



MacIntyre Academies

Quest Academy

Off-site Visits Policy

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| V5 | Section 2 – Scope: Rephrased for clarity Section 3 – Introduction: Rephrased for clarity Section 3 – Definition: Added “for example, but not limited to” to examples given | Deputy Principal | Jan 2025 |
| V6 | Section 1 – Purpose – Re-written to include new legislation. Section 2 – Scope- Rephrased to include routine visit definition. Section 3 – Definition – Rephrased for clarity. Section 7 – 12 Safeguarding, Inclusion and accessibility, Parental communication and consent, Transport, provider assurances and Emergency / Critical Incidents – Added to meet current guidelines and legislation. (reflected in contents). | Assistant Principle EVC | Jan 2026 |

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1. Purpose

This policy sets out the arrangements for the safe planning, management, approval and delivery of **Learning Outside the Classroom (LOtC)** and **educational visits** undertaken by Quest Academy.

It has been updated to align fully with: - **DfE: Health and Safety on Educational Visits (2018) - OEAP National Guidance (via EVOLVE Advice platform) - Keeping Children Safe in Education (current edition) - Health and Safety Executive (HSE) – Sensible Risk Management**

Quest Academy recognises that well-planned visits enhance learning, independence, wellbeing and community engagement, particularly for learners with additional needs.

2. Scope

This policy applies to **all off-site activities**, including (but not limited to): - Routine local curriculum visits - Enrichment activities during the school day - Residential visits - Adventurous activities - Visits involving third-party providers - Visits involving external participants.

All of the learners at Quest Academy will take part in off-site activities. This is to offer a variety of experiences that will make learning relevant, introduce our learners to new events and people, increase their physical exercise and form community connections. This policy applies to all activities off the school site.

3. Introduction

Off-site visits are activities arranged by or on behalf of the school, and which take place outside the school grounds. The Trust Board and Academy believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities must serve an educational purpose, enhancing and enriching our learner's learning experiences.

In this policy we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all learners at all times. Within these limits we seek to make our visits available to all learners. The visits usually take place with the school day.

Definition

Quest Academy adopts the **risk-benefit approach** promoted by OEAP National Guidance. The aim is not to eliminate risk, but to ensure that: - Risks are **identified, understood and managed** - Benefits to learning and development are **clear and proportionate** - Control measures are **appropriate and dynamic**

The **STAGED framework** is used to structure planning: - **Staffing - Transport - Activity - Group - Environment - Distance from support**

Quest Academy has agreed a policy for categorising its visits:

| Level | Description | Authorisation | STAGED plan completed |
|---------|---|---|--|
| Level 3 | Overseas, Residential or Adventurous visits including licensable adventure activities. | Visits must be approved by the Group Director Requires detailed planning and provider assurances. Consent form required from Parent / Carer – medical and emergency information must be up to date. | Residential 10 months prior to event Non-residential 1 month prior to event |
| Level 2 | Day visits not in Quest's list of off-site activities (Non routine day visits) Requires visit – specific planning and risk assessment. | Approved at school level by Educational Visits Coordinator (EVC) & Principal Consent form required from Parent / Carer – medical and emergency information must be up to date. | 2 weeks prior to event |
| Level 1 | Local & regular visits for which are covered by generic risk assessments' & standard operating procedures | Any member of the SLT and EVC to approve these visits | (Good practice) 1 week prior to event |

These trips typically fall into two categories:

Physical Education based activities, for example, but not limited to:

- Swimming
- Outdoor Sports - participation and spectating
- Indoor Sports - participation and spectating

Curriculum Enrichment, for example, but not limited to:

- Visiting local provision and amenities
- Places of Worship
- Horticultural visits e.g. Garden Centre, Farm, Market.
- Numeracy in action e.g. shopping
- Applying Skills e.g. Independent travel

4. Aims

- To comply with the relevant legislation and Health and Safety Executive (HSE) guidance for school trips and outdoor learning activities.
- To comply with and adopt current National Guidance for outdoor education (following OEAP National Guidance).
- To comply with relevant Warwickshire County Council (WCC) Policies such as the Health and Safety Policy, School Health and Safety Standards, etc.
- To have competent responsible persons as detailed within this policy.
- To ensure our risk assessment / management process is sensible, proportionate and focuses on the real risks, as directed by the HSE.
- To ensure all off site visits have a recordable educational value that can contribute to young people's progress.
- To ensure all off site activities are well planned and appropriately staffed.
- To ensure that all off site activities are safe and appropriate for the Academy's population of learners.

5. Objectives

- To provide all staff with appropriate guidance relating to off-site activities.
- To provide annual training to support the guidance and to help ensure that it is understood.
- To ensure that suitable systems and processes to ensure that those trained are kept updated.
- To provide staff with access to advice and support from appointed advisers that have proven expertise and professional understanding of the guidance, the training and expectations set by current good practice.

6. Responsibilities

The Trust Board

- Delegate the authorisation of all visits to the Principal (up to level 2) and Group Director for Education and Children's Services (level 3).
- Delegate the approval of this policy to the Local Advisory Board (LAB)

The Local Advisory Board (LAB)

- Have oversight of the visits process in accordance with the policy and guidance, but will not be required to approve individual visits.
- Ensure that an appropriately competent EVC is in place who is adequately supported in their role.
- Arrange for individual members of the LAB to check the off-site visit risk assessments (past, present and future) as part of their annual H&S checks.

The Group Director

- Approve all Level 3 visits.
- Manage the performance of the Principal to ensure that: all staff and volunteers involved in the visit process are appropriately competent to carry out responsibilities allocated to them; all staff and volunteers have received training as appropriate; and that the Off-site visit policy is fit for purpose and implemented.

Principal

- Ensure that an appropriately competent EVC has been designated and supported in accordance with this policy.
- Delegate approval to the Lead EVC but retain responsibility for approval.
- Ensure that training is available, where appropriate, to support this policy.
- Have oversight of all visits and manage the performance of the EVC to ensure that all staff and volunteers involved in the visit process are appropriately competent to carry out responsibilities allocated to them and have received appropriate training.
- Approve all Level 2 visits and refer all Level 3 visits to the Group Director for authorisation.
- Ensure all visits are approved prior to departure in line with this policy.
- Ensure suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers.
- Ensure that they have assigned sufficient time for staff to organise visits properly.
- Support the EVC to meet their duties.
- Ensure that they promote a staffing culture that encourages gaining formal accreditations in first aid, so enabling a visit culture that makes access to first aid more readily available.
- Ensure that suitable transport arrangements are in place and meet any regulatory requirements.
- Ensure that insurance arrangements are appropriate and, wherever possible, are set up to reduce the burden of bureaucracy for all concerned.
- Ensure that, where the activity involves a third-party provider, appropriate assurances have been sought.
- Ensure that the Critical Incident Policy plans for any serious incidents on an off-site visit.
- Report all critical incidents to the Group Director without delay.

Educational Visits Coordinator (EVC) – follows OEAP National Guidance.

- Is involved in the planning and approval of all off-site visits.
- Ensure that all visits are approved prior to departure in line with this policy.
- Assign competent staff to lead and help with trips (being competent means that the Visit Leader has demonstrated the ability to operate to recognised standards of good practice, and has sufficient relevant experience and knowledge of the group, the activity and the venue).
- Check that Visit Leaders are competent and record details of necessary training and qualifications and/or reviewing verified evidence of relevant experience.
- Ensure that risk assessments are completed by competent trained staff.
- Check visit plans and sign-off risk assessments.
- Organise related staff training.
- Verify that all private car drivers have had satisfactory DBS checks, and that the letter from the coach company assures us their drivers have had satisfactory DBS checks.
- Ensure that regular volunteers and those assisting with overnight/residential stays have had satisfactory DBS checks carried out. Volunteers used for one off activities, who are not left alone at any time (out of sight/ear shot of a member of staff) to supervise learners, do not necessarily need DBS checks completing.
- The EVC should maintain a list of up-to-date First Aiders and send relevant reminders to staff, copy to the School Business Manager, when up-dates are required.
- Make sure that all necessary consent and medical forms are obtained.
- Support the Principal and Group Director in their decisions on approval.
- Ensure that all visits are recorded.
- Ensure that risk assessments for frequent/regular visits are routinely reviewed.
- Ensure that all visits are evaluated with regard to best value, teaching and learning, quality experiences, and address issues raised by any serious incident that might inform the operation of future activities/visits.

Visit Leader(s)

- Ensure all off-site activities take place in accordance with Academy procedures.
- Conduct/review risk assessments and ensure management to reduce risks including site specific, general and dynamic risk assessments are undertaken and recorded in line with this policy.
- Ensure that the details of the visit and risk assessments are submitted to the EVC with standard forms attached where appropriate to show the arrangements that have been made.

- Ensure that arrangements have been made for the medical needs and special educational needs of all the young people and also address any inclusion issues, PBSP's.
- Ensure that any last-minute changes to a trip are re-evaluated and communicated to the EVC for approval before a trip leaves the academy. If necessary communicating this to Parents / Carers.
- Ensure that there are familiar, sufficient staff for the visit and that they (including any volunteers) are briefed throughout the visits.
- Ensure that visit information has been shared with parents and that consent has been sought where necessary.
- Ensure that any volunteers have the right level of experience and DBS check (as above).
- Where appropriate and when considered necessary undertake exploratory visits or seek references from other schools if using new venues; and reassess from time to time.
- Ensure any accidents / incidents and near misses are reported.
- Review and feedback any learning points from visits to the EVC, and other colleagues where appropriate.
- Where possible, contact place of trip/visit on the day in order to be able to consider any possible risk assessment changes and then share information with EVC/SLT/Principal.
- Manage dynamic risk during visits.

School Business Manager

- Ensure that Best Value principles are used when selecting providers, appropriate checks are made, insurance and financial support procedures are followed.
- Ensure appropriate transport arrangements are in place i.e. reputable coach company, driver insurance, following specific legal requirements.

School Office Manager and Admin

- Support the EVC and trip leaders by carrying out specific administrative tasks to support the smooth running of a trip, for example, ensure that packed lunches have been ordered.

All staff and volunteers

- Visit Leaders and staff involved in arranging (or in any way involved) off-site activities must read thoroughly the guidelines published within this Policy.
- Where staff are proposing to arrange a level 2 or 3 off-site activity, they must first seek and obtain the initial approval of the Principal before any commitment is made on behalf of the Trust. Staff should discuss the basic details with the EVC and when initial approval is granted, a risk assessment should be completed for submission to the EVC and on to the Head of School.
- Once the initial risk assessment has been completed staff must adhere to the specified timeframes
- These guidelines have been produced as the Trust considers its responsibility for the safeguarding of children engaged on trips to be of paramount importance. Therefore, failure to adhere to these guidelines could lead to investigation and possible disciplinary action.

7. Safeguarding

Safeguarding is integral to all off-site activities: - All visits follow **KCSIE** requirements - Appropriate DBS checks for staff and volunteers - Clear supervision arrangements - Procedures for reporting concerns off-site

The Designated Safeguarding Lead (DSL) must be contactable during visits. For further information please refer to Quest Safeguarding policy

<https://www.thequestacademy.org/attachments/download.asp?file=1710&type=pdf>.

8. Inclusion and Accessibility

Quest Academy is committed to inclusive practice: - Visits planned to enable participation wherever reasonably practicable - Reasonable adjustments made in line with the Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents> .

Quest learner PBSP's referred to where inclusion could present challenges.

9. Parental Communication and Consent

In line with EVOLVE / OEAP guidance: - **Routine visits during the school day** do not require written consent, but parents will be informed - **Residential, adventurous or higher-risk visits** require written consent - Medical and emergency information must always be up to date.

10. Transport

- Transport risk is explicitly assessed.
- Approved, insured providers used where needed.
- Staff supervision arrangements reflect learner needs.
- Use of private vehicles follows recorded procedures.

11. Provider Assurances

Where third-party providers are used: - Appropriate accreditation (LOtC Quality Badge, AALA, Adventuremark) is accepted as assurance - Additional checks only sought where necessary.

12. Emergency and Critical Incidents

- Visit Leaders carry emergency contact details.
- Critical incidents follow Quest Emergency Plan.
- Immediate liaison with emergency services and school leadership.

13. Procedures

Approval Procedure

The Trust Board has delegated the consideration and approval of off-site visits and activities to the Principal and Group Director. The EVC has received training by the LA.

Approval for Level 1 trips:

1. Visit Leader completes an off-site visit risk assessment
2. Any member of SLT and EVC must authorise the visit prior to it taking place.
3. Dependent on the activity taking place, an appropriate First Aid kit must be taken on all trips.

Approval for Level 2 trips:

1. Before a new visit is advertised to parents and learners, the Principal and EVC will approve the initial plan.
2. Competent Staff to lead and help with the trips will also be assigned and approved at this stage which should include one First Aid trained person.
3. A letter will be sent to parents explaining the details of the trip i.e. venue, date, times of departure and arrival back and cost (where relevant). Consent sought where required.
4. An off-site visit risk assessment will be completed.
5. Consent forms will be collated – example Appendix 3.
6. A catch-up meeting should take place between the Teacher organising the trip and the EVC to receive up-dates on planning, parental consent, and travel arrangements.
7. The Principal/ EVC will approve the completed plan and risk assessments for the visit before departure.
8. On the day of the trip staff must amend the paperwork submitted, including the risk assessments to reflect any last-minute changes must then be signed off by the EVC/Principal.

Authorisation for Level 3 trips:

1. Before a new visit is advertised to parents and learners the Group Director will approve the initial plan.
2. A letter will be sent to parents explaining the details of the trip i.e. venue, date, times of departure and arrival back and cost (where relevant) and consent sought.
3. An in-depth off-site visit risk assessment will be completed.
4. Staffing of the trip will also be assigned and approved at this stage (to include one First Aid trained person)
5. At least one member of the Senior Leadership Team will be designated to each Level 3 trip in case of emergency and the visit will be approved by an external advisor.
6. Packs are produced for the designated SLT member(s) containing copies of the consent forms, next of kin details for the staff who are going on the trip along with a mobile phone number, spreadsheet of essential information regarding the learners on the trip and any allergies or medication which the learners may have. A pack is also produced for the teacher in charge containing the same information along with a copy of the Off-site visit Policy and current insurance certificates.
7. In the case of a residential trip a letter is sent to parents inviting them to a meeting to discuss final details. This is arranged approximately 3 weeks before the trip is to take place. A list is given to the teacher in charge of the trip and any outstanding indemnities, UK Global Health Insurance Cards (GHIC), Passports or payments for collection at the meeting.
8. Consent forms will be collated.
9. A catch-up meeting should take place between the Visit Leader organising the trip, the EVC, Principal and Group Director to receive up-dates on planning, parental consent, and travel arrangements.
10. The Group Director will approve the completed plan and risk assessments for the visit before departure.

For Overseas visits:

11. When UK GHIC cards are collected the dates need to be checked to make sure they are still in date. If they are not a telephone call is carried out to parents informing them of this and the procedure they need to carry out in order to renew it. This must also be carried out on passports.

14. Monitoring compliance and impact

The school will review this policy annually and ensure that practice across the school is in line with policy. Any review will consider the most up-to-date legislation and statutory guidance.

The Local Advisory Board will play a key role in the review as it has responsibility for oversight of school Health and Safety and Safeguarding systems. They will spot check off-site risk assessments as part of their annual health and safety checks.

The Principal will ensure regular (termly) reporting on curriculum development and activity in school to the Trust Board.

Visits are evaluated to inform future planning.

Appendices:

1. [Policy Guidance](#)
2. [Off-Site Visit Risk Assessment Pro-Forma](#)
3. [Off Site Visits Consent Form](#)
4. [Medical Treatment Consent Form](#)

Appendix 1 - Policy Guidance

Risk management

The Management of Health & Safety at Work Regulations require employers to assess risks in the workplace. A risk assessment is simply a careful examination of what potential harm could be caused to people within the working environment. It enables you to weigh up whether you have taken enough precautions, or should do more, to prevent a harmful incident.

Normally, the aim is to eliminate risk wherever possible, for instance in a workshop. However, removing all risk for an off-site visit could also remove many of the benefits associated with the activity, and hence be counterproductive. Consequently, whilst risk should be managed, and should be at 'acceptable levels', there needs to be a careful balance between the risk of the activity and the benefits of participation and the learning outcomes.

HSE endorse this approach through their [Principles of Sensible Risk Management](#) and advocate that it is important for children and young people to be exposed to well-managed risks, so that they learn how to manage risk for themselves. Refer also to the Health and Safety Executive (HSE) ['School trips and outdoor learning activities: Tackling the health and safety myths'](#).

Risk assessments should be recorded and should identify appropriate controls, to minimise the risk of serious harm to learners or staff. This is the same risk assessment process that we undertake for assessing the risk(s) with other school activities (refer to and comply with the MAT Risk Assessment Policy).

It is, therefore, necessary to undertake a risk assessment for all activities and visits, however, the EVC will need to decide whether a 'generic' risk assessment is sufficient or whether a 'visit-specific' assessment is required.

Planning

At an early stage of the planning process, it is good practice to carry out a brainstorming exercise, in order to identify the benefits and learning outcomes that the activities might achieve. If the outcomes are to be evaluated with any rigor (an Ofsted expectation), then it will be essential that these outcomes are prioritised, and appropriately targeted. A record of these outcomes will help keep the plan focussed and can also provide some objectivity for the risk-benefit assessment.

Once the targeted outcomes have been recorded, it will then be possible to identify appropriate ongoing review and evaluation strategies, including indicators.

It can be helpful to develop activity-specific policies at establishment level for regular or routine activities. Such policies should be robust and equate to 'operational procedures' that make it clear how the activity is planned and delivered, as well as assuring educational quality. Such operational procedures can serve as generic risk-benefit assessments, induction checklists for new staff, and monitoring checklists for senior managers.

There should be procedures in place to ensure that parents are informed of the whole range of activities covered by such policies, typically in a newsletter / prospectus at the beginning of term or new school year.

The degree of complexity of a particular plan or policy (along with its supporting procedures) will need to reflect the nature and complexity of several variables that can impact on any given activity. These variables can be remembered as **STAGED**:

Staffing requirements – trained? experienced? competent? ratios?

Transportation: how & why? How are we travelling to and from the venue and why are we using that type of travel (cost/part of the experience/only way due to etc...)

Activity characteristics – specialist? insurance issues? licensable?

Group characteristics – prior experience? ability? behaviour? special/ medical needs?

Environmental conditions – like last time? impact of weather? water levels?

Distance from support mechanisms in place at the home base – transport? residential?

Preliminary visits and provider assurances

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of children and young people. It is a vital dimension of risk-benefit management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. Where a preliminary visit is not reasonably practicable, you should consider how you will gather sufficient information to make an adequate assessment of the risk-benefit management issues. One way to do this is to take advantage of the nationally accredited provider assurance schemes that are now available. This will also reduce your workload and streamline bureaucracy.

Examples of such schemes include:

- The LOTC Quality Badge (which covers both quality and safety)
- Adventure Activities Licensing Authority (AALA) licence
- Adventuremark (AAIAC)
- NGB centre approval schemes (applicable where the provision is a single, specialist activity)

If the provider holds such an accreditation, there should be no need to seek further assurances about the areas that it covers e.g. a clear management Statement of Competence.

Monitoring

Monitoring by the Principal and EVC includes:

- Checks on procedures
- Checks on training
- Reviews following visits and sampling (field observation), to check that procedures are followed during visits.

Emergency planning and critical incident support

A critical incident is defined when any member of a group undertaking an activity:

- has suffered a life threatening injury or fatality
- is at serious risk; or
- has gone missing for a significant and unacceptable period

If a critical incident occurs the visit leader will contact the emergency contact at the school base immediately after the emergency services. Where possible, can be through the use of school mobile.

Ratios and effective supervision

The law does not prescribe activity-specific staffing ratios; however, it does require that the level of supervision and group management is 'effective'. Effective supervision should be determined by a risk assessment that takes account of:

- The nature of the activity (including its duration)
- The location and environment in which the activity is to take place
- The age and gender (including developmental age) of the children and young people to be supervised
- The ability of the children and young people (including their behavioural, medical, emotional and educational needs)
- Staff competence

When off site, young people must be supported with the correct ratio of staffing, as stated by behaviour support plans and risk assessments. Group leader needs to make the assessment of staffing numbers for the activity but also that all staff have the correct level of knowledge to support appropriately.

Staff need to be aware they are representing Quest Academy therefore must lead by example by demonstrating an appropriate standard of conduct and behaviour whilst off site.

Transport

When planning off-site visits, you should give particular consideration to the transport activity. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it. All national and local regulatory requirements **must** be followed.

A number of factors should be considered as part of your driving/ transport risk assessment including, but not limited to: driver competence, suitability/maintenance of vehicles, insurance, seat belts, weather conditions and driver fatigue.

The level of supervision necessary should be also considered - remember, the driver of a vehicle transporting children and/or young people cannot drive and supervise at the same time. Therefore a key judgement needs to be made about the likely behaviour and individual needs of the passengers. If any of the children and/or young people require close supervision, then another adult should travel in the vehicle, to ensure the driver is not distracted.

Note: in the interests of safeguarding, it is essential that a minimum of two adults travel in each vehicle.

Transporting children and young people in private cars requires careful consideration. Where this occurs, there should be recorded procedures. Should staff be required to use their private car to transport learners the School business manager must ensure that the car being used has an MOT certificate and that the member of staff has appropriate insurance.

Charges for off-site activities and visits

Principals, EVCs and visit/activity leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

Parental Consent

When a learner joins Quest their Parent / Carer is asked to complete our Compulsory Information Pamphlet which contains consents for Educational Visits, as well as Taking and Using Photos, Administration of Medication, Speech and Language Therapy, the ASD Consultant, Educational Psychologist and Occupational Therapy. This is collected by the admin team.

Consent forms have often been used in the past as a means to get updated information about medical issues, food allergies etc. for children and young people. It is essential to ensure that this information is available: each establishment should have some means of providing relevant information to activity/visit leaders.

Schools are not required to obtain written consent from parents for learners to take part in off-site activities that take place during school hours (at level 1 and 2). For those that take place inside school hours, the Department for Education (DfE) has prepared a one-off consent form to be signed when the child enrolls in a school (Appendix 3). This would cover all types of visits and activities routinely organised by the establishment for which information has been given to parents (perhaps in the establishment's prospectus).

Timeframes

Parents and carers should be given advanced notice of a trip so that they can plan for example, transport and child care. Where possible parents and carers should be informed:

- Level 3 trips – Residential 10 months prior to the event. Non – residential 1 month
- Level 2 trips – 2 weeks prior to the event

Consent for medical treatment

Parents should give medical consent, providing authority for their child to receive emergency treatment, including administration of an anaesthetic or blood transfusion. The DfE consent form includes medical consent (Appendix 4)

Safeguarding

It is the responsibility of the Visit Leader and all other staff and adults involved, to safeguard and promote the welfare of children and young people during outdoor learning, off-site visits and learning outside the classroom.

DBS checks

Employees who work **frequently** or **intensively** with, or have **regular access** to children and young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process. For the purposes of this policy:

- **Frequently** is defined as 'once a week or more'
- **Intensively** is defined as 4 days or more in a month or overnight

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.

If you are planning to place an adult within a situation of professional trust (where children and young people could be vulnerable to physical or mental exploitation or grooming), you should always carry out a common-sense risk-benefit assessment.

Inclusion

The Equality Act 2010 replaced previous anti-discrimination legislation (such as The Disability Discrimination Act). The new Act uses different wording and some different concepts from those used previously but makes only a few changes to the substance of existing law.

The Act states that the responsible body of a school must not discriminate, harass or victimise a learner to whom one of the protected characteristics applies: disability; gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, in the way that it affords (or not) the learner access to a benefit, facility or service. There is a duty to make reasonable adjustments.

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender, religion or

any of the other protected characteristics. If a visit needs to cater for children and young people with special needs, every **reasonable** effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Establishments should take all **reasonably practicable** measures to include all children and young people. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility, through direct or realistic adaptation or modification
- integration, through participation with peers

Further information on inclusion, including circumstances where it is reasonable to exclude a young person, e.g. on grounds of behaviour, is available in the National Guidance.

Adventure Activities Licensing Regulations

Employers, Principals, EVCs and visit leaders should have a basic understanding of where and when the provision of adventurous activities is legally regulated.

The Activity Centre (Young Persons' Safety) Act established the Adventure Activities Licensing Regulations and the Adventure Activities Licensing Authority (AALA) and made it a legal requirement for certain providers of adventure activities to be licensed by the Authority (a role undertaken by the HSE since 2007).

Only activities specified in the regulations come under the scheme. These '**in scope**' activities are: **caving**, **climbing** (except on climbing walls or abseiling towers), **trekking** (as defined) and **watersports** (as defined).

HSE state - 'The aim of adventure activities licensing is to provide assurances to the public about the safety of those activity providers who have been granted a licence. In this way it is expected that children and young people will be able to continue to enjoy exciting and stimulating activities outdoors, without being exposed to avoidable risks of death or disabling injury.

A licence indicates that the provider has been inspected by the Adventure Activities Licensing Authority, with particular attention being paid to their safety management systems with children and young people, and has been able to demonstrate compliance with nationally accepted standards of good practice in the delivery of

adventure activities to children and young people, with due regard to the benefits and risks of the activity.'

Note: an AALA license is an assurance of safety. It does not accredit educational or activity quality.

Appendix 2 – Off-Site Visit Risk Assessment Pro-Forma level 1 & 2 trips/Visits

| | |
|---|-----------------|
|  MacIntyre Academies | Risk Assessment |
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A risk assessment is used to identify hazards in the school environment and their associated risks. It is used by the school management team to assess existing control measures and if further actions are needed to eliminate, reduce or minimize the risks of loss, damage or injury in the workplace.

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|--|---|--|-----------|----|----------------------|----|----|---------------------|--|--|---|----|----|----|----|--|---|---|----|----|----|---------------------|---|---|---|----|----|---|---|---|---|----|---|---|---|---|---|--|--|--|--|--|---|
| Title: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessor name | | | Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Job title | | | Work Area | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Task being assessed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Frequency of review required | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Next review | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| L: Increasing Likelihood Of The Hazardous Event Happening | C: Increasing Consequences | R: Risk Matrix | | | Risk Key: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 = Very unlikely: 1 in a million chance | 1 = Insignificant: no injury | <table border="1" style="margin: auto;"> <tr> <td colspan="6" style="text-align: center;">Consequence →</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">10</td> <td style="text-align: center;">15</td> <td style="text-align: center;">20</td> <td style="text-align: center;">25</td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">8</td> <td style="text-align: center;">12</td> <td style="text-align: center;">16</td> <td style="text-align: center;">20</td> <td rowspan="5" style="text-align: center; vertical-align: middle;">Likelihood ↑</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">6</td> <td style="text-align: center;">9</td> <td style="text-align: center;">12</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4</td> <td style="text-align: center;">6</td> <td style="text-align: center;">8</td> <td style="text-align: center;">10</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | | | Consequence → | | | | | | 5 | 10 | 15 | 20 | 25 | | 4 | 8 | 12 | 16 | 20 | Likelihood ↑ | 3 | 6 | 9 | 12 | 15 | 2 | 4 | 6 | 8 | 10 | 1 | 2 | 3 | 4 | 5 | | | | | | 20 - 25 STOP activity and take immediate action |
| Consequence → | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 10 | | | | 15 | 20 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 8 | | | | 12 | 16 | 20 | Likelihood ↑ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 6 | | | | 9 | 12 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 4 | 6 | 8 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 = Unlikely: 1 in 100,000 chance | 2 = Minor: minor injuries needing first aid | 15 - 16 URGENT ACTION – take immediate action and stop activity if necessary – maintain existing controls rigorously | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 = Fairly likely: 1 in 10,000 chance | 3 = Moderate: up to three days' absence | 8 - 12 ACTION - - improve within specified timescale | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 = Likely: 1 in 1000 chance | 4 = Major: more than 7 days' absence | 3 - 6 MONITOR – look to improve at next review or if there is a significant change | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 = Very likely: 1 in 100 chance | 5 = Catastrophic | 1 - 2 NO ACTION – no further action but ensure controls are maintained and reviewed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| What is the hazard? | Who might be harmed | How might people be harmed | Existing risk control measures | Risk Rating | | | Additional controls | New Risk Rating | | | Action monitored by whom? | Action monitored by when |
|---------------------|---------------------|----------------------------|--------------------------------|-------------|---|---|---------------------|-----------------|---|---|---------------------------|--------------------------|
| | | | | L | C | R | | L | C | R | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| | | | |
|--------------------|------------------|----------|--|
| Assessor Signature | | | |
| Date completed | | | |
| No. of pages | Pages initialled | Yes / No | |

| | | | |
|----------------------------------|------------------|----------|--|
| Competent Person Signature (SBM) | | | |
| Date verified | | | |
| No. of pages | Pages initialled | Yes / No | |

Event Specific Plan S.T.A.G.E.D

- S - Staffing (who and roles)
- T – Transportation (how & why)
- A – Activity (what, where & when)
- G – Group (who & specific needs)
- E – Environment (where & possible problems)
- D – Distance (how far & possible problems)



S.T.A.G.E.D specific risk assessment

| S.T.A.G.E.D | Issues | How to manage |
|----------------|--------|---------------|
| Staffing | | |
| Transportation | | |
| Activity | | |
| Group | | |
| Environment | | |
| Distance | | |

Date/s:

Visit Leader signature:

EVC signature:

SLT signature:

| | |
|---|--|
| Destination: Date: | Departure Time: Expected Time of Return: Actual Time of Return: |
| Specific Learning Objective: | |
| 1. | |
| 2. | |
| Items | <input type="checkbox"/> |
| Petty Cash (How Much?) | |
| First Aid Box (checked) | |
| Grab Bag | |

Appendix 2 – Off-Site Visit Risk Assessment Pro-Forma level 2 & 3 trips/Visits

School Contact Information: 01788 593112
LADO information: 01926 414144



| Staff: | Sign: | Role on trip: | Child/Young Person Name and contact details: | ✓ |
|-------------------------------|-------|---------------|--|---|
| | | | 1. | |
| | | | 2. | |
| | | | 3. | |
| | | | 4. | |
| | | | 5. | |
| | | | 6. | |
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| | | | 14. | |
| | | | 15. | |
| | | | 16. | |
| | | | 17. | |
| | | | 18. | |
| | | | 19. | |
| | | | 20. | |
| | | | 21. | |
| TOTAL NUMBER OF STAFF: | | | TOTAL NUMBER OF STUDENTS: | |

Appendix 3 – Off Site Visits Consent EXAMPLE

Quest Academy: Royal Shakespeare Company
Wednesday 11th March 2020

Learner Name.....D.O.B...../...../.....

EMERGENCY CONTACT DETAILS FOR THE DAY

Name.....

Telephone Number.....

Address:.....

Name.....

Telephone Number.....

Address:.....

MEDICAL CONDITIONS ALLERGIES WHICH MAY EFFECT PARTICIPATION IN THE ACTIVITY

Does the learner suffer from: asthma, chest complaints, hay fever, migraine, fits or faint, travel sickness, diabetes, attention deficiency, hyper activity or any other condition, illness or disability?

If so please give details:

.....
.....
.....
.....

Is the learner allergic to anything? (E.g. aspirin, antibiotics, any particular food or drug? If so, give details)

.....
.....
.....

Is the learner having any medical treatment at present? If so, please give written details of treatment and medicines, etc. (Please provide any medicines for the day to the Party Leader)

.....
.....
.....

DOCTOR'S DETAILS

Doctor's Name.....

Doctor's Telephone Number.....

CONSENT FORM FOR TAKING AND USING PHOTOS

Please tick the relevant box (es) below:

- I am happy for the school to take photographs of my child
- I am happy for photos of my child to be used on the school website
- I am happy for photos of my child to be used in the school newsletter
- I am happy for photos of my child to be used in the school prospectus
- I am happy for photos of my child to be used in internal displays
- I am happy for photos of my child to be used on MacIntyre Academies website or other promotional material
- I am happy for photos of my child to be used on our Social Media channels
- I am happy for my child to feature in video footage in line with the above consent for images I agree to photos of my child being used in Local Press

I am **NOT** happy for the school to take or use photos of my child for any purpose

PAYMENT AND LUNCH

Learner Name: _____ would like to attend the trip to The Royal Shakespeare Company on Wednesday 11th March 2020.

Payment to be made of £21.50 by 01.03.2020 via:

- ParentPay
- Cheque Enclosed (*made payable to MacIntyre Academies Trust*)

Learners eligible for Free School Meals:

- Providing Lunch
- Quest to supply

Parent/Carer Signature: _____

Appendix 4 – Medical Treatment Consent Form

ADMINISTRATION OF MEDICATION PARENT CONSENT FORM

Please complete this form if your child requires medication whilst at school.

Form to be completed by parents if they wish the school to administer medication, for learners to self-administer medication held by the school or for learners to receive medication whilst on a school visit. If you require help filling in this form, please contact the school.

Please ensure medication is delivered to school in the original packaging with learner's name, date of birth and dosage clearly marked.

ONLY MEDICATION PRESCRIBED BY A DOCTOR WILL BE ADMINISTERED

DETAILS OF LEARNER

| Full Name | | | Date of Birth | |
|---|--------------|--------------|---------------|--|
| | Medication 1 | Medication 2 | Medication 3 | |
| Name / Type of Medication (as described on the container box): | | | | |
| Times Taken, or when medication should be delivered (i.e. 11am, or when required): | | | | |
| Dosage: | | | | |
| Method of administration (e.g. By mouth, injection): | | | | |
| Special Precautions: | | | | |
| Side Effects: | | | | |

Does your Child require an inhaler? Yes / No

If your child requires an inhaler, please provide one for the class teacher to keep, and one for your child to carry at all times.

Any medication sent into school must be given directly to a member of staff in the office or to the escort in the taxi who brings the learner into school. Learners must not carry their own medication unless it is inhalers.

All medication will be signed into the school, and empty packets will be shredded.

| | | | |
|---|--|--------------------------------|--|
| <ul style="list-style-type: none"> • I accept that there is no legal duty requiring school staff to administer medication therefore it should be noted that this is a service that the school is not obliged to undertake. • I understand that I must complete this form and return it to the school before the school can deliver medication. • I give my consent for school staff to administer the above medication to the above named learner • I understand that medication supplied must be suitable for use and within date. • I understand that if my child vomits or spits out the medication given, the dose will not be repeated. • I confirm that I will notify the school of all changes in medication and/or any relevant information | | | |
| Parent Signature | | Date | |
| Print Name | | Relationship to Learner | |

| For Office Use Only | | | | | |
|-----------------------------|--|----------------------------------|--|-----------------------------|--|
| Form Date Received: | | Medication Received Date: | | Medication Rec Init: | |
| Class Informed Date: | | Medication Start Date: | | CDR Ref: | |