivers guide inside the vehicle.

15. Mobile phones

- The member of staff leading any offsite activity should carry a mobile phone in order to contact school in case of emergencies and other reasons.
- The lead member of staff must give their phone number as the main contact. School phones are available for anyone without a mobile phone.
- Photos of the trip must not be taken on a mobile phone but on a school camera.
- The relevant contact details MUST be registered on the evolve system, and given to the emergency contact person named on evolve.
- Michelle Samuel will be responsible for ensuring staff mobiles are charged and topped up with enough credit.

16. Monitoring and review

The governing body will monitor the application of this policy in operational practice by requesting regular reports from the EVC.

The Governors will review this policy:

- every two years
- after any significant changes to the management of outdoor education local
- after any significant changes to OEAP National Guidance

- after an incident

Appendices

- A – Educational visits checklist
- B – Expressions of interest form
- C – Risk assessment template
- D – Standard operating procedures
- E – Emergency procedures
- F – Further information

APPENDIX A – Educational visits checklist

This checklist is intended to help staff who are organising a trip. Use this form to help you keep track of progress.

ORDER OF PLANNING		NOTES
1	Educational Visit and initial plans discussed and agreed with line managers.	<ul style="list-style-type: none"> Check dates against the Academy Calendar.
2	Submit Expression of Interest (EOI) request to CW. <u>EOI Timescales:</u> <i>Category A – Minimum of 3 weeks prior to trip (or later in exceptional circumstances).</i> <i>Category B1 – Minimum of 5 weeks prior to trip.</i> <i>Category B2 – Minimum of 12 weeks prior to trip.</i> <i>Category C – Minimum of 16 weeks prior to trip.</i> <i>(See policy for classification of trips)</i>	<ul style="list-style-type: none"> Please ensure that the EOI form is completed before any financial commitment is made or the visit is discussed with the students. This form must be completed as soon as possible allowing plenty of time before the visit in order to give the best opportunity for approval. Please ensure that you are explicit in terms of details provided.
3	EOI returned to member of staff with acknowledgement, thoughts and issues.	
4	Identify and gain approval for all accompanying members of staff.	<ul style="list-style-type: none"> Complete 'Request for Absence' forms and submit them to both CW and JB.
5	Ensure visit is submitted onto EVOLVE. - To include risk assessments (use SOP to support completion) <u>EVOLVE Timescales:</u> <i>Category A – Minimum of 2 weeks prior to trip (or later in exceptional circumstances).</i> <i>Category B1 – Minimum of 3 weeks prior to trip.</i> <i>Category B2 – Minimum of 10 weeks prior to trip.</i> <i>Category C – Minimum of 14 weeks prior to trip.</i> <i>(See policy for classification of trips)</i>	<ul style="list-style-type: none"> Liaise with CW about information required to be uploaded onto Evolve website.

6a	<p>Consent forms – Category A (day visits not involving adventurous activities or residential visits not involving adventurous activities)</p> <ul style="list-style-type: none"> • Trip is covered by the generic consent form (please check we have received a completed consent form for each student, refer to OST). • A letter must be sent home to inform parents of the trip, giving them chance to query details and inform MAP of any previously undisclosed medical issues. • Consent forms held on file should be copied and taken on the trip. <p>Ensure that staff familiarise themselves beforehand of any medical or behavioural issues highlighted on the consent forms.</p>	
6b	<p>Consent forms – Category B1 (adventurous day visits):</p> <ul style="list-style-type: none"> • Trip is covered by the generic consent form. • Letter must be sent home to inform parents of the trip, giving them chance to query details and inform MAP of any previously undisclosed medical issues. • A kit/suitable clothing list should be included . • Consent forms held on file should be copied and taken on the trip. <p>Ensure that staff familiarise themselves beforehand of any medical or behavioural issues highlighted on the consent forms.</p>	
6c	<p>Consent forms - Category B2 (adventurous residential visits):</p> <ul style="list-style-type: none"> • A new and specific consent form must be obtained • Parents should be informed of the nature of the activities being undertaken, kit requirements, timings, transport arrangements, staff contact and any costs • Consideration should be given to the requirement for a parents meeting • Are passports/ID's required? • Consent forms must be taken on the trip • Ensure that staff familiarise themselves beforehand of any medical or behavioural issues highlighted on the consent forms • If the trip/expedition is being run by an external provider, ensure that their staff have local knowledge and can be expected to take a major role in any emergency. Provide them with a copy of the consent forms as necessary <p>Issue MAP staff contact details to the external provider.</p>	
6d	<p>Consent forms – Category C (overseas visits):</p> <p>Such trips require the permission of the Chair of Governors and Local Authority Adviser. Speak to MAP EVC to determine the process and procedure, additional to that above.</p>	
7	Meet with staff/volunteers prior to the trip to explain arrangements and risk/emergency procedures.	
8	Book free school meals and any staff meals.	
9	Inform staff via the bulletin of the dates	<ul style="list-style-type: none"> • At least one week prior to the trip.

	and times of the trip and include a list of names.	
10	On the day prior, organise first aid equipment and book mobile phone from Michelle Samuel. All trips must adhere to GDPR regulations. VL to check transport has been booked and confirmed	<ul style="list-style-type: none"> All photos must be taken on the school camera
11	On the day of the trip, take a register and leave contact details and a copy of the visit schedule and leave at Reception and if applicable the 6 th form team.	
12	The visit leader must ensure they have with them: <ul style="list-style-type: none"> - Copies of all emergency contact details for each student - All relevant paperwork for the trip (e.g. bookings) and the SOP - Telephone number for emergency contact in and out of school hours - A copy of OEVOA procedure - Healthcare plans - First aid kit and medication as necessary 	
On return, complete an evaluation on EVOLVE to help the smooth running of future trips		

APPENDIX B – Expression of interest form

Please ensure that this form is completed before any financial commitment is made or visit is discussed with students.

This form must be completed as soon as possible allowing plenty of time before the visit in order to give the best opportunity for approval (please see the 'Visits Procedure' document for guidance).

Please be explicit in terms of details provided.

Date(s) and times of the visit:

Feedback:

Year group and Numbers of Participants:

Feedback:

Percentage of PP and SEN

*Please note, PP percentage must **be greater than 55% (Y7-11) or 30% (sixth form)***

Feedback:

Purpose of the visit and specific educational objectives:

Feedback:

Venue / accommodation address / transport details:

Feedback:

Proposed times of visit (out of MAP):

Feedback:

Cover Implications:

Feedback:

Funding – Please state what budget will fund the visit:

Feedback:

--	--	--	--	--

We have an obligation to record any near misses or unforeseen hazards that may occur on educational visits. Please use the space below to record such occurrences.

OCCURRENCE	SPECIFIC HAZARD	YOUR ACTION

This form should be returned to the Educational Visits Coordinator.

Party Leader

Completed by

Signed

Date:

EVC

Checked and approved by:

Signed:

Date:

Appendix D – Standard Operating Procedures

The following Standard Operating Procedures (SOP) are designed to make the risk assessment process more straightforward for visits which are 'routine and regular'. The generic document below has been pre-populated with typical hazards and their associated control measures which would apply in routine visits and off-site activities undertaken in the primary phase.

The final SOP document represents the control measures which should be applied by staff in work practices for all 'routine and regular' visits and should be included as an Appendix to the school's Outdoor Education, Visits and Off-Site Activities Policy document. Staff should be briefed in the content and purpose of these SOP.

Copies of the SOP should be made available to Visit Leaders to review and possibly amend ahead of any planned visit/activity. In assessing the risks of any upcoming 'routine and regular' visit/activity, the Visit Leader needs to judge if the SOP adequately control the risks. For example, this could be individual medical issues relating to a pupil or a concern about the behaviour of a specific class. If the SOP are judged sufficient, then no further actions are required beyond confirming the statement at the top of the document. The visit/activity should then proceed in accordance with the SOP. On the other hand, if the SOP are deemed inadequate, then the right hand 'enhanced risk assessment' column must be completed with any additional control measures required.

Identify the hazard	Identify who might be harmed	Standard Operating Procedures <i>These control measures will apply to <u>all</u> routine and expected visits when they are relevant.</i>
Management arrangements for all visits Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management arrangements / incompetent external providers	Pupils	<ul style="list-style-type: none"> • All activities will be undertaken in accordance with general requirements of the Outdoor Education, Visits and Off-Site Activities Policy 2021. EV Checklist used to check that all reasonable steps have been taken to manage the risks. • Visit Leader identified who will assess if these Standard Operating Procedures are adequate for the envisaged activity/visit. If not, a specific, enhanced risk assessment will be undertaken and recorded. • For Category C visits, an enhanced risk assessment will always be undertaken and recorded. • Visit leader will be competent for the scope of the specific visit undertaken. Where visits require the Visit Leader to have additional specific competencies, this will be detailed in the activity specific enhanced risk assessment. • The visit leader must be an employee of the establishment and present on the school visit. • Staff/pupils ratios will be as follows (all ratios are assessed to meet the needs of students on trips consider age and individual needs).

- Category A Visits – this ratio will be a minimum of 1:25
- Category B visits led by an external provider – 1:20
- Category B led by school staff – 1:15
- Category C visits – 1:10
- There will be a minimum of two staff members going on the trip unless authorised by the EVC and the Head Teacher. Risk management needs to be in place if there is only one member of staff in accordance with the school's Lone Working and Safeguarding policies.
- When staff are 'lone working' with students, staff should consider what advice is given to pupils if the teacher is incapacitated.
- Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals.
- DBS checks undertaken for volunteers.
- Where visits require a higher level of supervision, this will be detailed in the activity specific enhanced risk assessment. Where visits involve any degree of 'remote supervision', this will be detailed in the activity specific enhanced risk assessment.
- Group control measures used to supervise pupils will be dependent on the activity. Students will be directly supervised by staff at all times on the majority of school visits, however, there will be occasions where remote supervision is suitable, including DofE/Ten Tors expeditions and training, and on cultural visits where students may have the opportunity to explore certain areas.
- If remote supervision is to be used, the following criteria MUST apply:
 - Parents must be informed
 - Students must be in groups of no less than four.
 - Students must have mobile phone contact details of staff (not personal mobiles)
 - Clear timings and boundaries must be given
 - Staff should make students aware of designated 'checkpoints' or meeting places, which must be staffed throughout.
- An annual consent form provides evidence that parents have consented in advance to all visits and activities which require their consent during school hours and which are a normal part of a child's education. Permission will be obtained separately for all trips taking place outside school hours and also for activities perceived to involve a higher level of risk, such as a residential, overseas visit or including an adventurous activity.
- Where an annual consent form is used, parents must be given information about the visit and their child's proposed participation and given the opportunity to withdraw their consent should they not wish them to participate. This can be by letter to parents about the planned activity.
- The letter detailing the visit to parents will be a reminder of consent given and could also be an opportunity to update participant information.

		<ul style="list-style-type: none"> • Arrangements overseen by Educational Visits Coordinator Chris Watmore who attended training in October 2023 • All visits approved by the Headteacher. Category A visits are approved jointly by Dan Harmer and Leigh Withers. Category B and C visits, and category A residential visits, are approved jointly by Dan Harmer and Leigh Withers, prior to LEA approval. • Details of visits and off-site activities can be viewed for approval by logging in to Evolve. Approval procedures are shown above. • All visits are submitted on Evolve according to the timescales laid out in the OEVOSA policy. • Arrangements for Category B and C Visits endorsed by the LEA. • All visits must comply with current GDPR regulations. The Visit Leader must share any safeguarding concerns with the DSL prior to submitting the Evolve.
<p>Emergency arrangements</p> <p>Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements</p>	Pupils and Staff	<ul style="list-style-type: none"> • Sufficient staffing to allow for dealing with emergencies • Consent process includes specific medical/medicinal information. Any specific medical needs will be considered in an activity specific enhanced risk assessment. • First Aid kit and mobile phone carried. Emergency procedure card carried with First Aid kit. • Emergency contact available to assist both in and out of school hours and will include two out of hours emergency contact numbers for designated SLT. Visit timetable, location and staff/pupil list known to this emergency contact. • Visit Leader has staff/pupil list plus parent/guardian contact details with them. • Pupils briefed in what to do should they become separated from the group.
<p>Preliminary visit</p>	Pupils	<ul style="list-style-type: none"> • The Visit Leader will ensure that the proposed locations for the visit are suitable for the activity and manageable for the group. Wherever practicable, this will be achieved by undertaking a preliminary visit to the location. Where this is not possible, the method of assessing locations/venues will be detailed in the activity specific enhanced risk assessment.
<p>Using external providers</p> <p>Incompetent external providers / failure to coordinate supervision with external provider</p>		<ul style="list-style-type: none"> • Where an external provider controls or determines activities, including accommodation, a self-declaration questionnaire will be used to vet this provider unless this provider has accreditation which is valid for the current year. • The self-declaration (SOE5) has been checked and it meets the requirements of the trip. • SOE5/accreditation to verify that DBS checks undertaken for all external coaching or centre staff who have regular contact with children. • SOE5/accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified.

		<ul style="list-style-type: none"> • Staff, including volunteers, will be briefed about their roles, responsibilities and any specific risks about which they should be aware. Emergency contact information shared. • External providers briefed in roles and responsibilities and handover procedures. Emergency contact information shared. • Pupils briefed about appropriate conduct and specific risks about which they should be aware. • When leading a ski trip, appropriate risk assessment must be in place regarding ski lifts and the wearing of backpacks.
Weather Cold, wet, sun exposure	Staff and pupils	<ul style="list-style-type: none"> • Spare clothing for pupils who may not come prepared for with suitable clothing. • Weather forecast checked ahead of visit and programme adjusted accordingly. Any specific controls for extreme weather will be considered in an activity specific enhanced risk assessment. • Dynamic risk assessment to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, sun block carried (at least SPF 30) – consent needed. Access to drinking water ensured for all group. Loose fitting clothing with head covering worn. Suitable breaks out of the sun ensured in the timetable for the day.
Travel by Coach Road traffic collisions / injuries sustained by failure to wear seatbelt / pupils left behind	Staff and pupils	<ul style="list-style-type: none"> - Staff briefed on roles and responsibilities during journey and any stops made. - Pupils briefed in expectations. - Head counts when getting on and off coach plus before departure from any stop or location. One staff member embarks first, with other staff ensuring order outside the coach; reverse process for disembarkation. - Suitable embarkation points are used such as coach park or area with wide pavement. - Visit Leader will determine staff seating arrangement to best manage supervision. Double decker buses will have staff on each deck. Staff/pupil supervision ratio will disregard driver. - Departure and return times made known to pupils, staff and parents. - Visit Leader to liaise with driver to plan rest stops/breaks. - Arrangements for travel sickness. Advise students who suffer from travel sickness to take travel sickness pills and sit near the window or near the front of the vehicle. Take sick bags. - Contingency plans in place in the event of lateness or incident. In case of emergency staff to contact the back at base contact listed on the form. Communications with transport provider available in case visit needs to be curtailed early. - Mobile phone communication available. - Coach is hired from reputable company listed on Evolve. - Coaches have seat belts - pupils instructed to wear seatbelts and staff checks to make sure that they do so.
by Car	Staff and pupils	<ul style="list-style-type: none"> - Driver ensures that pupils wear seatbelts. - Pupils briefed about behavioural expectations and not distracting the driver.

<p>Road traffic collisions / injuries sustained by failure to wear seatbelt / pupils left behind</p>		<ul style="list-style-type: none"> - Departure and return times made known to pupils, staff and parents - Route planned and agreed with all parties. Expected travel times known to all parties. Drivers will not diverge without good reason and without communicating change. - Contingency plans in place in the event of lateness or incident including allowing extra time for delays students to contact home as appropriate once information becomes available. - Where multiple vehicles used, a lead vehicle will be identified and vehicles will not overtake. - Each car to carry: emergency contact details, charged mobile phone, sick bag. First Aid kit to be available in any convoy. - Driver confirms that they are insured for work related journeys via self-declaration. - Self-declaration obtained that vehicle is taxed and MOT is valid. - Students are to be transported in a teacher's car at the discretion of the EVC and Head teacher. - Standard letter and self-declaration sent out and returned for volunteer drivers. - Volunteer drivers considered for the suitability by Visit Leader and Head teacher. - Child protection issues are addressed by not having any pupil alone with driver other than their own child. If this is unavoidable, then the child must not ride in the front of the car unless this is unavoidable due to the number of pupils. - DBS checks undertaken for those who drive pupils.
<p>by minibus Road traffic collisions / injuries sustained by failure to wear seatbelt / pupils left behind</p>	<p>Staff and pupils / members of the public</p>	<ul style="list-style-type: none"> - Minibus driver(s) are competent to drive and have the correct licence for the minibus being used. - Minibus is maintained in accordance with manufacturer's requirements and checked prior to each journey: lights / horn / seatbelts / windscreen / tyres / spare tyre / jack / fuel. Minibus checklists are held by the operations manager and should be carried out prior to each journey. - First Aid kit and fire extinguisher carried. - Pupils instructed to wear seatbelts and staff checks to make sure that they do so. - Vehicle loading is within maximum permitted as described by manufacturer (information in the vehicle handbook) and aisles are not blocked. - Head counts when getting on and off minibus plus before departure from any stop or location. - Suitable embarkation points from nearside door are used such as car or coach park or area with wide pavement Staff/pupil supervision ratio will disregard driver unless activity specific enhanced risk assessment undertaken. - Sufficient stops planned for longer journeys to avoid driving when tired [max 4 hours without 45 minute break or 3 x 15 minute break. Maximum of 8 hours in one day] - Arrangements for travel sickness – advise students who suffer from travel sickness to take travel sickness pills and sit near the window or near the front of the vehicle. Take sick bags. - Luggage stored without obstructing aisles. - All exits unlocked when carrying passengers. Passenger movements around minibus limited.

		- The school minibus will not be taken abroad.
Road travel Service stations and other breaks in journey	Pupils	<ul style="list-style-type: none"> - Brief pupils re purpose and timings of stop. - Staff briefed on roles and responsibilities during stop. - Clear expectations for behaviour established. - Brief pupils how and where to contact staff – establish permanent meeting point in service area and ensure that it is manned until final departure. - Brief pupils to remain in pairs or small groups. - Remind pupils about moving traffic and other hazards and establish no go areas. These to be established via dynamic risk assessment by staff at the service area. - Staff/pupil supervision ratio is 1:15 minimum, or 1:10 minimum for residential visits. - Careful headcount before departure.
Road travel Breakdown	Staff and pupils	<ul style="list-style-type: none"> - Liaise with coach driver on safest place for group; either to stay on the coach or evacuate to an area behind barriers and away from road. On motorway, the only reason for not evacuating the coach would be that the area beyond the crash barrier created a greater danger. - Visit Leader has over-riding decision until arrival of breakdown services when instruction will be taken from them. <p>Minibus:</p> <ul style="list-style-type: none"> - Visit Leader to judge safest place for group; either to stay on the minibus or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. - Visit Leader to take instruction from breakdown services upon their arrival. <p>Car:</p> <ul style="list-style-type: none"> - Driver to judge safest place for group; either to stay in the vehicle or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. - Driver to take instruction from breakdown services upon their arrival. <ul style="list-style-type: none"> - If travelling in convoy, the Visit Leader to be notified at earliest opportunity. - Contact the emergency contact at the school base with details of what has happened and what your plan. Arrange regular updates. School to contact parents/guardians to inform them of incident and of changes in expected timetable. <p>Visit leader to ensure regular updates fed back to school and hence parents/guardians.</p>
by ferry	Staff and pupils	<ul style="list-style-type: none"> - Staff/pupil supervision ratios adhered to. - Staff briefed on roles and responsibilities during crossing.

<p>Injury through poor behaviour / swept overboard / pupils being separated or left behind / vehicle/pedestrian conflict on vehicle deck</p>		<ul style="list-style-type: none"> - Rota to be established during night trips so that supervising adult is always awake. - Close supervision on vehicle deck when embarking/disembarking vehicle. No pupil access to this area unsupervised. - Clear expectations for behaviour established and on identification of any off-limits areas. Extent of these to be established via dynamic risk assessment by staff on the ferry. - Open deck areas to be off-limits unless accompanied by an adult. - Meeting point established which is staffed throughout the crossing and pupils briefed accordingly. - Pupils to remain in pairs or small groups. - Careful head count before disembarkation. - In emergency follow instructions from ship's crew. - Clarify procedures as far as possible with both staff and pupils before arrival at ferry.
<p>by air Injury through poor behaviour / pupils being separated or left behind / vehicle pedestrian conflict in car parking areas</p>	<p>Staff and pupils</p>	<ul style="list-style-type: none"> - Brief pupils re air safety and security requirements in airports and in flight. - Staff briefed on roles and responsibilities during time in airports. - Clear expectations for behaviour established. - Meeting points established and staffed throughout time in the airport and pupils briefed accordingly. - Brief pupils to remain in pairs or small groups. - Remind pupils about moving traffic and other hazards and establish no go areas. - Staff/pupil supervision ratios adhered to - Headcounts at regular intervals. - Pupils briefed and monitored on need for adequate exercise and drink on longer flights.
<p>on foot Vehicle pedestrian conflict / pupils separated and lost in crowds</p>	<p>Pupils</p>	<ul style="list-style-type: none"> - Pupils briefed on which side of the road vehicles drive on in the country/ies visited. - Brief pupils in hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other pedestrians. - Staff briefed on roles and responsibilities for walking route. - Means of communication between staff via mobile phone if not within earshot. - Staff/pupil supervision ratios adhered to. - Emergency plan is in place for eventuality of separation of child from group. - Coach/minibus disembarkation point chosen to avoid busy traffic routes. - Route planned and walked ahead avoid fast roads, blind spots and other hazards. Pavements used wherever possible. - Designated crossing points used wherever possible. - Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers. Other staff evenly spread throughout the group - Ongoing dynamic assessment by Visit Leader and/or staff at front of group controls varied accordingly. - Means of identification used to identify members of group quickly in crowded environment. - Regular headcounts taken.

		<ul style="list-style-type: none"> - When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing will be worn.
<p>Use of public transport, including trains and underground</p> <p>Injury through poor behaviour / pupils being separated or left behind / pupils lost in crowded environments</p>	Pupils	<ul style="list-style-type: none"> - Route planned to identify potential for problems and to account for delays. - Timetables considered ahead of time to ensure particular trains/connections will not be missed. Contingency plan for alternatives if train /connections missed. - Brief pupils in hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other public transport users and to be aware of dangers. - Staff briefed on roles and responsibilities for travel route. - Means of communication between staff. - Party to move through crowded areas with adult in lead and adult at back of the group. - Meeting points established and staffed throughout time in station concourse and pupils briefed accordingly. - Brief pupils to remain in groups of at least 3. - Means of identification used to identify members of group quickly in crowded environment - Regular headcounts taken. - Large groups divided into small groups with adequate staffing for ease of management. - Emergency plan is in place for eventuality of separation of child from group.
<p>Accommodation arrangements</p> <p>Hazards arising from accommodation failing to meet statutory minimum standards</p> <p>Fire / building regulations / safer recruitment practices / welfare and security failings</p>	All	<ul style="list-style-type: none"> - Accommodation provider to complete form "SOE5" as self- declaration statement to provide assurance that accommodation meets required. - Accommodation has tourist board rating or external validation of standards. - Pre-visit check carried out to confirm standards are satisfactory. - Upon arrival, and ongoing throughout visit, visual inspection of windows, balconies, stairways, electrical fittings, hazards in grounds or in immediate surroundings, washing and toilet facilities, heating and catering facilities. - Pupils briefed to report any faulty items found in rooms to staff. - Shortcomings in provision will be discussed with accommodation manager. - Parental consent information checked to ensure dietary requirements met.
<p>Supervision and privacy</p> <p>Safeguarding concerns / incidents arising from lack of supervision</p> <p>Sexual assault / vexatious accusations of sexual assault / sexual grooming / violence / incident</p>	All	<ul style="list-style-type: none"> - Separate male and female sleeping accommodation and washing facilities are provided. - Separate staff accommodation is suitably located to ensure adequate supervision but also ability for pupils to raise concerns if needed. - Mixed parties are accompanied by at least one adult of each sex. - A bedroom plan detailing who is allocated to which room will be completed by the first day of the visit at the latest and shared with all staff at the earliest opportunity. - Staff have access to pupil sleeping area at all times. - Dormitories are for the exclusive use of the group concerned.

arising from failure to supervise		
Fire in the building Fire / explosion / inability to escape from fire due to blocked means of escape / inability to escape from fire due to unfamiliarity with building	All	<ul style="list-style-type: none"> - Identify requirements at time of booking and check during pre visit and on arrival. - On arrival Visit Leader to check physical fire safety arrangements: <ul style="list-style-type: none"> - walk escape routes to check that fire exits clearly marked and escape doors open easily - fire alarm sounders on each floor and in public areas - fire extinguishers available on each floor and in public areas - emergency lighting provided and working - staircases and corridors protected by fire doors in good condition. - Briefing to all pupils about fire evacuation on arrival arrangements and expected standards of behaviour. Briefing to include a walk-through fire practice which indicates location of assembly point and lay-out of escape routes - A group list is held by Visit Leader to ensure registration of whole party after an evacuation of the building. Arrangements shared with other staff. - Decide whether or not pupils' doors should be locked from the inside - Fire exits should be openable from the inside whilst remaining secure from the outside. - Shortcomings in provision will be discussed with accommodation manager.
Attack or disturbance by intruder Sexual assault / abduction / violence / property theft	All	<ul style="list-style-type: none"> - On arrival Visit Leader to check physical security arrangements to ensure that reasonable steps taken to prevent unauthorised persons entering the accommodation - The accommodation is secure at night. - Accommodation staff are on duty or accessible overnight, - Ensure that all windows and doors are secured from external entry without compromising means of fire escape - If windows lead onto balconies, only staff or reliable pupils occupy these rooms. - If other guests share the accommodation, sole occupancy of the floor will be sought, and have designated staff rooms adjacent to pupils. - Roles and responsibilities for staff identified. - Pupils briefed to inform staff in the event of an emergency and where they can be found. - Staff to check pupils at "lights out".
<p><i>If any of the above control measures are inadequate for the envisaged visit, the additional controls required will be detailed in an activity specific enhanced risk assessment.</i></p>		

APPENDIX E – Emergency Procedures

Immediate Action

The Visit Leader should take charge of an incident and follow the agreed Emergency Procedures unless and until relieved by the emergency services or by an appropriate member of employer/establishment staff. If the Visit Leader is incapacitated, all members of the visit leadership team should be able to take charge and to at least initiate the Emergency Procedures.

The Visit Leader should:

1. Assess the situation, establishing the nature and extent of the problem but ensuring that they do not put themselves or others at further risk.
2. Make sure all members of the party are:
 - accounted for;
 - safe;
 - adequately supervised;
 - briefed to ensure that they understand what to do to remain safe;
3. Allocate roles to other leaders and/or suitable participants. An effective emergency response requires several things to happen at once and the Visit Leader cannot attend to casualties, ensure that others in the group are moved to a safe place and kept safe, call for help from the emergency services, instigate the Emergency Procedures and keep notes of the incident all at the same time.
4. If there are injuries, take action to establish their extent and administer appropriate first aid. Aim to:
 - Preserve life;
 - Prevent the condition worsening;
 - Promote recovery: treat for shock; reassure and keep warm.
5. Contact the appropriate emergency service(s) – in the UK dial 999 or 112 for the police, fire and rescue, ambulance or coastguard (for mountain/cave/mine rescue ask for the police); if overseas, ensure that your Emergency Procedures include the appropriate numbers. They will guide you through the information they need but this will include:
 - Your name and the name of the group/establishment;
 - Location;
 - Nature of emergency and number of injured persons;
 - Action taken so far.
6. Alert your Emergency Contact. You may be in shock and need support. News travels fast and your establishment/employer will need accurate information.
7. Control any communications by the rest of the group. Rumours spread very quickly and can cause serious and unnecessary upset.
8. Avoid splitting the group – unless it is the only way to get help – and leave nobody on their own.

Secondary Action

Uninjured group members should be moved to shelter or away from the immediate vicinity of any casualties. Ensure that they:

- are adequately supervised throughout;
- are returned as early as possible to base;
- receive appropriate support and reassurance.

Ensure that an appropriate adult accompanies any casualties to hospital, taking with them parental consent forms and medical information for the injured persons.

Consider other people who may need contacting, and whether this is better done by visit staff or establishment/employer staff, e.g.:

- Other groups who are part of your visit;
- Embassy/Consulate/High Commission if abroad;
- Local accommodation/contact;
- Tour operator/provider;
- Insurer.

Direct contact with a parent of a group member from the scene of the incident should be avoided. This task should be carried out from the establishment home base by senior staff.

DO NOT speak to the media, and do not admit any liability or sign anything. Refer all media or legal enquiries to the appropriate person at your establishment or employer.

It is useful to keep an accurate record of events and actions as close to real time as possible. Any leader with spare capacity should, therefore, keep notes – see the section below on Recording the Incident.

Maintain contact with the emergency services and the establishment/employer contact until the emergency is over.

Continually monitor, reassess and review – ensure nothing has been forgotten and all leaders and participants are coping, cared for and secure.

Recording the Incident

Make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused. If it is appropriate to do so, take photos.

Record the following:

- Time and date of the incident;
- What happened;
- Accurate location;
- Names of casualties and details of injuries;
- Names of others involved but not injured;

- Relevant environmental information (e.g. weather, ground/water conditions);
 - Actions taken, including all communications;
 - Details of any moves from the incident site (times, who moved, where to, how);
 - Names and contact details of witnesses;
 - Registration numbers of any motor vehicles involved;
- Proposed actions.

After the Incident

Consider the emotional needs of any staff, participants and others who may have been adversely affected.

If necessary, provide an accurate detailed statement to your establishment or employer. Follow your employer's and establishment's reporting requirements, including completing any accident and incident forms and complying with RIDDOR regulations.

Review the lessons learned and ensure that these feed into future visit plans, emergency plans and staff training. Share the experience and learning with colleagues.

APPENDIX F – Further information

Safeguarding and Health and safety policies can be found at:
www.marineacademy.org.uk

National guidance for the management of outdoor learning, off-site visits and learning outside the classroom can be found at:
<https://oeapng.info/>

Health and Safety on educational visits advice can be found at:
<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>