



Comberton Primary School

Educational Visits Policy

Educational visits offer opportunities for valuable experiences that are difficult to achieve in other ways. They can also introduce considerable extra risks, especially when they take pupils and staff into unfamiliar surroundings. Careful planning will help to reduce the risks and to minimise the effect of any problems that may be encountered. This applies equally to short local visits as to more ambitious long-distance journeys.

Aims and Purposes of Educational Visits

The school has a strong commitment to the benefit of learning beyond the statutory school day and beyond the school premises. Visits and off-site activities support, enrich and extend the curriculum in many subject areas, encourage co-operation, teamwork and the application of problem-solving skills and develop independence and self-confidence. Residential opportunities can have a particular part to play in the development of personal and social qualities for all young people. Outdoor education helps young people to be physically active and to understand how to assess and manage risk. Each year the school will arrange a number of activities that take place off the school site and/or out of school hours, which support the aims of the school.

Educational visits:

- Have a stated educational purpose.
- Provide children with first-hand experiences.
- Enhance learning opportunities.
- Develop personal and social skills.
- Enhance our curriculum.

The Governing Body has given its approval to various types of activities being arranged in support of the educational aims of the school, for example:

- Local visits - such as the local church or to complete a study of the local area.
- School teams competing in sporting events e.g. E.g. football/netball leagues and sports festivals
- Visits for particular year groups to enrich our Curriculum e.g. Bodenham Arboretum, Lower Smite Farm, Hartlebury Museum, Bishops Wood, places of worship.
- Residential Visit for Year 6.

Governors have delegated responsibility for Educational Visits to the Headteacher who has, in turn, nominated Mrs J Phillips as the Educational Visits Co-ordinator (EVC).

Purpose of this policy

- To identify the roles of Governors, Headteacher, Educational Visit Coordinator (EVC), Visit Leader (VL), staff, volunteers and pupils.
- To outline visit-arrangement processes and safety procedures, ensuring they are in place and upheld.
- To ensure all legal responsibilities and requirements are fulfilled.
- To maintain sufficient lead-time before an educational visit takes place, in order to prepare and inform parents and other adults within the school.

Provision of Employer Guidance

Comberton Primary School uses the "**OEAP National Guidance**". This guidance was formally adopted by WCC, is recommended by DfE and endorsed by HSE and a number of professional associations such as NAHT and NUT. It can be found on the following web site: www.oeapng.info

It is a legal expectation that employees **must** work within the requirements their employer's guidance; therefore employees must follow the requirements of "OEAP National Guidance", as well as the requirements of this Policy Statement. Where an employee of the school commissions off-site activity, they must ensure that such commissioned agent has either:

1. adopted the consortium or OEAP National Guidance
or
2. have systems and procedures in place where the standards are not less than those required by OEAP National Guidance.

The OEAP NG document clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

- direct supervision of young people undertaking experiences beyond the boundary of their normal operational base;
- direct supervision of young people undertaking experiences that fall within the remit of Learning Outside the Classroom;
- facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base;
- deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base;

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

Ensuring Understanding of Basic Requirements

The school ensures that staff are provided with

- appropriate guidance relating to visits and LOfC activity, including training;
- suitable systems and processes to ensure that those trained are kept updated;
- access to advice, support and further training from the EVC.

The relevant training courses are:

1. OEAP-accredited Educational Visit Coordinator (EVC) Training (completed by Jenny Phillips).
2. Educational Visit Coordinator (EVC) Revalidation – schools are required to ensure that their EVC undertakes a formal revalidation within the recommended period (usually 3-4 years).
3. OEAP-accredited Visit Leader Training – while there is no revalidation requirement, to meet OEAP NG guidance requirements regarding leader competence, leaders must be current in their knowledge of expectations of good practice - update refresher training every 4 years is strongly recommended.
4. OEAP-accredited Visit Emergency Training – this course is strongly recommended for those staff that draft school emergency policies and procedures for visits; staff that take on the role of a designated emergency contact (completed by Jenny Phillips in February 24)

Approval and Notification of Activities and Visits

WCC formally delegates the responsibility for formal approval of all visits and off-site activities to the Headteacher. It is a strong recommendation of this policy that the EVC carries out this function in accordance with OEAP National Guidance.

Worcestershire maintained schools follow their employer guidance, which requires them to submit notification through the Evolve system for visits that meet the following criteria:

- visits involving a journey of more than 50 miles (one way)
- involves a residential or overnight stay;
- involves the provision of an adventurous activity or the activity takes place in a “high-hazard” environment

Risk Management

There is a legal duty to ensure that risks are managed - requiring them to be reduced to an “acceptable” level - and not to eliminate risks, as would be a reasonable expectation when risk assessing a piece of machinery, work shop or manufacturing process. This requires that proportional (suitable and sufficient) risk management systems are in place.

The risk management of an activity should be informed by the benefits to be gained from participating. Staff leading visits should use a “Risk-Benefit Assessment” approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is “acceptable”. HSE endorse this approach through their “Principles of Sensible Risk Management” and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

There is no legal requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e. those that may cause serious harm to an individual, or harm several people. At Comberton we have adopted a format for recording risk-benefit assessments based on that recommended in EVC Training. Risk assessments are completed for all off-site activities detailing our pupils’ needs, specific school characteristics and the specifics of the visit location. These are reviewed by the EVC before the visit/activity commences. The generic RBA starter from which bespoke risk-benefit assessments for the visit are completed can be found in appendix 2.

Charges for Off-site Activities and Visits

Employees with visit responsibilities 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. Our school policy on charging and requesting voluntary contributions is found in our Charging and Remissions policy.

Ratios and effective supervision

Establishments must ensure that the staffing of visits enables leaders to supervise young people effectively. Employees with a visit leadership role must meet legal and good practice requirements with regard to Effective Supervision. In general terms, the Law does not prescribe activity-specific staffing ratios; but it does require that the level of supervision and group management is “effective”.

Decisions about the staffing and supervision should take into account:

- The nature and duration of the visit and the planned activities.
- The location and environment in which the activity is to take place
- The nature of the group, including the number of young people and their age, level of development, gender, ability and needs (behavioural, medical, emotional and educational).
- Staff competence.
- The activity undertaken – its nature and location, including duration, skill levels involved, as age (including the developmental age) of the group.

- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.
- The distance from base and availability of support.

When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) so as to ensure that it meets current group needs and any other changes (e.g. time of year).

Staffing ratios are a risk management issue, and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity. Some guidance documents do set out ratios, but these should be regarded as starting points for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward and the group has no special requirements.

The Head Teacher/EVC may modify the ratio of supervision where a visit is considered to require greater numbers of staff than specified above. As with other age groups, ratios during outings should be determined by risk assessment, which should be reviewed before each outing.

The appropriate ratio on an outing is always likely to be higher than the legal minimum (for children aged three and over in early years settings either 1:8 or 1:13 and 1:30 in infant school reception classes in maintained schools).

In some cases, there may be only one trained visit leader on a trip, or on a particular activity during a visit. If this is the case, young people (or any adult helpers) should be competent to manage in the event of the leader being taken ill or injured and should, as a minimum, know what to do to contact the establishment and get support. Staffing, especially for visits to remote locations or overseas, should take into account how the group will be supervised effectively given the possibility of a leader becoming indisposed or having to leave the group, for example to accompany a sick child to hospital.

There is no absolute requirement for children to be accompanied by staff of the same gender, even on residentials, but if this is not to be the case then there should be a sound plan to manage the potential issues involved, including the needs for privacy, safeguarding and pastoral support.

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

A useful framework for assessing requirements for ratios and effective supervision is **SAGED**:

Staffing: who is needed/available? The plan must work within the limits of available numbers, abilities and experience.

Activities to be undertaken: what do you want the group to do and what is possible?

Group characteristics: prior experience, abilities, behaviour and maturity, gender, any specific or medical/dietary needs.

Environment: indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions.

Distance: How far will you be travelling for the visit? What transport is required? Is the trip a residential? Further guidance is found in the eoapng guidance:

3.2d “Approval of Leaders”

4.1h “Avoiding Accidents and Emergencies”

4.2a “Group Management and Supervision”

4.4b “First Aid”

4.4i “Special Educational Needs and Disabled Children”.

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. It is a vital dimension of risk management. Wherever reasonably practicable, it is good practice to carry out a preliminary visit. It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are available for venues, thus reducing bureaucracy.

Examples of such schemes include:

- The LOtC Quality Badge
- AALA licensing
- Adventuremark
- NGB centre approval schemes (applicable where the only provision is a single, specialist activity).

Insurance for Off-site Activities and Visits

Employer’s Liability Insurance is a statutory requirement and cover should extend to those persons who are acting in a voluntary capacity as assistant supervisors. Employers also hold Public Liability insurance, providing indemnity against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, property. School employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer’s staff. The indemnity covers off-site activities and visits organised by both school employees and volunteer helpers.

Inclusion

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 or religion. If a visit needs to cater for 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.

Visit Leaders should take all *reasonably practicable* measures to include all children. 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

EVCs and Visit Leaders should be aware of the extent to which Inclusion is or is not a legal issue.

Under the Equality Act 2010, it is unlawful to:

- treat a disabled young person less favourably;
- fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification.

Adventure Activities Licensing Regulations

Managers, EVCs and 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 (1995) established the Adventure Activities Licensing Regulations and the Adventure Activities Licensing Authority (AALA), initially responsible to the DfES. The scheme is now the direct responsibility of HSE and operated through the Adventure Activities Licensing Service (AALS).

The intention of the regulations is to provide a regulatory framework to protect children, parents, teachers and schools when using providers of defined adventurous activities in closely defined environments. The regulations and supporting inspection regime provide a formal process of professional inspection to accredit that providers have effective safety management systems and processes, meeting a national standard.

The definitive source of advice on the Licensing Regulations is to be found in the Health and Safety Executive publication: "**Guidance to the Licensing Authority on Adventure Activity Licensing Regulations 1996**". Leaders should be aware that the AALA license is an assurance of safety. It does not accredit educational or activity quality.

Transport

Careful thought must be given to planning transport to support off-site activities and visits. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it and establishments **must** follow the specialist guidance provided in WCC transport policy. All national and local regulatory requirements **must** be followed. The level of supervision necessary should be considered as part of the risk management process when planning the journey, giving proper consideration to issues of driver-distraction when considering what supervision is required for the specific group of passengers being transported in a minibus.

The Visit Leader should ensure that coaches and buses are hired from a reputable company.

Transporting young people in private cars requires careful consideration. Where this occurs, there should be recorded procedures within the visit paperwork.

Planning

Planning should reflect the consideration of legal and good practice requirements, ensuring:

- The plan is based on establishment procedures and employer guidance.
- The visit leader has a visit planning conversation with the EVC, where the visit proposal is completed together and the visit planning document is set up (see appendix 1). The visit leader completes this document through the planning process. The EVC monitors its completion and carries out a follow-up meeting with the VL prior to the trip
- All staff (including any adult volunteer helpers) and the children to be involved have a clear understanding of their roles and responsibilities, including their role in the risk management process. All staff and pupils have a clear understanding of the outcomes and benefits of the visit.
- Those in a position of parental authority have been fully informed and, where appropriate, formal consents have been obtained.
- Proportionate assurances have been obtained from any providers (making full use of national schemes that accredit that assurances have already been obtained by credible inspection regimes).
- Designated emergency contact(s) have been identified that will work on a 24/7 basis where required.
- All details of the activity provision are accessible to the emergency contact throughout the period of the activity.

To reduce bureaucracy and encourage activity, establishments need to take account of the legalities regarding a requirement for formal consent. When an activity is part of a planned curriculum in normal curriculum time and no parental contributions are requested, then a formal consent is not necessary. However, in the interests of good relations between the establishment and the home, it is good practice to ensure that those in a position of parental responsibility are fully informed. A general consent form is completed by all parents on the child's entry to school which covers these visits.

- Consent will be obtained for all visits which involve pupils 'travelling' away from the local area.

- For all residential visits parents will be invited to a briefing meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit.
- In the event of the children returning out of school hours, planning should ensure that the school is open and accessible on their return.

The Expectations of Students and Parents / Carers

The school has the same expectations of pupil behaviour when on a visit as when in school. This expectation includes the potential of withdrawal of a pupil prior to and during the visit if unacceptable behaviour is displayed and the risk management process details that the pupil's behaviour would present an 'unacceptable' risk. Where a pupil is taken ill or seriously misbehaves whilst on a school trip, the Head teacher and/or parents/guardian will be contacted and be expected to make arrangements to travel to join their child.

Procedures and responsibilities (All proformas can be found in the Staff Shared area of the intranet)

Visit Leader (VL)

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues is applied to both recently qualified and newly appointed staff.

The Visit Leader has overall responsibility for the supervision and conduct of the visit, including the health, safety and welfare of all involved and should ensure the pupil to adult ratio is appropriate to the group's needs. They must define the roles and responsibilities of other adults and pupils and ensure effective supervision including:

- Ensuring a deputy visit leader is named.
- Being aware of child protection issues
- Ensuring first aid provision is available.
- Ensuring special educational or medical needs of pupils are known and met.
- Ensuring medicines are kept with the pupil's group.
- Ensuring group supervisors have details of the school contact.
- Ensuring that group supervisors and school contact have a copy of the emergency procedures and an itinerary of the day.

The Visit Leader will:

- Plan the visit as part of medium term planning with preceding and/or follow up lessons where appropriate. They will add the trip to the 'school diary' held in the school office.
- Outline a proposal for the visit with educational objectives and discuss with the EVC.
- Visit the venue, where possible, and produce appropriate risk-benefit assessments in liaison with other staff attending the trip and under the guidance of the EVC.
- Obtain quotes for coaches and any other expenses.
- Determine costs and discuss again with EVC.
- Draft letters for parents and share with the EVC.
- Set up appropriate payment systems and liaise with the office staff.
- Organise appropriate staff to go on visit (discuss competence with the EVC)
- Brief staff and pupils on their roles and aspects covered in the risk assessment.
- Organise sick bucket, medical supplies and first aid equipment – check pupils with specific medical needs.
- Take contact numbers/additional details for children attending the visit.
- Ensure a copy of critical incident plan for group leaders is taken on every visit.
- Ensure emergency contact crib cards with contact details of key school staff are given to adults attending visit and pupils where appropriate (based on age of pupils and nature of activity).
- Complete checklist for VL (found on the staff shared area of the school network)

- Ensure two members of the Emergency Management Team are named on your checklist.
- Complete information sheet to be handed to office with up to date information of all staff and pupils attending the trip on the day of the visit.
- Feedback at the end of trip and evaluate using the template provided in the staff shared area.

Educational Visit Coordinator (EVC)

It is important that the EVC assesses the competence of Visit Leaders. It may be that it is decided, for instance, that an ECT would be accompanied by a more experienced member of staff.

The EVC will:

- Ensure correct procedures are followed.
- Organise training and induction for visit leaders.
- Ensure Visit Leaders and staff are trained and approved for all planned activities.
- Check non-teaching supervisors are appropriate and competent people to supervise children.
- Ensure site pre-visit is performed where necessary.
- Help visit leader to produce risk assessments, operating procedures, code of behaviour.
- Ensure LA are informed and approval is gained where appropriate (overnight stays, hazardous/ adventurous visits and visits over 50 miles away).
- Check educational objectives of each visit.
- Ensure parents are informed and give consent (for all activities).
- Organise emergency arrangements.
- Keep records of visits, accident/incident reports.
- Review systems and monitor practice.
- Ensure all relevant information is held on file in the event of a critical incident.
- Take the role as one of three emergency contacts when any pupils are off-site

The Head Teacher will:

- Check educational objectives of each visit and grant or deny approval.
- Inform the Governing Body of visit proposals where necessary.
- Ensure the LA are informed and approval is gained where appropriate (overnight stays, hazardous/ adventurous visits and visits over 50 miles away).
- Monitor to ensure that correct procedures are followed by EVC and VL.
- Take the role as one of three emergency contacts when any pupils are off-site

Additional teachers will:

- Follow instructions of the Visit Leader and help with control and discipline.
- Ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances - stop the visit or activity if they think there is an unacceptable risk to the health and safety of pupils in their charge.
- Be aware of emergency procedures and contacts.
- Be responsible for medicines for members of their group.
- In the event of a critical incident, follow the plans outlined and report immediately.

Teaching Assistants will:

- Organise sick bucket, medical supplies and first aid equipment.
- Be responsible for medicines for members of their group.

- Ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances - stop the visit or activity if they think there is an unacceptable risk to the health and safety of pupils in their charge.
- Follow instructions of the Visit Leader and help with control and discipline.
- Liaise with teachers regarding any unacceptable risks to the health and safety of pupils in their charge - Be aware of emergency procedures and contacts.

Adult Volunteers will:

- Be clear about their roles and responsibilities.
- Do their best to ensure the health and safety of everyone in the group.
- Not be left in sole charge unless previously agreed in risk assessment.
- Follow instructions of Visit Leader and teachers and help with control and discipline.
- Inform Visit Leader or teachers of any health and safety concern during the visit.

Pupils will:

- Not take unnecessary risks and participate in discussion regarding risk assessments.
- Follow instructions and follow the school behaviour expectations.
- Dress and behave sensibly and responsibly.
- Look out for anything that might hurt or threaten anyone in the group and tell the Visit Leader or supervisor.

Parents will:

- Make an informed decision on whether their child should go on a visit.
- Return permission slips and requests for voluntary contributions.
- Prepare their child for the visit by reinforcing the visit's Code of Conduct/ school's behaviour expectations.

The Office Staff will:

- Support the Visit Leader in organising transport and liaising with the visit venue.
- Provide the Visit Leader with requested information regarding pupils and staff attending the visit (contacts, medical, additional needs).
- Inform catering staff of packed lunch requirements. (All Free School Meals (FSM) children have the option to request a packed lunch following the completion of the appropriate selection form)
- Provide any cheques required for payment.
- Office manager (Caroline Broadbent) will take the role as one of three emergency contacts when any pupils are off-site.

The Governing Body will:

- Approve proposals for visits involving overnight stay or travel abroad.
- Review the school's policy and procedures and question the Head Teacher/EVC to demonstrate how the school complies with regulations and guidelines.

Monitoring

The Headteacher/EVC will ensure that there is sample monitoring of the visits and off-site activities undertaken by its staff. Such monitoring should be in keeping with the recommendations of OEAP National Guidance and during EVC training and is principally carried out through systems put in place by the EVC. **To ensure that the benefits of LOTC are evaluated and best practice developed, the following activities will be completed.**

- Regular review of our policy and procedures to remain current and in line with good practice.

- Evaluation of feedback from pupils, staff and parents.
- Staff meeting updates refreshing staff understanding of employer’s policy, this guidance and the LOfC guidance websites.
- Staff liaising with EVC before any visit booked and undertaken.
- Relevant training that supports the implementation of this guidance e.g. EVC training, Visit Leader training.
- EVC disseminating advice and further information to clarify the guidance issued.
- EVC completing monitoring/evaluation of risk assessments, visit procedures, staff feedback.
- Governor review in line with policies review cycle.

Data protection – please refer to our data protection policy

It is vital for the health and safety of those involved in visits that the relevant information is available to leaders and external providers for planning activities and in the event of an emergency. Any sensitive information will be shredded when the trip or visit has been completed.

A copy of this policy and associated school procedures will be made available to all staff within the school who may be responsible for leading off-site visits and activities and to any parent requesting a copy. The EVC/Head teacher will make additional information available to staff to help ensure the safe management of off-site activities when available and relevant.

Signed by:

Chair of Committee: Date:

Head teacher: Date:

Agreed by Governors on:

Has this particular visit at this venue been carried out before?
If no, has a preliminary visit been carried out?

Notes from preliminary visit:

Are all pupils attending? If no, outline name of pupil(s) and reasons for planned non-attendance and record any meetings with EVC/Headteacher and parents below:

Do any adaptations to the visit need to be considered for individuals with additional needs? If so, is the venue aware of this?

Is there any period of time during the trip which is self-led? What measures are in place to ensure this time is carefully planned? Are any more detailed itineraries required?

Define the roles and responsibilities of staff attending visit (by name):

Have FSM lunch letters been distributed to relevant pupils and meals subsequently ordered?

Do all staff in attendance have the telephone numbers of emergency contacts and each other saved in their phone?

Have all adults attending the visit met to discuss the RBA, the overview of the visit at least 24 hours before the visit?

On the day:

- Emergency contact cards for each adult
- Visit emergency laminates
- Completion of visit sheet to be left in office outlining names of pupils not in attendance on the trip (or who is in attendance where it is a smaller group/group of pupils from across classes in attendance)
- Pupil list/groupings
- First aid & sick bags
- Individual pupil medical items

Post-visit:

- Completion of evaluation. Was there a need to risk-assess during the visit? Any implications for future bookings/visits with this particular group?

Appendix 2

Risk-Benefit Assessment for Comberton Primary School

Year group: Number of pupils: Staff in attendance: Date:

Specified nature of activity/venue:

EDUCATIONAL OBJECTIVES BENEFITS & PRIORITISED LEARNING OUTCOMES:

1. Significant Hazards and Associated Risks	2. Those who might be harmed:	3. Control Measures:	4. Residual Risk <i>Must be "acceptable", otherwise reassess controls</i>
Inappropriate leadership	Pupils	Activity management takes account of group characteristics. Leaders trained, competent and experienced with clearly defined roles and responsibilities for all staff. Leaders familiar with employer interpretation of OEAP National Guidance and Establishment policy/systems Preliminary visit strongly recommended.	Acceptable
Transport to and from venue	Pupils Staff	Use reputable coach company / minibuses in accordance with employer and national guidance	Acceptable
Car Park and Road Traffic Issues	Pupils Staff	Hazards known and addressed in pre-planning, including allocation of staff management and briefing of pupils.	
Incident / Emergency:	Pupils Staff	System of emergency contact in place. Staff trained on Establishment visit emergency policy and protocols.	Acceptable

		Staffing allocation takes account of medical and behavioural conditions.	
Incidents involving members of public	Pupils	Appropriate briefing of staff and young people on codes of behaviour.	Acceptable
Weather extremes	Pupils Staff	Protective clothing according to the time of year, weather forecast and time of day.	Acceptable
Specific hazards associated with type of activity	Pupils Staff	Control measures required to meet employer guidance, establishment policy and good practice expectations	
Group specific issues relating to such considerations as age, ability, behaviour, health, SEN etc	Pupils	Effective briefing and staffing the visit to address the issues. Must ensure effective supervision	

Signed (Designated Visit Leader) _____

Date _____

Signed (Establishment EVC) _____

Date _____