

# **Procedure for Educational Visits and Activities**

## **Linking to OEAP National Guidance**



**Last updated September 2021**

Tameside Metropolitan Borough Council Procedure linking to OEAP National Guidance  
<https://oeapng.info>

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## 1. Introduction

The Council acknowledges the immense value of educational visits to young people, and fully supports and encourages those that are well planned and managed. Learning Outside the Classroom (LOtC) has a vital part to play in meeting the demands of the National Curriculum, and in achieving the goal of preparing young people for life beyond school. Effective schools have always used educational visits, residential experience and activity in the local area of the school and school grounds as an integral part of their whole-school approach.

The Council is required to ensure that before a visit takes place prudent and proportionate steps have been taken to ensure that the trip is suitable and safe for the cohort of staff and students that are attending. This procedure sets out the framework within which Council employees must operate. This document represents the Council's instructions to its employees as far as the planning and management of off-site educational visits is concerned. Although the Council is not responsible for the health and safety of staff employed by voluntary Aided and Foundation schools and Academies, or the pupils who attend them, Governing Bodies of these schools are welcome to adopt this procedure or should have an equally rigorous policy in place to ensure that visits are suitable and safe.

The Council has adopted the "National guidance for the management of outdoor learning, off-site visits and learning outside the classroom" ([www.oeapng.info](http://www.oeapng.info)) as its source of guidance and good practice for educational visits and activities. In this procedure this is referred to as 'National Guidance'.

Support, training and access to further guidance can be obtained from The Health and Safety Team by emailing [healthandsafety@tameside.gov.uk](mailto:healthandsafety@tameside.gov.uk).

## 2. Scope

This procedure applies to all off-site educational visits and all outdoor learning and adventurous activities regardless of location involving children and young people and, where appropriate, adults.

It applies regardless of whether the activities take place within or outside of normal working hours, including weekends and holiday periods.

It does not apply to work-experience placements, work-related learning or alternative provision.

The Services currently within the scope of this procedure are:

- Schools
- Youth Service
- Music Service
- Youth Offending Team
- Children's Centres
- Pupil Referral Services
- Colleges

## 3. Responsibilities

All Council employees and volunteers involved in the planning, management and leadership of all off-site educational visits and all outdoor learning and adventurous activities must follow this procedure.

In addition National Guidance sets out the responsibilities and functions of the following key roles:

- Employer
- Educational Visits Adviser
- Governors
- Headteacher / Manager

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- Educational Visit Coordinator (EVC)
- Visit Leader
- Assistant Leaders
- Volunteer
- Those in a position of Parental Authority

✓ Refer to individual National Guidance documents headed as above.

## 4. Procedures

All schools and services offering activities and services within the scope of this procedure:

- Must have an Educational Visit Coordinator who meets the requirements set out in National Guidance (refer to: 3.4j Educational Visits Coordinator)
- The EVC must complete training and revalidation as specified in the '**Educational Visits Co-ordinator Training and Revalidation**' section below.
- Schools and services must have their own Educational Visit policy which sets out their management and approval procedures. All establishment Educational Visits Policies must be consistent with OEAP National Guidance and this procedure.

### 4.1 Consent

The school's/Services educational visit policy should make clear the system for ensuring that parents and guardians are notified of off-site activities and, where appropriate, ensure 'informed' parental consent is in place.

The DfE outlines the legal framework for consent in "Health and safety: advice on legal duties and powers for local authorities, school leaders, school staff and governing bodies". This document states that consent is not required for most activities in school time and where required, can be obtained at the point of entry to the school. However the local system for communicating with parents and obtaining consent for visits within and outside school hours should take account of:

- The extent to which trips are reliant on voluntary contributions from parents
- Cultural sensitivities
- The culture of the school and its relationship with parents
- The frequency of educational visits and the balance between local activities (within walking distance) and those requiring transport.

Many schools now find that some form of 'blanket consent' reduces the burden on staff and parents. This could be obtained at enrolment or on an annual basis (separate arrangements must be in place for ensuring that contact details, medical and dietary information etc are kept up to date).

Where blanket consent is sought it should make clear the nature and extent of the application of this consent (consent is required for all visits organised by establishments other than schools).

Examples where specific consent should be obtained include:

- Residential visits including camping and in-school sleepovers
- Adventurous activities
- Overseas visits.

Obtaining blanket consent can help to avoid situations arising where the consent form for a trip has not been returned by the day of departure. This can create practical problems as well as stress for staff, children and parents. Whilst 'verbal consent' may be a practical way to manage a problem on the morning of departure, it is far from ideal and should be regarded as a last resort. A note should be made of the time and date of the phone call, who made it and who gave consent.

✓ Refer to National Guidance: 4.3d 'Parental Consent'

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## 4.2 Staff competence

Staff leading, managing or approving off-site educational visits, outdoor learning and adventurous activities must be competent and confident to carry out their role and be approved by their Head of Establishment and, where appropriate, their Employer. TMBC facilitates training courses to support staff in carrying out their roles effectively:

### *Educational Visits Co-ordinator Training and Revalidation*

Every establishment and service operating under this procedure must appoint a trained Educational Visits Co-ordinator. Newly appointed EVCs must complete an OEAP EVC training course and thereafter attend a revalidation session every three years. The courses cover the strategic leadership and management of off-site educational visits, outdoor learning and adventurous activities.

## 4.3 Competence to lead visits

There should be a clear process for approving leaders to lead visits or activities. Leaders must be accountable, confident and competent to lead the specific visits or activities for which they are approved. The Head or EVC (when the responsibility is delegated) must make a judgement about the suitability of that person to lead that group on that visit/activity in that environment.

The single most important factor in ensuring the safety of participants involved in an Educational Visit is the competence of the Visit Leader. The EVC should therefore consider the following when assessing the competence of a member of staff to lead, or accompany a visit:

- What are the leader's reasons for undertaking the visit?
- Is the leader an employee and if not, is there a clear line of accountability?
- Can the leader/leadership team appropriately manage the teaching and learning in addition to the health, safety and welfare of the young people?
- Do all accompanying adults have a defined role?
- Is the leader organised?
- Are the leader/leadership team competent in managing risk?
- What experience has the leader of the young people he/she intends to lead?
- What is the leader's and leadership team's prior experience of similar visits or activities?
- Has the leader been inducted into the establishment's procedures?
- What experience has the leader of the environment/geographical area chosen?
- Do the leader/leadership team possess appropriate qualifications?
- If appropriate, what are the leader's and leadership team's personal levels of skill in the activity, and fitness level?
- If leading adventurous activity have all the leaders been 'approved' by the Employer?
- Has the leader addressed medical, first aid and inclusion issues?
- Is the leader aware of, and able to comply with all relevant guidelines?

TMBC can arrange Visit Leader training courses for staff leading and supporting educational visits. These courses cover the planning and leadership of off-site educational visits, outdoor learning and adventurous activities. Contact the Health and Safety Team for more information.

- ✓ Refer to National Guidance: 4.4a Approval of Leaders

## 5. Planning and approval procedures

### 5.1 Learning outcomes

When making the decision to lead/plan an off-site activity it is essential to consider the justification for the visit, how it fits into the curriculum and what the pupils/students will gain from the experience i.e. what are the learning outcomes for the activity.

## **5.2 Risk management**

Risk management is an inherent part of visit planning. It should be proportionate to the complexity of the visit being undertaken and evidenced. The evidence may include:

- Generic risk assessments or operational procedures
- Specific risk assessments
- Other visit planning documents.

Risk management is the responsibility of the whole staff team led by the visit leader.

- ✓ Refer to National Guidance: Risk Management 4.3c, 4.3f, 4.3g

## **5.3 Approval before contractual arrangements are made**

Visit Leaders must gain approval from the Head of Establishment before any contractual arrangements or financial commitments are made. Heads of Establishment must ensure that any overriding contractual arrangements are made between the establishment and the provider rather than between parents and provider.

## **5.4 Pre-visits**

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 requirements. Wherever reasonably practicable, it is good practice to carry out a preliminary visit. Your establishment/service policy should clarify the circumstances where a preliminary visit is a requirement.

## **5.5 Self-led adventurous visits**

Establishment/service staff proposing to lead adventurous activities must be approved by their Headteacher/Manager prior to embarking on detailed arrangements.

## **5.6 Working with providers**

When an establishment is using a provider for teaching and instruction:

- The provider is responsible for the risk management of their provision.
- The Visit Leader is responsible for pastoral care (wellbeing, behaviour, medical, SEND) and the risk management of any aspects of the visit which they lead themselves, including all non-taught time and travel.

- ✓ Refer to National Guidance: 3.2a Underpinning Legal Framework and Duty of Care

Where they are available, Visit Leaders should take advantage of nationally accredited provider assurance schemes to select suitable providers.

## **5.7 Checking providers**

Where a provider holds the Learning Outside the Classroom (LOtC) Quality Badge, there is no need to seek further assurances regarding safety. However Visit Leaders should ensure that a Provider Statement is completed if no LOtC Quality Badge is held.

Certain adventurous activities require an Adventurous Activities Licence (AALA/AALS) which will either be captured through a Learning Outside the Classroom Quality Badge or a Provider Statement.

If using a provider, they should normally hold a minimum of £10million Public Liability insurance

## **5.8 Accommodation**

Appropriate checks and/or assurances should be sought. The accommodation at an LOtC Quality Badged provider will have been deemed appropriate for educational visits. The relevant questions on the Provider Statement can be used to help to gather key information. Professional judgment should be used taking into account all the relevant issues.

## 5.9 Ratios and supervision

As part of assessing the risk of educational visits, outdoor learning and adventurous activities, visit leaders should determine the appropriate supervision arrangements by considering factors including 'SAGED':

- **Staffing**  
For example: Consider whether the adults have undertaken training, what level of experience they have and whether they know the group. Consider what level of competence is necessary (e.g. skill, knowledge, understanding, fitness) from all of the supervising adults. Ensure that all adults are competent for the roles that are assigned to them.
- **Activity**  
For example: Consider the nature of the intended activity and whether it requires specialist knowledge and/or equipment. Consider whether the activities might be affected by the location (crowds, remoteness, access etc.).
- **Group**  
For example: Consider the characteristics of the group and what prior experience they have of the activity and environment; also consider their ability and maturity. If any of the group has behavioural, medical or learning needs, ensure that these can be managed appropriately.
- **Environment**  
For example: Consider the impact that the weather may have on the group, activity or travel arrangements. Be aware that environmental conditions can change dramatically and ensure that there is a Plan B where appropriate. Where relevant to the location and activity, the visit leader must have a good understanding of how water levels can change and be able to make appropriate judgements.
- **Distance**  
For example: Consider how far the activity or visit is from the normal support mechanisms of the school and whether it is close enough to rely on immediate support from the school, or further afield where it cannot. The type of transport being used may impact on the level of supervision required (e.g. a coach journey may require a smaller supervision ratio than a visit using public transport). If the visit involves an overnight stay, a higher level of first aid competence may be necessary, and staff may need to operate a supervision rota for longer residential visits.

EVCs and Headteachers/Managers are responsible for ensuring effective supervision is in place on all visits.

Refer to National Guidance:

- ✓ 4.3b Ratios and Effective Supervision
- ✓ 7a Adventurous Activities
- ✓ 3.2f AALA Licensing
- ✓ 4.4c Insurance
- ✓ 4.4b First Aid
- ✓ DfE Early Years and Foundation Stage Statutory Guidance

## 6. Tameside Metropolitan Borough Council procedures

Visits that **do not** require Employer approval should be submitted by the Visit Leader to the relevant Educational Visits Co-ordinator, in the time frame set out in the school/service's visit policy.

For residential visits, overseas visits and adventurous activities (see Appendix 2) requiring authorisation from the local authority, a notification form (Appendix 1) should be submitted to [governor.support@tameside.gov.uk](mailto:governor.support@tameside.gov.uk) at least 4 weeks prior to the scheduled start date of that visit.

Complex visits/activities should be discussed with the Health and Safety Team in the early planning stages.

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Adventure activities run on the school / establishment site should also be planned and approved via Governor Support – refer to Appendix 2 for a list of typical activities classed as adventurous for the purposes of this procedure.

Overseas Expeditions require enhanced planning and establishments considering this should contact Governor Services before booking – preferably at least 18 months prior to the planned event.

## **7. Emergency procedures / Incident management**

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

All establishments are required to have an emergency plan in place to deal with a critical incident during a visit. Establishments are advised to test these plans periodically.

When an incident overwhelms the establishment's emergency response capability; where it involves serious injury or fatality or where it is likely to attract media attention then assistance should be sought from the Council.

**To activate support from Tameside MBC Out of Hours, the following telephone number should be used:**

- Tameside MBC 24 hour Emergency Control Room. This number must not be issued to the public. **0161 342 2222**
- When calling this number ask the operator to contact the on-call Director.
- If support is required during office hours please contact the office of the Director of Children's Services or any of the Managers listed in Annex 4.

These numbers should be carried by both establishment base contacts and visit leaders, at all times during an off-site activity but should only be used in the case of a genuine emergency.

When calling you should state that you need support from the Children's Directorate senior management; say who you are; which school/establishment and give brief details of the incident, the group, the location and a phone number you can be called back on.

Establishments must inform Tameside MBC Health and Safety Service immediately following any serious injury or fatality.

Refer to OEAP NG documents and checklists

[OEAP Guidance\4.1a-Avoiding-Accidents-and-Emergencies.pdf](#)

[OEAP Guidance\4.1b-Emergencies-and-Critical-Incidents-Overview-1.pdf](#)

[OEAP Guidance\4.1c-Emergencies-and-Critical-Incidents-Guidance-for-Leaders-1.pdf](#)

[OEAP Guidance\4.1f-Emergencies-and-Critical-Incidents-Guidance-for-First-Contact-1.pdf](#)

[OEAP Guidance\4.1g-Model-Emergency-Procedures-for-Visit-Leaders-1.docx](#)

[OEAP Guidance\4.1h-Model-Emergency-Plan-for-Establishments.docx](#)

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## 8. Monitoring of visits and procedures

Headteachers and Service Managers should ensure that visits and visit management procedures are monitored to ensure the requirements of this procedure are being carried out. This monitoring should be along similar lines to the evaluation of Teaching and Learning in the classroom. It should be clear in the establishment visit policy who is responsible for carrying out this monitoring. This may be supplemented by field monitoring by the Health and Safety Team on the Employer's behalf.

Types of monitoring include:

- Submission and approval process by EVC and Headteacher/Manager monitors planning and arrangements
- Discussions with visit leader/staff team
- Feedback from staff, pupils, parents
- Asking pupils about the visit
- Field monitoring (this should take place from time to time to help confirm that practice on the ground meets expectations).

Monitoring can cover safety factors such as:

- Risk assessments are in place for the activity and the plan B activity
- Evidence of staff training and competence
- Personal Protective Equipment and other safety critical equipment
- Transport including driver competence
- Suitability of venue and location
- Weather and time of year
- Emergency procedures including base contact and communication
- First aid provision
- Pastoral supervision.

However, it is also important to consider the importance of quality of provision and factors that can be monitored include:

- Clear aims and objectives
- Does the task/activity match the aims and objectives?
- Proportion of time on task
- Differentiation
- Progression
- Pace
- Appropriate level of challenge
- Inclusion and special needs provision
- Extension activities
- Assessment for learning
- Relating learning to other contexts
- Evaluation.

✓ Refer to National Guidance document: 3.2b Monitoring

## 9. Charges for off-site activities and visits

### 9.1 Charging and remissions

The Education Act 1996, sections 449-462 sets out the law on charging for school activities in England. The Department for Education provides guidance to Heads of Establishments and Governing Bodies as to the requirements of a charging & remissions policy, voluntary contributions and what can or cannot be charged for.

TMBC Headteachers/Managers, Curriculum Planners, 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.

- ✓ Refer to National Guidance document: 3.2c Charging for School Activities
- ✓ DfE document: Charging for School Activities

### **9.2 Inclusion & SEND**

Activities should be available to all, irrespective of special educational or medical needs or protected characteristics (disability, gender re-assignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation).

The Equality Act states that an establishment (e.g. a school) must not discriminate against a young person because of one of the protected characteristics. There is a duty to make reasonable adjustments. Establishments must have due regard to equality considerations whenever significant decisions are being made or policies developed. Consideration must be given to the equality implications from the start of the planning process, not as an afterthought.

Any individual risk assessment, behaviour/care plan should inform the planning process. Appropriate levels of supervision and staff with the necessary competences/training should be in place (e.g. intimate care/ feeding; manual handling; team teach/ restraint; administering rescue meds etc).

If a decision is taken to exclude a young person (e.g. if the necessary reasonable adjustment(s) would unduly impinge on the learning outcomes for the rest of the group) then:

- All relevant parties must have been consulted throughout the process
- There must be a clear rationale
- The process should be carefully recorded with a clear audit trail evident.

### **9.3 Behaviour**

It may be reasonable to exclude a young person on the grounds of behaviour if the behaviour is unmanageable and presents a significant health, safety and/or welfare risk to the young person, the group or the leaders. Where behaviour issues are not associated with a protected characteristic then it is unlikely the Equality Act will apply.

- ✓ Refer to National Guidance: 3.2e Inclusion, 4.4i Special Educational Needs and Disabilities
- ✓ DfE Equality Act 2010: Advice for Schools

## **10. Safeguarding**

Safeguarding procedures should be considered as part of the planning process with additional consideration for residential visits.

Visit Leaders should:

- Liaise with DSL (Designated Safeguarding Lead) and Pastoral Leaders to identify any relevant safeguarding issues
- Ensure appropriate vetting and barred list checks are in place (including enhanced DBS and barred list checks for unsupervised adults engaged in regulated activities)
- Consider issues relating to on-line safety, social media, access to and sharing of inappropriate content
- Know how, when and who to report safeguarding concerns to during a visit
- Be familiar with Safer Working Practice principles.

## 11. Disclosure and Barring Service (DBS) checks

Establishment staff will normally require an enhanced DBS check with barred list check as a result of their day to day work.

Leaders/helpers (including volunteers) involved in off-site visits will require an enhanced DBS check with barred list check if they meet each of the following criteria:

- They are involved in a regulated activity
- They are unsupervised
- The activities are carried out frequently or intensively.

✓ For further details see OEAP NG document: 3.2g Vetting and DBS Checks

Further guidance to consider:

- ✓ OEAP NG document 4.3e Safeguarding
- ✓ OEAP NG document 3.2g Vetting and DBS Checks
- ✓ Keeping Children Safe in Education
- ✓ Safer Working Practice Guidance.

## 12. Insurance for off-site activities and visits

Establishments should ensure they have appropriate insurance in place. This should include checks to ensure that cover is provided for visits abroad, adventurous, unusual or hazardous activities e.g. Winter sports (including artificial skiing and snow slopes in the UK). If anyone participating in an activity has an illness or injury, pre-existing conditions may not be covered.

Local Authority schools can obtain insurance cover for school trips, through the RPA LAMS facility. Unusual and hazardous activities may need to be discussed with insurance providers to ensure that adequate cover is in place. Some organised trips from external providers may provide insurance cover as part of their package however, there may be some differences in cover so please check the terms and conditions applicable.

Public and Employers Liability insurance is available for Local Authority schools through the RPA LAMS facility. This provides an indemnity in respect of valid claims for compensation in respect of third party bodily injury and damage caused to third party property. Employees are indemnified against valid claims, as are voluntary helpers acting under the direction, control and supervision of the employer's staff.

Please note, insurance cover for Diocese schools is not currently arranged through the RPA LAMS facility and is arranged separately, via the Diocese.

Heads and Service Managers should note that insurance cover may be invalidated if they fail to adhere to policy terms and conditions, any requirements of this procedure and advice within National Guidance.

✓ Refer to National Guidance document: 4.4c Insurance

## 13. Liability waivers

Schools must not undertake any activity where the provider asks for a liability waiver to be signed (either by school staff or by parents) before participation.

The Association for Physical Education, School Sport and Physical Activity (AfPE) says '*Schools need to be aware that they cannot sign waivers/disclaimers on behalf of pupils, neither can they ask parents to sign waivers for children whilst they are under the schools duty of care. AfPE currently does not recommend that schools arrange visits for pupils if the provider insists on the completion of a waiver/ risk acknowledgement form*'.

Legal advice is that 'Teachers/school staff should not sign disclaimers of this nature as they have no authority to do so from parents. Even if a parent gave their specific authority in respect of their children or signed the disclaimer themselves, it would be of no effect with regard to the liabilities and obligations of the teacher/school. Neither could a teacher purport to sign the disclaimer on behalf of the school governors or the Local Authority as they have no authority to do so from the governors or the Local Authority.'

## 14. Transport

Careful thought must be given to planning transport to support off-site activities and visits as statistics demonstrate that it is more hazardous to travel to an activity than to engage in it. All national and local regulatory requirements **must** be followed.

The Headteacher or Service Manager should ensure that coaches and buses are hired from a reputable company. Insurance documentation should be obtained in case of any incident.

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

- ✓ Refer to National Guidance document: 4.5c Transport in Private Cars, 4.5a Transport: General Considerations and 4.5e Hiring a coach
- ✓ Refer to ACPO / DfT/DFE document 'Driving School Minibuses'

### 14.1 Minibuses

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. In addition on longer journeys consideration should be given to factors such as driver fatigue and comfort breaks.

Where the school is using their own minibus the minibus driver must hold a category D1 or D on their licence. Where the driver is acting as a volunteer there are some circumstances where a category B licence is acceptable, so long as the school has a section 19 permit, some other very specific criteria are met (detailed in the 2 documents listed below) and the driver holds current MIDAS training and certification.

- ✓ Refer to National Guidance document: 4.5b Transport in Minibuses
- ✓ Refer to ROSPA document: Minibus Safety, A Code of Practice (August 2015)

## Appendix 1 – Notification Form

### NOTIFICATION FORM FOR TRAVEL BY AIR/ SEA, RESIDENTIAL VISITS, OR VISITS INVOLVING POTENTIALLY HAZARDOUS PURSUITS

A copy of this form should be submitted by the Headteacher to the Governing Body (or Governing Body Committee / Chair of Governors, if delegated responsibility has been agreed) for approval. A second copy of the form should be submitted to [governor.support@tameside.gov.uk](mailto:governor.support@tameside.gov.uk) 4 weeks before the trip is due to take place. No firm indication that the proposed visit will take place should be given to pupils, parents or staff until approval has been granted by the Governing Body / Governing Body Committee / Chair of Governors.

School Name:

Destination of visit:

Purpose of visit:

Educational outcomes:

Date and time of departure:

Date and time of return:

Itinerary:

Number and Year Groups of pupils

Girls:

Boys:

Year Group(s):

Adult Supervision, including relevant qualifications of supervisors - please indicate male (M) or female (F) after each name:

Teaching Staff (M/F)

Non-Teaching Staff (M/F)

1:

1:

2:

2:

3:

3:

Designated first aiders (M/F)

1:

2:

3:

Other Adults (M/F)

Relevant qualifications and experience

1:

1:

2:

2:

3:

3:

(Please indicate relevant experience/qualifications of any adult supervisor, if appropriate)

Transport arrangements:

Accommodation details (including travel and stay):

Risk Assessments:			
Have complete risk assessments been carried out?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Do risk assessments include pupils with Educational needs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Do risk assessments include for pupils' swimming ability?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Have risk assessments from any activity centre been received and reviewed by the EVC?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
Nature of activities to be included in the visit (please specify any high risk activity) If any "high risk" activities are anticipated, supervising adults should be appropriately qualified:			
<u>Insurance Details: (Please confirm you have appropriate insurance in place)</u>			
<u>Emergency Contact Arrangements: Names and Contact Numbers</u>			
<u>Any additional information:</u>			
<u>Are systems in place to undertake a post activity review?</u>			

### Authorisation:

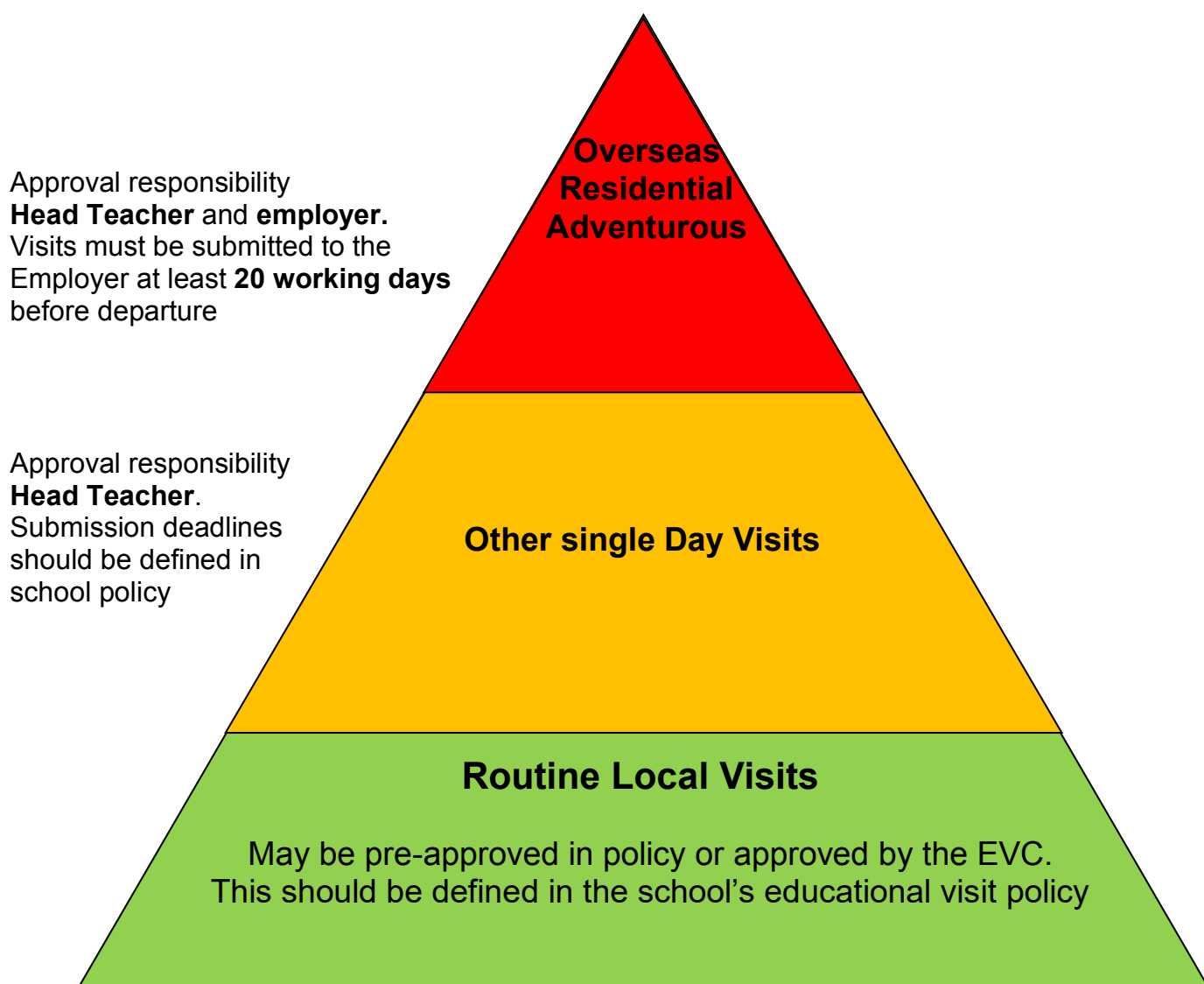
Headteacher	Signed:	Date:
Chair of Governors	Signed:	Date:
SCYP Officer	Signed:	Date:

## Appendix 2 - Types of visit

For the purposes of this procedure a range of activities are classed as adventurous and require an enhanced level of planning and scrutiny. The list below gives examples of activities and clarifies whether they should be regarded as adventurous. If in doubt over the classification of an activity, class it as adventurous in the first instance. Unusual or adventurous activities, which are not being led by a provider holding an LOtC badge, may need to be discussed with the Insurance Team to ensure that insurance is in place.

<b>Normal, routine</b>	<b>Adventurous activities</b>
Athletics	Gorge scrambling
Bike training	Mine exploration
Cinema	Mountain biking, BMX and Cyclocross
Park	Caving
Places of worship	Fell running
Shopping	Kayaking
Sports fixtures	Climbing – rock
Swimming lessons	Hillwalking
Theatre	Abseiling
Restaurant visits	Mountaineering
Sports centres	Canoeing
Ice skating	Climbing – artificial structures
Leisure pools	Potholing
Roller skating	Sailing
Forest schools (no bladed tools)	Skiing
Bushcraft (with no bladed tools)	Snowboarding
Geography fieldwork (in everyday environments)	Stand-up paddle boarding
Field studies	Surfing
Laser Quest	Windsurfing
Segway	Orienteering
Cycling	Body boarding
Professionally lifeguarded pools	Beach schools
Parkour using gym equipment	Bushcraft with bladed tools
	Forest schools (using bladed tools)
	Geography fieldwork (in hazardous environments)
	Parkour (outdoors)
	Zorbing
	Archery
	Trampolining
	Coasteering
	Scuba diving
	Snorkelling
	Open water swimming
	High Ropes course activities
	Non Lifeguarded swimming pools
	Karting and motorsports
	Paintball*
	Trampoline parks*
	Overseas expeditions*
	<b>* Consult the Health and Safety Team before booking this activity</b>

### Appendix 3 - Timescales for approval





## Appendix 4 Useful Contact Numbers

<b>Name</b>	<b>Office</b>	<b>Home</b>	<b>Mobile</b>
TMBC 24 Hour Emergency Control	0161 342 2222		
Tim Bowman Director of Education	0161 342 2050		
Director of Children's Services	0161 342 3354		
Jane Sowerby Head of Improvement & Partnerships	0161 342 3247		07970 887813
Catherine Moseley Head of Access	0161 342 3302		07970 456012
Joanne Rendell School Liaison Manager	0161 342 3246		07808 211785
Tania Brown LADO	0161 342 4398		
Alison Glover Health& Safety Manager	0161 342 2523		07866 912709