



# Educational Visits Policy

December 2016

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<b>Trust lead:</b> Gareth Edmunds, Chief Operating Officer		
<b>Key Staff lead for Norton Primary Academy:</b> Liam Wilkinson		
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## EDUCATIONAL VISITS POLICY

## Northern Education Trust

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## **1. Scope**

This Policy applies to all Academies within the Northern Education Trust (“NET”).

It applies to all Educational Visits involving pupils and students of NET Academies. It applies regardless of whether the activities take place within or outside of normal working hours, including weekends and holiday periods.

Educational Visits are defined as events that involve pupils and students being away from the normal Academy sites, while in the care of the Academy. This includes visits, outings, academy trips and off-site activities such as: local visits to parks, museums, libraries and sports facilities; cultural, educational, recreational and exchange trips; outdoor activities; residential and field trips.

## **2. Outdoor Education Advisers Panel (OEAP) National Guidance**

This Policy adopts the National Guidance published by the Outdoor Education Advisers Panel (OEAP) on the website [oeap.info](http://oeap.info). This provides detailed guidance about many aspects of outdoor learning, off-site visits and Learning Outside the Classroom, and includes Essential Reading for all key staff roles. Specific information can be found by using the site’s search function.

Academy employees must follow OEAP guidance as well as the requirements of this Policy and other local policies or relevant policies laid down by the Trust. Should there be any conflicting areas, then this Policy and the establishment’s other relevant policies take precedence, and clarification should be sought from the Educational Visits Advisory Service (EVAS).

It is expected that all NET Academies will use the EVAS service under a Trust-wide Service Level Agreement.

## **3. Benefits**

All pupils should be given the opportunity of learning outside the classroom and benefit from participation in a wide range of visits and activities, including activities in the Academy grounds, local activities, day visits, residential, field studies and outdoor adventure activities. Whether their emphasis is adventurous, academic, sporting, cultural, spiritual or creative, off-site visits and outdoor learning provide first-hand experiences that inspire and enhance learning and development in ways which are powerful and lasting. They provide a foundation for life-long learning and healthy lifestyles, as well as complementing classroom learning and enriching the curriculum.

## **4. Assessment of Risk**

The Northern Education Trust has a legal duty to ensure that risks are managed - requiring them to be reduced to an “acceptable” or “tolerable” level. This requires that proportional (suitable and sufficient) risk assessment management systems are in place.

**Risk assessment is a legal requirement and assessing risks associated with Educational Visits is no different.** However, this does not need to be a complicated process. It is simply a systematic examination of what might harm people, and should be based on common sense. Although an assessment is always required, a written risk assessment is only required when significant risks have been identified. The reasons for recording significant risks include:

- Deciding whether to proceed, modify or cancel a proposed visit or activity
- Deciding what precautions need to be taken to prevent unnecessary harm
- Making the planning process systematic and thorough
- Informing all those involved about the risks and precautions
- Providing evidence for those responsible for approving a visit
- Demonstrating that good practice has been observed in the case of an incident.

It is also necessary to include an assessment of risk to staff members during visits that may not be identified during the assessment of risk to pupils taking part (for example, violence at work).

This Policy sets out the arrangements that the Northern Education Trust has made for managing the risks inherent in Educational Visits.

Risk is a natural part of everyday life: all activities involve risk, and it is impossible to entirely eliminate it. Indeed, the human spirit thrives on adventure and journeys into new territory, both physical and metaphorical. As they grow up, it is important that children and young people learn to understand and manage risk and uncertainty for themselves. If we attempt to 'wrap them in cotton wool', they not only miss huge opportunities for growth but also emerge into society unable to cope with the uncertainties and challenges of adult life. Well-managed Educational Visits, including outdoor and adventurous activities, play a vital part in helping children and young people to learn about the real world, and to understand and manage risks for themselves.

The Academies therefore provide such opportunities for their pupils. Good planning and management of activities should be about reducing risks to an acceptable level, considering the potential benefits. The starting point for such a risk-benefit assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating informs decisions about whether residual risks (i.e. the risks remaining after control measures have been put in place) are acceptable. The Health & Safety Executive endorses this approach through its "Principles of Sensible Risk Management", and advocates that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

Employees who follow this Policy, work within the limits of their own competence, and use their common sense and professional judgement will be fully supported by the Northern Education Trust.

Although some paperwork is required in order to record and communicate the decisions made, risk assessment management should be largely a common-sense

process centred upon competent staff. It should focus on significant risks, not trivial ones, and it should not become a restrictive and onerous bureaucratic exercise.

Further information about risk assessment can be found on the OEAP National Guidance website (see section 2 above).

### **5. Inclusion & Equality**

Educational Visits should be available to all pupils, regardless of background or abilities. Establishments must ensure that their provision meets the requirements of the Equality Act 2010, the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act 2001. Guidance about inclusion can be found on the OEAP National Guidance website (see section 2 above).

### **6. Review & Evaluation**

All visits should be reviewed after the event, with particular regard to any accidents, incidents or other significant occurrences during the visit, followed by any necessary review of procedures and/or risk assessments.

The Ofsted report "Learning Outside the Classroom – How Far Should You Go?" (October 2008) (available on the OEAP National Guidance website) makes statements in the strongest terms to support the value of Learning Outside the Classroom, including the fact that it raises achievement. However, it also highlights the finding that Learning Outside the Classroom is rarely evaluated with sufficient rigour. A methodology to address this is provided within the document "Rigorous Evaluation of LOTC: Meeting Ofsted Expectations and Assuring Quality" in the OEAP National Guidance (see section 2 above).

### **7. Commissioning**

If an organisation outside the Northern Education Trust is commissioned to provide a service which may include Educational Visits, it must have policies and procedures in place which at least meet the same standards as described by this Policy. Academies must satisfy themselves that this is the case.

### **8. Roles and Responsibilities**

Extensive guidance on roles and responsibilities on educational visits can be found in the OEAP National Guidance. The following is a summary of the main features relating to the roles with key health and safety responsibilities.

The Trust (NET)

The Trust will:

- Ensure that the Academy's Educational Visits Policy is reviewed at least every three years.
- Make this document available to all academies and service areas via 'Evolve'.
- The Trust will provide training, support and advice related to the management of visits.

- Give approval (or refuse approval) for proposed educational visits where the final approval has not been delegated to Principals/senior leaders.
- Operate a clear procedure for action in the event of an emergency.
- Establish procedures to monitor and review safety on visits.

### The Local Governing Body

Local Governing Bodies will ensure that:

- The academy adheres to the requirements contained in this guidance document.
- That the NET guidance is formally adopted or a policy at least as robust is developed that meets the requirements detailed in the DFE advice, and with significant and clear reference to the OEAP National Guidance.
- They have a clear policy regarding where approval from governors is required and where approval has been delegated to the Principal.
- Scrutinise the details of any residential, adventurous or overseas educational visits before granting approval.

### Principals/Senior Leaders

The Principals and senior leaders will:

- Ensure the NET policy and academy procedures are adhered to at all times,
- Ensure that staff leading and accompanying visits have the required training, competence and experience.
- Ensure they have all the details of the trip, including timings and emergency contact details before the trip departs.
- Be available on the emergency contact number given to answer any queries from the Group Leader both during the trip and on arrival back at the academy.
- Ensure that all visits receive initial approval before any detailed arrangements are made.
- Ensure that all procedures in this policy are followed by appropriate staff.
- Ensure that staffing ratios and experience are appropriate for all educational visits,

### Educational Visits Coordinators (EVC)

All academies should nominate an Educational Visits Coordinator (EVC). This is not a legal requirement, but is strongly recommended as 'good practice'.

- The EVC will be appointed by, and will act on behalf of, the Principal.
- The EVC should be specifically competent, often having practical experience in leading and managing a range of visits similar to those typically run by the

establishment. Commonly, but not exclusively, such competence will be identified in a person on the senior management team of the Academy.

- The EVC will be involved in the planning and management of visits including adventurous activities led by the staff of the Academy.
- EVC training and refresher training will be made available to all EVCs.
- The EVC should ensure that DFE advice, this NET Policy, the Academies own policy, and/or any other relevant documentation is readily available for access by staff including the OEAP National Guidance as a key planning tool.
- The EVC is required to keep appropriate records of visits, and make these available to the Trust where requested. The key tool for such record keeping is 'Evolve'.

The role of the EVC is described in the OEAP National Guidance (see section 2 above). EVCs must undertake an EVC training course and a refresher / revalidation course every three years, both of which are provided by EVAS. The course includes training on visit planning, risk assessment, leader competence and required procedures.

#### The Group Leader

The Group Leader has overall responsibility for the supervision, conduct and safety of pupils and students on the visit. They will:

- Gain approval from the EVC and the Principal as required,
- Inform parents in advance of the nature of the visit and gain their consent and details of medical requirements,
- Undertake a risk assessment identifying the main risks and how these will be controlled. Where necessary this will require a pre-visit,
- Continually risk assess during the visit and encourage pupils and students to take an active role in this process.

#### Other staff

Additional members of staff and other adults taking part in educational visits will:

- Assist the Group Leader to ensure the health, safety and welfare of the students on the visit.
- Be clear about their roles and responsibilities whilst taking part in a visit

#### Pupils/Students and parents

Pupils and Students should:

- Understand that they have a responsibility to avoid unnecessary risks.
- Follow the instructions of the Group Leader and other members of staff.
- Behave sensibly at all times, keeping to any agreed code of conduct.
- Inform a member of staff if they become aware of any significant hazards.
- Always wear a seat belt when travelling in a motor vehicle.
- Use any other safety equipment provided by the activity leader as required for the activity.

Parents should:

- Understand that they have an important role in deciding whether any visit or off-site activity is suitable for their child(ren).
- Inform the Group Leader about any medical, psychological or physical condition relevant to the visit.

## 9. Educational Visits Advisory Service (EVAS)

The Educational Visits Advisory Service, which is a service provided by Sunderland City Council and is based at Derwent Hill Outdoor Education and Training Centre, may be contacted by telephone on 017687 72005 or by email to

[EVAS@sunderland.gov.uk](mailto:EVAS@sunderland.gov.uk). The Advisory Service:

- provides advice and guidance to EVCs about planning visits, and clarification when required regarding this Policy or the OEAP National Guidance. Requests for advice will receive a response within one week of the request being received (except over the Christmas / New Year holiday period).
- provides information via the Evolve online system.
- monitors and approves visits using the Evolve system.
- provides training for EVCs.
- can provide other tailored training, such as for Visit Leaders and Group Leaders.

## 10. Academy Visit Policy

The Academy will have a procedure that sets out how this Policy is implemented in practice, and makes reference to the OEAP National Guidance. There is a document on “How to write an establishment visit policy” in the National Guidance (see section 2 above).

## 11. Notification and approval of visits

The Evolve online system is provided and managed for academies by the EVAS. It should be used for the notification, authorisation and monitoring of visits. Visits in Category 3 (see below) require approval by EVAS, on behalf of the Northern Education Trust. Key information about a visit is available through Evolve in the event of an emergency.

EVCs are responsible for setting up Academy staff to use Evolve.

For the purposes of notification and approval, Educational Visits are classified into three categories. These are based on the ‘Radar’ model described in the OEAP National Guidance (see section 2 above).

Category	Definition	Requirement for notification & approval
Category 1	Straightforward routine visits defined as Category 1 in a written policy by the Academy, covered by:	Evolve may be used but is not required.



	<ul style="list-style-type: none"> <li>➤ a generic risk assessment, regularly reviewed</li> <li>➤ blanket informed parental consent (not necessary if visits take place during academy hours)</li> <li>➤ academy/service operating procedures</li> </ul>	
Category 2	<p>Visits requiring enhanced planning with event-specific risk assessment, including:</p> <ul style="list-style-type: none"> <li>➤ All residential visits not in Category 3</li> <li>➤ Non-residential visits not in Categories 1 or 3</li> </ul>	Must be authorised by the Principal, using Evolve and LGB notified in advance.
Category 3	<p>Higher risk visits, defined as:</p> <ul style="list-style-type: none"> <li>➤ Visits outside the UK</li> <li>➤ Visits which include adventure activities</li> <li>➤ Visits to remote or hazardous locations</li> </ul>	Must be authorised by the Principal, using Evolve, at least four weeks before the visit, and then approved by EVAS. LGB to be notified in advance.

The requirement for Category 3 visits to be authorised by the Principal at least four weeks prior to the visit, is to provide time for any issues arising to be addressed. For more complex visits, more time should be allowed.

Where the overseas visit involves a country or area where there is a high threat from terrorism Educational Visits may only proceed with the express consent of the Trust.

Contracts with providers should not be signed, or commitments made to participants or parents until sure that requirements for approval can be met. EVCs are encouraged to ask EVAS to comment on unsubmitted draft plans in Evolve for complex visits at an early stage, which could be a year or more before the visit.

## 12. Costing & Finance

The financial implications of the visit require detailed consideration at an early stage. Component costs could include:

- travel;
- access and entry charges;
- refreshments en route;
- excursions;
- accommodation;
- food;
- site fees;
- insurance;
- equipment and specialist resources;
- additional spending money for students.

The nature of the visit will determine what proportion, if any, of the cost of the visit may be charged to participants according to the Academy's Charging and Remissions Policy.

**NB** - Even the simplest of ventures requires the keeping of precise records of income and expenditure.

### **13. Insurance**

The Group Leader in conjunction with the EVC/Principal must be fully satisfied that adequate insurance cover has been obtained before approving any visit.

#### 13.1 Employers' Liability & Public Liability insurance

The Trust's Employers' Liability and Public Liability insurance applies to the activities when away from the academy site, home base or when employees are working in the community.

Group Leaders should check with our insurance provider regarding cover while on educational visits particularly overseas and overnight.

#### 13.2 Personal Accident / Travel Insurance

Pupils, students and staff are insured for personal accident benefits while on education premises or during educational visits which includes insurance cover for the loss of personal property or belongings.

Details are listed below and are correct as at 1<sup>st</sup> September 2016:

<b>Personal Property</b> Coverage:	£ 5,000
Single Article Limit:	£ 1,000
Delayed Personal Property:	£ 2,000
Passport Indemnity:	£ 1,500
Excess:	£ Nil

<b>Money</b> Coverage:	£ 3,000
Cash Limit:	£ 2,000
Excess:	£ Nil

The cover provided under this Policy extends to include a range of assistance services supported by a 24-hour helpline. In the event an Insured Person is travelling on an **Insured Journey** and requires assistance they should contact the emergency helpline;

+44 20 7895 3364 or alternatively by emailing [medicalassistance@chubb.com](mailto:medicalassistance@chubb.com)

Group Leaders and individuals who feel that the cover from Trust insurers may be inadequate to meet their needs are advised to obtain, at their own expense, a Personal Accident/ Travel Insurance Policy.

Some national governing bodies of sport offer personal accident insurance for groups participating in certain sports.

If the educational visit has been arranged via a travel company this cover can often be negotiated at reasonable additional cost as part of the travel package. If so, care should be taken to check the terms and conditions of the insurance and the activities that are covered or excluded.

For overseas visits the Trust has arranged Travel Insurance. This insurance has 3 levels as detailed below. The Group Leader should check that all activities are covered.

International office overseas insurance categories (June 2014)

Non-hazardous	Hazardous	Winter sports
Athletics, football, orienteering, paint ball, rowing, rugby, sailing, swimming, tennis, sledging.	Abseiling, American football, caving, go carting, horse riding, ice skating, martial arts, mountaineering, potholing, quad biking, rock climbing, sub aqua activities requiring the use of artificial breathing apparatus, trekking in the Himalayas, white water activities.	Means any sport on snow or ice (other than skating) Excludes ski jumping, heli-skiing, bobsleigh, ice hockey, off-piste skiing.

#### 14. Information for Parents, Guardians and Carers

Written consent from parents is not required for pupils to take part in the majority of off-site activities organised by an academy (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education. However, parents should be informed where their child will be at all times and of any extra safety measures required.

Written consent is only requested for activities that need a higher level of risk management or those that take place outside school hours. A "one-off" consent form can be signed by parents when a child enrolls at the academy. This will cover a child's participation in any of these types of activities throughout their time at the academy. This includes adventure activities, off-site sporting fixtures outside the school day, residential visits and all off-site activities for nursery schools which take place at any time (including during school holidays or at the weekend).

Again, parents should be told where their child will be at all times and of any extra safety measures required.

It is strongly recommended that academies seek consent separately for a particular visit, especially for residential visits and adventurous activities. The original EV4 consent form for a specific visit is available on EVOLVE.

Information to parents should include:

1. Dates.
2. Objectives of visit or activity.
3. Times of departure and return, including location for meeting parents.
4. Method of travel including name of any travel company.
5. Accommodation with address and telephone number, including details of host families for exchange visits.
6. Emergency contact arrangements at home and away, if all young people are not at one centre. Consider the value of a 'telephone tree' to make easy and rapid contact with a large group of parents, e.g. regarding changed transport arrangements.
7. Names of Group Leader and accompanying staff.
8. Names and status (e.g. parent) of other accompanying adults who will exercise some responsibility during the visit.
9. Details of activities planned. Any activity involving special hazards must be clearly specified.
10. Charges or voluntary contributions; what they cover and do not cover.
11. Methods of payment and cancellation arrangements.
12. Insurance effected for the group members in respect of baggage, personal accident, cancellation and medical cover. Send a photocopy of the insurance schedule to all parents or state that a copy of schedule may be obtained from the Group Leader.
13. Clothing/footwear and other items to be taken.
14. Prohibited items.
15. Money to be taken.
16. Code of conduct; details relating to the standard of behaviour expected from the group during the visit; including for example, rules on general group discipline, smoking, sexual behaviour, illegal substances and alcoholic drinks.
17. Parents should have sufficient information to give informed consent and give written consent for emergency medical treatment.

Group Leaders should appreciate the benefits of inviting parents to a planning meeting, particularly where a residential experience is involved, visits abroad or where the activity constitutes a 'new direction' for the group members or the establishment. There is then the opportunity for all involved to be fully informed and to raise issues which may be difficult to put down in writing.

### **15. Equalities Act 2010 and Medical Needs**

Following an amendment to the Equalities Act by the Special Educational Need Act 2001, it is unlawful for any establishment to discriminate against disabled participants (current and prospective) because of their disability, without justification – which must be both material and substantial to the particular case. You are required to make reasonable adjustments to avoid disabled participants being placed at a substantial disadvantage. However, the Equalities Act does not require responsible bodies to place employees or participants at risk in order to make reasonable adjustments. In all cases compliance with the Equalities Act must not be achieved by

breaching the Health & Safety at Work Act 1974 i.e. reasonable adjustments must not place employees or others at unacceptable risk of injury or ill-health.

Group Leaders and other adults should be aware of all the children and young people's medical needs and any medical emergency procedures. If required, a member of staff should be trained in administering medication and to take responsibility in a medical emergency. If the young person's safety cannot be guaranteed, it may be appropriate to ask the parent or carer to accompany a particular young person.

Enquiries should be made at an early stage about access and facilities for securing wheelchairs on transport and at residential centres.

The Group Leader should also assess whether client manual handling skills will be needed, and if so, whether training should be sought. Group Leaders concerned about whether they can provide for a pupil's safety or the safety of others on a visit because of a medical condition of a pupil can seek further advice from EVAS.

The Group Leader should check that any additional insurance policy taken out covers staff and pupils with pre-existing medical needs. All medical conditions should be declared to the insurance company regardless of whether they have been specifically requested. Failure to declare a medical condition will often invalidate medical/travel insurance. If you need advice/guidance covering the medical needs of participants, please contact EVAS.

## **16. First Aid**

The Group Leader should make a professional judgement as to the level of first aid required for a particular visit. This decision could be influenced by factors such as the environment and proximity to emergency services or professional care. However, as a minimum, for all visits there should be a responsible adult with a good working knowledge of first aid appropriate to the environment. In the case of Nursery and Foundation Stage pupils it is mandatory that at least one person in attendance on the visit has a current pediatric first aid certificate.

The Emergency First Aid certificate is a basic qualification which may be suitable for routine urban visits; however, a risk assessment may indicate that a higher level qualification is appropriate in circumstances where it is likely that access by emergency services may be delayed.

A First Aid Kit appropriate to the visit should be carried.

## **17. Adventure activities**

There is no definitive list of what activities are defined as "Adventure activities" but this would include abseiling, caving, potholing, mine exploration and climbing (including indoor climbing walls), high level ropes activities, river/gorge/ghyll walking or scrambling, canyoning; shooting, archery, paintballing and skiing, snowboarding, snorkelling/aqualung activities and all watersports.

If in doubt advice should be obtained from the EVAS.

If an Academy organises adventure activities routinely and finds the requirement for approval on each occasion to be a disproportionate barrier, there are two possible options.

- The Academy may apply to EVAS to delegate the authority to approve visits involving adventure activities to the Principal (thus in effect defining them as Category 2). It would need to demonstrate it has the knowledge and systems in place to make the required decisions. External verification, such as an AALA licence, may be appropriate. Such delegation should be subject to regular review.
- The Academy may choose to define a specific type of visit as Category 1 in a written policy. If this includes adventure activities, then approval from EVAS is required, which will be based on an assessment of:
  - The definition of the type of visit
  - The generic risk assessment
  - The operating procedures
  - Leader Approval for specific academy/service staff if they are to lead the adventure activities.

Normally this approval will be given for a limited time, subject to review.

### **18. Leader competence and approval**

A Visit Leader is the person responsible for planning and leading a visit, which may involve other members of staff and volunteers, including Group Leaders. A Group Leader is responsible for the supervision of a group of pupils during a visit.

The Principal must ensure that Visit Leaders and Group Leaders are competent to carry out their responsibilities. EVAS can provide Visit Leader and Group Leader training courses and can advise about competence requirements.

The OEAP National Guidance (see section 2 above) includes documents on “Assessment of Competence” and “Good Practice Basics”. Visit Leaders, Group Leaders and other staff who require guidance or support should contact their Academy’s EVC.

Academy staff who wish to lead adventure activities must have approval to do so from EVAS on behalf of the Northern Education Trust, unless the authority to approve visits involving adventure activities has been delegated to the Principal. Approval will be based upon evidence of competence, which may include evidence of relevant qualifications, training and experience.

Leader approval is managed through Evolve.

- For a specific visit, evidence of the leader’s competence is required by the Activity Leader Form (ALF) which is part of the normal Evolve visit planning process.
- If a leader wishes to apply for generic approval to lead a specific adventure activity, then they should complete a Leader Approval Request (LAR) in Evolve for endorsement by their Principal who submits it to EVAS for approval. When this approval is given, it may be attached to future ALFs as evidence.

## **19. Minibus driving**

Academy policies regarding minibus operation must be followed. The OEAP National Guidance (see section 2 above) includes guidance on the use of minibuses. Academies are strongly advised to obtain a Section 19 Permit one for each minibus used.

## **20. Emergency Procedures**

A critical incident is an incident where any participant in a visit:

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

The Academy should have policies and procedures for responding to crises and critical incidents. The OEAP National Guidance (see section 2 above) includes information on planning for and managing critical incidents on visits, which can be found using the site's search function. The website [www.schoolemergencies.info](http://www.schoolemergencies.info) provides resources on planning to deal with an academy emergency.

All NET Academies should consider the need for robust emergency arrangements as part of visit planning and risk assessment process.

All staff involved in a visit should be aware of the action to be taken in the event of an emergency.

It is vital that all staff understand the first aid and emergency procedures, not just the Group Leader. Particular consideration should be given to participants that have special educational needs or medical conditions.

## **21. Accident/incident reporting**

The Academy's and Northern Education Trust's incident reporting procedures must be followed.

After any major incident on an Educational Visit, the Academy should undertake a review of the incident, their risk assessments and emergency procedures, and should share the findings with the Northern Education Trust and EVAS. It is also good practice to record and learn from 'near misses'. The Academy should establish a system for doing this and should consider how best to share the learning outcomes of such incidents.

## **22. Supervision**

OEAP National Guidance (see section 2 above) includes documents on "Ratios and Effective Supervision" and "Group Management and Supervision".

This Policy does not prescribe minimum staff to participant ratios for visits (except where the law requires minimum ratios for Early Years). Ratios and other arrangements for the effective supervision of pupils and students should be determined as part of the risk assessment process by proper consideration of factors including:

- age (including the developmental age) of the group

- gender issues
- ability of the group (including special needs, behavioural, medical and vulnerability characteristics etc.)
- nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions)
- staff competence.

### **23. Assessing Venues and Providers**

The OEAP National Guidance (see section 2 above) includes guidance on Preliminary Visits and Provider Assurances.

The Learning outside the Classroom Quality Badge provides sufficient reassurance that a provider meets nationally required minimum standards of safety and quality.

Details of a provider's status can be checked on the Quality Badge website <http://www.lotcqualitybadge.org.uk/>.

If a provider of activities does not hold the Quality Badge, then detailed checks should be made to ensure that it meets required standards. The most straightforward way of doing this is to use a Provider Statement Form – EVAS can provide a template.

### **24. Further Information and Advice**

Further information and advice is available from Educational Visits Advisory Service  
Tel 017687 72005

Email [EVAS@sunderland.gov.uk](mailto:EVAS@sunderland.gov.uk)

Web: [www.derwenthill.co.uk/schools/educational-advisory-service/](http://www.derwenthill.co.uk/schools/educational-advisory-service/)

### **25. Relevant Policies**

- Risk Management Policy
- NET Financial Regulations
- Health & Safety Policy
- Health & Wellbeing Policy
- Disclosure & Barring Service Policy
- E-Safety Policy – Social Networking
- Administration of Medicines Policy

### **26. Relevant links**

Outdoor Education Advisers Panel (OEAP) - [oeap.info](http://oeap.info)

Derwent Hill Outdoor Education and Training Centre - [EVAS@sunderland.gov.uk](mailto:EVAS@sunderland.gov.uk)

Learning outside the Classroom Quality Badge - <http://www.lotcqualitybadge.org.uk/>.

### **27. Contacts**

For further information, please contact the Trust's Operations Manager at the following address:

Northern Education Trust  
Cobalt Central,  
Unit 5, Silver Fox Way



Northern Education Trust: Educational Visits Policy

Newcastle upon Tyne  
NE27 0QJ

Or by telephone on: (0191) 295 5070

Or by emailing: [public.enquiries@northerneducationtrust.org](mailto:public.enquiries@northerneducationtrust.org)