



**“Inspiring all young people to achieve a brighter future...”**

## **EDUCATIONAL VISITS POLICY**

**DOCUMENT CONTROL**

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<b>Author</b>	Assistant Head teacher
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<b>Issue</b>	<b>Date</b>	<b>Purpose</b>	<b>Author</b>
1	May 2016	To define current procedures	Z Fairclough
2	April 2018	Annual Review, minor changes	Z Fairclough
3	September 2018	Changes to Learning Area	Z Fairclough
4	October 2020	Update with regard to COVID risk planning	D King
5	November 2021	Annual review with update link added for First Aid during pandemic	P O Reilly
6	October 22	Annual review with update added for Fairfield site in	P O Reilly
7	December 22	Update of policy due to streamlining of Ed visit paperwork in	P O Reilly
8	January 2024	Annual review with update added for temporary education visit lead of Dave King	P O Reilly
9	January 2025	Streamlined paperwork and letter template added Appendices 1-3	D. King
10	April 2025	Injuries section added	D King
11	Jan 2025	Wording tightened to remove ambiguity.	D King
12	January 2026	Annual Review,	D King

## Introduction to Educational Visits

All offsite visits and activities (apart from work experience, work-related learning or alternative provision, which are dealt with separately) that are organised and undertaken by the school are regarded as 'educational visits'. Whenever students leave the school site under the direct or indirect supervision of school staff, they are undertaking an educational visit.

This policy applies to all off-site educational visits and all outdoor learning and adventurous activities regardless of location involving children and young people.

## Context

We believe that educational visits are an integral part of the entitlement of every student to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Cloughside College a supportive and effective learning environment. The benefits to students of taking part in visits and learning outside the classroom include, but are not limited to:

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for meaning making, creativity, developing learning relationships and practicing strategic awareness.
- Increased levels of trust and opportunities to examine the concept of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects. Students are active participant's not passive consumers, and a wide range of learning styles can flourish.
- Enhanced opportunities for 'real world' 'learning in context and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts. I.e. encouraging students to become more risk aware as opposed to risk averse.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills.
- Improved environmental appreciation, knowledge, awareness and understanding of a variety of environments.
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

## Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Cloughside College

1. Adopts the Local Authority's (LA) document: '**Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE**' (All staff have access to this via EVOLVE).
2. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info), (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with school policy (i.e. this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

## Types of Visit & Approval

There are three 'types' of visit:

- 1. Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day.**  
These follow the '[School Learning Area overview](#)'. With paperwork completed by the visit leader prior to visit and approval granted
- 2. Other non-residential visits (routine) within the UK that do not involve an adventurous activity.**  
These are entered on EVOLVE by the visit leader and submitted to the EVC for checking. The EVC then submits to the Head for approval.
- 3. Visits that are overseas, residential, or involve an adventurous activity.**  
As above, but the Head authorises and then submits to the LA for approval.

## Approval thresholds and governance

In addition to the approvals described above, the following visits must be explicitly brought to the Headteacher for informed approval, with the EVC's recommendation recorded:

- Visits involving water-based activity, farm/animal visitor attractions, or higher-risk environments.
- Visits with complex medical needs, higher AWOL risk, or elevated safeguarding vulnerability.
- Visits involving third-party providers where staff are relying on provider competence for safety management.
- Any visit where transport arrangements include private cars or non-standard arrangements.
- Any visit likely to attract significant media attention or following a serious incident on a previous similar visit.

Governors' oversight is exercised through termly review of visit evaluations and incident learning and may include scrutiny of higher-risk visits on request.

## Visit Objectives

All educational visits should have a defined purpose, with clearly stated, justifiable educational objectives, or else they may not be approved. Cloughside will seek support requests for visits which contribute to our mission and vision for our students, within time and resources constraints.

## Roles and responsibilities

**Visit leaders** are responsible for the planning of their visits, and for entering these on EVOLVE (where required). They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning (Appendix 4 or 5), and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

**The Educational Visits Coordinator (EVC)** is Dave King who will be the first point of contact for staff wishing to organise an educational visit, providing advice as required. Who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC will check final visit plans in paper format before submission to the Head for final approval. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc.

**The Head Teacher** has responsibility for authorising all visits, and for submitting all overseas, residential or adventurous activity visits to the LA for approval, via EVOLVE.

**The Governing Body's** role is that of a 'critical friend'. Individual governors may request 'read-only' access to EVOLVE.

**The Local Authority** is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential, and/or involve an adventurous activity.

## Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the EVC will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the students, the venue, and the activities to be undertaken.

## Supervision Ratios

Effective supervision is of the upmost importance in maintaining the safety and welfare of the student and young people on educational visits.

We provide recommended minimum staffing ratios, but the choice of staff and the decision regarding ratios is still a matter of judgement for the Head teacher and EVC, after consultation with the Trip Leader, a part of the risk assessment and management process.

<b>Student Group by Age and Minimum Supervision Required</b>	
<b>Key Stage 3</b>	(12-14 Years) – 1:15
<b>Key Stage 4</b>	(14-16 Years) – 1:15

The ratios above are baseline starting points only. Final staffing, supervision arrangements, and any remote supervision decisions must be determined through the visit risk assessment and professional judgement, taking account of activity, environment, travel arrangements, and the individual needs and vulnerabilities of the learners. Where risks are higher, staffing must be increased accordingly.

It is good practice always to have at least two adult accompanying and off-site experience so that there is some flexibility and reserve capacity. For mixed gender group visits, it is also good practice to have mixed gender staffing.

## Selection of Venues

As part of the overall risk assessment process, and in keeping with their legal duty of care, the Visit Leader must take reasonable steps to check that any venues that is used (e.g. Castle or Museums) that the group plans to visit, are suitable, satisfactory and acceptably safe. When planning a visit, the Visit leader (and other group leaders) should always undertake an exploratory visit to inspect and familiarise themselves with the venues to be visited.

**It is essential that the visit lead has considered COVID security (if appropriate at the time of the visit) as part of the risk assessment planning and take precautionary measures to mitigate any foreseen risk.**

### Third-party providers and venue due diligence

Where a third-party provider is delivering any element of an activity, the Visit Leader must take reasonable steps to check provider suitability and competence, not only insurance. This includes:

- Confirming the provider has appropriate risk management arrangements for the activity.
- Confirming staff competence and supervision arrangements on site, including who is in charge at each stage.
- Clarifying boundaries of responsibility between provider staff, school staff, and any NHS staff accompanying the group.

Where an activity requires licensing under the Adventure Activities Licensing scheme, ensuring the provider holds the required licence, or documenting why licensing does not apply and what alternative assurance has been obtained.

## Emergency procedures

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

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix B). All staff on visits are familiar with this plan and it is tested at least bi-annually and following any major staffing changes.

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

The following must be in place for **all** visits:

- Carried by Visit Leader & all accompanying staff:
  - a. Group list
  - b. All contact details
  - c. Visit Leader Emergency Action Card
  - d. Mobile Phone
  - e. Group first aid kit
- Held by Emergency Base Contact (e.g. Headteacher/EVC)
  - a. Group list
  - b. All contact details
  - c. 24/ access to all visit details

## First Aid

First aid provision must be determined through the visit risk assessment and must be proportionate to the group, activity, environment, remoteness, and expected response times for emergency services. At minimum, all visits must have:

- A suitably stocked first aid kit appropriate to the visit and group needs.
- A named person in charge of first aid arrangements for the visit.
- A clear method for contacting emergency services and the school emergency base contact.

For visits where the risk assessment indicates a credible likelihood of injury, delayed access to care, water-based activity, adventurous activity, or a higher vulnerability group, the Visit Leader must ensure at least one accompanying adult holds an appropriate, in-date first aid qualification.

The first aider must remain contactable and able to respond quickly. The Visit Leader must plan supervision so first aid response is not compromised.

## Injuries and Head Injuries During Educational Visits

All injuries sustained during educational visits must be treated with the utmost seriousness. The health, safety, and welfare of students remain the school's paramount concern. This section outlines the procedures to follow in the event of an injury, with particular attention to head injuries, in accordance with the Health and Safety at Work etc. Act 1974, the Management of Health and Safety at Work Regulations 1999, and statutory safeguarding guidance including *Keeping Children Safe in Education* (DfE, 2023).

### Immediate Actions in the Event of an Injury

- The Visit Leader must ensure that any injured person receives prompt and appropriate first aid.
- If the injury is serious or potentially serious (e.g. involving unconsciousness, heavy bleeding, fractures, suspected spinal injury), emergency services must be contacted immediately.
- At least one adult on every visit must hold a current and appropriate First Aid qualification, with additional paediatric First Aid required for visits involving EYFS children.
- The Visit Leader must ensure that the group is kept safe and adequately supervised while attending to the injured person.

### Specific Consideration for Head Injuries

- Any injury to the head must be treated as potentially serious. Even minor bumps can result in delayed symptoms.
- If a child sustains a head injury:
  - They must be monitored closely for signs of concussion or deterioration (e.g. confusion, vomiting, loss of consciousness, visual disturbance, severe headache, drowsiness).

- Parents/carers must be contacted at the earliest safe opportunity and informed of the injury and action taken.
- In all cases, a **Head Injury Advice Sheet** must be issued to the parent/carer when the child is collected or returns from the visit.
- If the injury is moderate or severe, the child must be reviewed by a medical professional, either on-site or at a healthcare facility.

### **Reporting and Recording**

- All injuries must be recorded using the school's accident reporting system (Appendix 6) and logged in line with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) where appropriate.
- Head injuries must be escalated to the school's Designated Safeguarding Lead (DSL) for consideration in the context of safeguarding and any known vulnerabilities.
- The Visit Leader must inform the Educational Visits Coordinator (EVC) and Headteacher on return from the visit, or sooner if the injury was serious or required external medical treatment.

### **Safeguarding Considerations**

- Any injury, including a head injury, must be considered in the context of safeguarding. Where the cause of the injury is unclear or concerns arise regarding supervision, bullying, or physical harm, the school's safeguarding procedures must be followed.
- The DSL must be notified of any injury involving a Looked After Child, a child with a Child Protection Plan, or any pupil for whom there are existing concerns.

### **Review and Debrief**

- After any incident involving injury, a debrief must take place to review the effectiveness of the risk assessments, staffing ratios, first aid provision, and communication protocols.
- Lessons learned will be recorded and used to inform future visit planning and staff training.

## **Risk Assessments and Management**

The school has a legal duty of care for its young people, and must therefore give careful consideration to the hazards involved during an educational visit, and ensure that risks are managed at reasonable and acceptable levels.

The Visit leader must undertake an appropriate risk assessment for each visit, and this should be shared/discussed/agreed by all visit leaders (staff and volunteers) before the visit takes place. Appropriate written evidence of this process is recorded on a risk assessment form, with any additional information attached. The generic risk assessment forms are located in the Staff General Drive or Evolve and should be personalised for each trip after the Trip Leader has visited the location.

The process of risk assessment should be a positive means of raising awareness of hazards and prompting constructive discussion regarding the best means of risk management – it should therefore be of real practical value to the leaders and group members, not just a paper exercise.

Our policy regarding risk assessments is that:

- All relevant generic risk assessment forms are reviewed, amended and agreed at the start of each academic year by all relevant staff, including a member of the SLT
- These generic forms are stored on the staff general drive, and staff are encouraged to reference these if unsure about agreed practice or before undertaking visits that they are less familiar with

- New leaders/volunteers are asked to read all relevant forms before assisting with the leadership of a visit
- Additional specific visit risk assessment information should be completed by the visit leader for each visit to record and share information about potential hazards and precautions that may be particularly noteworthy for that specific group, doing particular activities, at specific sites on that visit
- Completed assessments are approved by the Visit Leader and an appropriate member of SLT

**It is essential that the visit lead has considered COVID security as part of the risk assessment planning and take precautionary measures to mitigate any foreseen risk.**

### **Five Easy Steps to Risk Assessment**

As defined by the Health & safety Executive:

1. Identify the Hazard
2. Assess the Risk, who will be affected and how seriously
3. Evaluate measures of control
4. Record findings
5. Monitor and review periodically

### **Pre-visits**

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and that third-party provision will meet group requirements. Wherever reasonably practicable, it is good practice to carry out a preliminary visit.

## **Parental Consent**

The Trip Leader must ensure that parents/carers are provided with appropriate and sufficient information about all visits. The amount of information and method of provision will depend upon the type of visit planned and the assessed level of risk involved.

There is no legal requirement to obtain parental consent for visits/activities during normal school hours but it is nonetheless good practice to inform parents/carers and seek consent for any activities that parents might be particularly concerned about.

Parents/carers of each student are asked to complete and sign a written consent form on admission to College for activities/visits within the 'School Learning Area' that are part of the normal curriculum during normal school time.

Specific, (ie. one-off), parental consent must be obtained for all other visits. For these visits, sufficient information must be made available to parents/carers, so that consent is given on a 'fully informed' basis.

We may on occasions require 'verbal' consent from Parent/Carers. Whilst 'verbal' consent may be a practical way to manage a problem on the morning of departure, it is far from ideal and will only be as a last resort. A note must be made of the time and date of the phone call, who made it and who gave consent.

## **Transport**

As part of the overall risk assessment process, the Visit Leader must take reasonable steps to check that any transport used during the visit is suitable, satisfactory and acceptably safe and that any specific legal requirements are met.

**COVID security and social distancing must be a consideration when planning transport to and from the venue (where applicable).**

Leaders should refer to the generic risk assessment that give detailed recommendations for all standard forms of transport. In particular, Leaders need to consider supervision, medical forms and first aid, emergency contact and school mobile availability, emergency arrangements e.g. vehicle breakdown/accident, use of seat belts, and pick-up/drop-off arrangements.

**Coaches/Buses** – For the safe supervision of students on coaches/buses, group leaders are required to:

- Sit in various locations, spread throughout the coach, and with proximity to emergency exits where possible
- Carry a first aid kit and the school mobile phone

#### **Private car use**

Private car transport for learners is not routine and must only be used where it is clearly justified and authorised by the Headteacher (or delegated senior leader) as part of the visit plan or as a managed contingency. Where private cars are used, the Visit Leader must ensure:

- Written parental consent is obtained in advance wherever practicable. If an emergency prevents advance written consent, the reason and consent obtained must be recorded contemporaneously.
- The driver is authorised, has the appropriate DBS status for the role, and has provided evidence of valid licence and insurance that covers the intended use.
- Safeguarding arrangements are explicit. As a default, a single adult must not transport a learner alone unless there is a recorded, risk-assessed safeguarding rationale and an agreed communication and logging plan.
- A clear pick-up and drop-off plan is documented, including contingency for breakdown or incident.

**Minibuses** – The School follows national regulations and guidance, and all minibus drivers are MIDAS trained.

## **Insurance & Financial Arrangements**

The Head Teacher / Visit Leader must ensure that adequate insurance arrangements are in place for all educational visits, and Visit Leaders should check carefully that the scope and level of cover provided is adequate for each visit. Visit Leader should also check that any external service providers have sufficient public liability cover (normally at least £5 million)

The Trip Leader should ensure that:

- Each visit is accurately costed and budgeted for (Appendix 4 or 5)
- Adequate allowances are made for additional unforeseen costs and changes to circumstances

Charging or voluntary contributions are not normally required for educational visits. Where any charge, cost recovery, or voluntary contribution is proposed, arrangements must comply with the school's Charging and Remissions policy. The Visit Leader must record in the planning documentation how financial barriers will be mitigated so that no pupil is excluded on financial grounds.

Visit leaders must gain approval from the Headteacher/School Business Manager before any contractual arrangements or financial commitments are made.

## Documentation

All visit details will be stored/scanned and stored on the school system. All hard copies of documentation will be stored and retained in the school's central 'Educational Visits' file in the School Business Manager's office.

If no significant incidents occurred during the visit, the school may dispose of the documents after a period of 6 years. If a significant incident occurs during a visit that could be investigated at a later date, all relevant details are retained until the young person becomes 25.

### Information handling and data protection

Educational visit paperwork often contains personal and special category data (medical and safeguarding information). The Visit Leader must ensure information is:

- Minimised to what is necessary for safety and safeguarding.
- Stored securely before and after the visit and carried securely during the visit.
- Shared only with staff and partners who need it for the visit, using secure methods.
- Returned to school promptly and stored in the agreed secure location.

### Visit Approval

- 'School Learning Area approval form' – are approved in-house by the EVC using the schools 'Learning Area approval form.'
- Day visits - All other day visits are approved by the Head teacher and EVC using the school's 'Evolve' system. Checklist to be followed after purchase request approved by head teacher
- The Trip Leader must carefully check all visit forms before submitting for approval.

### Visit approval status and feedback

The procedure for EVC to notify the Visit leader of approval decisions and to give feedback involves:

#### School learning area

- To be completed one week before
- Purchase request to be approved by head teacher
- College Learning Area Approval Form completed and approved
- Ensure local education visits form has been completed on admission – learner records (ask admin to obtain if not received)
- Collect first aid bag, emergency contact and procedure sheets
- Within one week of trip complete evaluation spreadsheet

#### Out of area visits

- Purchase request to be approved by head teacher
- Refer to 'Checklist' as you go along
- Complete parental consent letter – give to admin to send through Parent mail
- Complete risk assessment and itinerary
- A week before your trip, upload all documents to EVOLVE (a copy of the proforma parental consent letter, Risk assessment and Itinerary document) for approval by EVC and Headteacher
- On the day: Check any final changes, run through checklist again
- Within one week of trip complete evaluation spreadsheet

### **Amendments to visits**

If there are significant late changes to visit plans that have already been approved or submitted for approval, the Trip Leader must notify all relevant approving authorities (Head teacher, EVC, School Business Manager) of these changes, and ensure that their additional consent if given, by completing the 'educational visits change' form

### **Post visit reflection and evaluation**

It is good practice for Visit Leaders, on return from a visit, to reflect on the visit, and to record any examples of good practice and lessons learned that might assist with the planning and leadership of future visits.

In particular, it is important to record and review any accidents, incidents or near-misses. It is important that details are recorded as soon as possible after an incident whilst they are still fresh in the memory, preferably with signed witness accounts. Visit Leaders should take several blank copies of the school incident form to record details of any incidents.

Post-visit reviews and evaluations should be recorded on the 'education visits evaluation sheet' and stored in the 'Educational Visits' file on the G drive. Post visit reviews and accident/near-misses records are reviewed termly by the Head teacher/SLT and Governors (where appropriate).

After a major accident, the school will undertake a review of the incident and their emergency procedures, and will share the findings with the Local Authority for the benefit of other schools. Staff are encouraged to express any concerns regarding the organisation and management of visits in writing to the Head teacher, and these will be taken seriously and dealt with in confidence.

### **Policy monitoring, evaluation and review**

This policy will be promoted and implemented throughout the College.

This policy is monitored on an annual basis by the Head teacher and SLT, who report to governors about the effectiveness of the policy on request.

This educational visits policy is the responsibility of the Governing Body and they review its effectiveness annually. They do this by examining the school's educational visits evaluations, and by discussion with the Head teacher and EVC. Governors analyse information with regard to successes, lessons learned, and incidents arising from the procedures and visits.

## **Appendix A: Parent/Carer Consent Form for Educational Visits**

Dear Parent/Guardian,

### **Re: Educational Visit to VENUE on VISIT DATE**

As part of our commitment to bringing learning to life and enriching our students' educational experience, we are planning an educational visit to **VENUE** on **VISIT DATE**. This visit aligns with our curriculum aims and offers students a unique opportunity to engage in experiential learning outside the classroom.

### **Departure and Return Times**

The party will be leaving the college at **DEPARTURE TIME** and returning at approximately **RETURN TIME**.

### **Transport Arrangements**

For this trip, we will use hospital transport. All transport providers meet safety and safeguarding standards.

### **Safety and Mental Health Assessment**

The safety and wellbeing of our learners is always our top priority. Inclusion in this visit is subject to a same-day safety and wellbeing decision made by the clinical team in consultation with the Visit Leader. The outcome will be recorded in writing (for example, email or agreed clinical recording system) before departure. Where a learner is assessed as not safe to attend, alternative educational provision will be arranged on site.

### **Risk Management and Staffing**

We understand that educational visits may raise questions regarding safety. Please be assured that all reasonable steps have been taken to mitigate risks. This includes careful planning, detailed risk assessments, and, where necessary, a pre-visit to the venue. The staff-to-learner ratio will be tailored to the specific needs of the group, ensuring that students receive the necessary support throughout the visit. The trip will be supervised by a combination of teaching staff, ward staff, and/or occupational therapy staff, depending on the requirements of the students attending.

### **ADDITIONAL MEDICAL INFORMATION**

**If you feel there is key information that we need to know about your child in respect of this visit, please let the school office know as soon as possible that the visit leader can make any required adjustments before the visit.**

### **Consent and Deadline for Forms**

Please complete the consent section below and return it to the school by **DEADLINE DATE**. Your prompt return will help us finalise arrangements. Should you have any questions or concerns, please feel free to contact us at 0161 772 4625.

We are confident that this educational visit will be a valuable and rewarding experience for your child, enhancing their learning and personal development.

A copy of this letter will be sent to you via our electronic parental communication app.

Yours sincerely

**David King**

Educational Visits Coordinator  
Clougside College

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**Parental Consent Form for Educational Visit to [Location Name]**

I, the parent/guardian of \_\_\_\_\_ give consent for my child to participate in the educational visit to **VENUE** on **VISIT DATE**. I understand that participation is subject to a mental health assessment carried out on the day of the trip and agree that my child may use hospital transport. I am aware that appropriate risk assessments have been conducted, and staff will provide support based on the needs of the learners attending.

Parent/Guardian Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Emergency Contact Number: \_\_\_\_\_

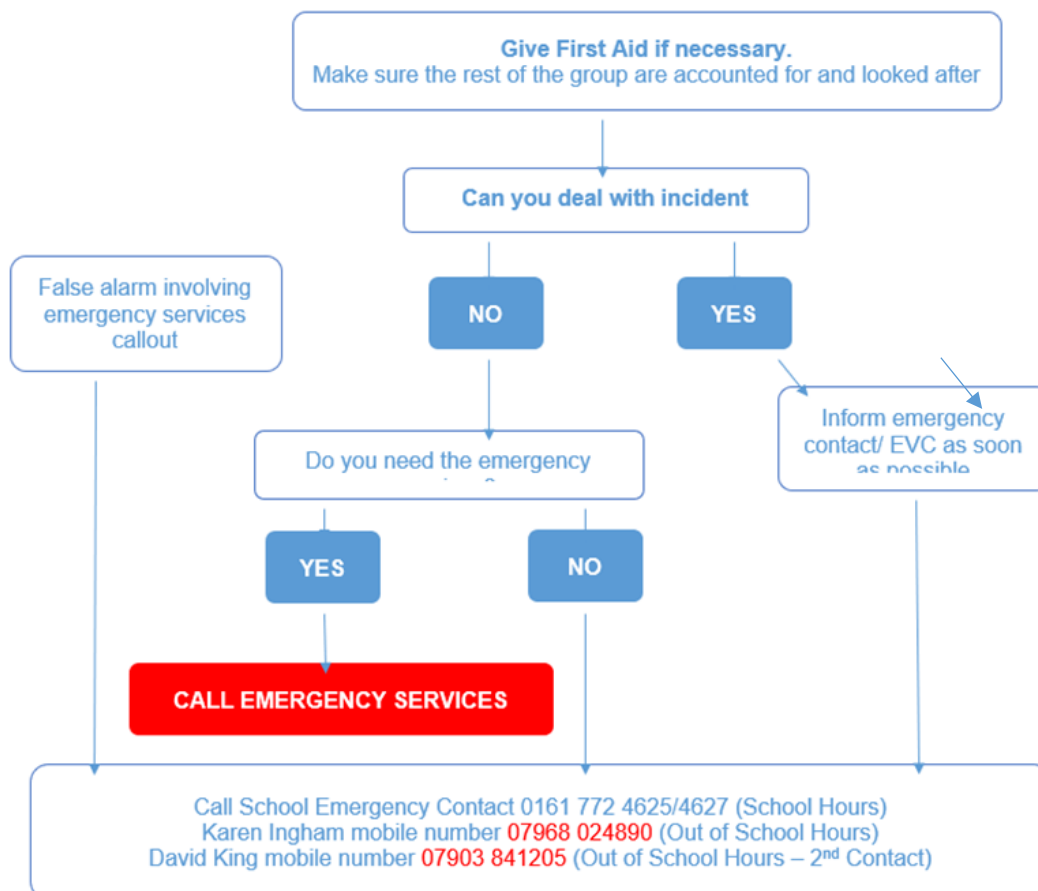
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Please ensure this form is returned by **DEADLINE DATE** to secure your child's place on the trip.

## Appendix B: Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the School Learning Area, the visit leader will carry either:
  - a) An LA Emergency 'Card' (see EVOLVE Resources)
7. This Emergency Procedure is tested through both desk top exercises and periodic scenario calls from visit leaders.



## Appendix 3 – School Learning Area

### General

Visits/activities within the 'School Learning Area' that are part of the normal curriculum and take place during the normal school day follow the Operating Procedure below.

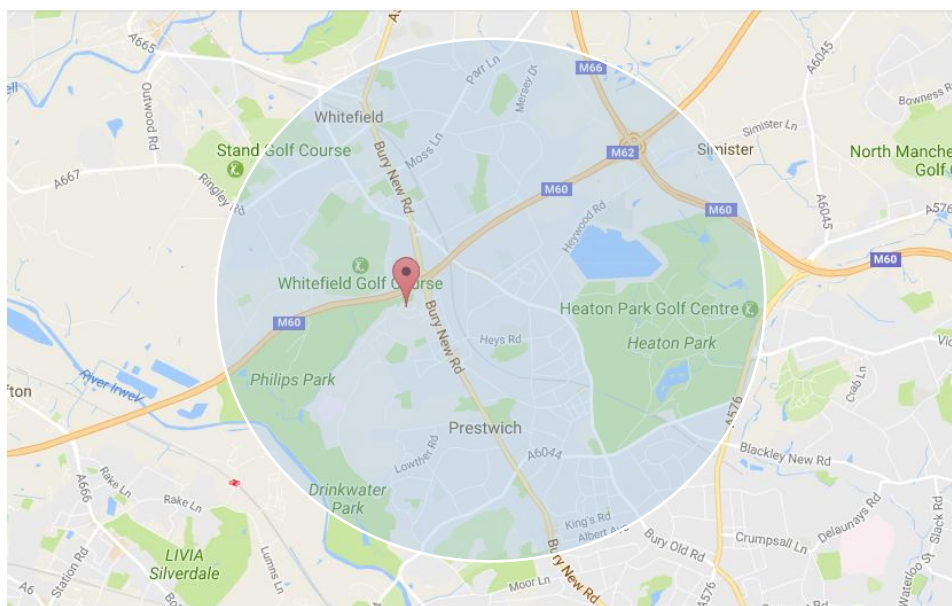
These visits/activities:

- Require one-off parental consent that is gained on Admission (verbal communication must be made prior to the visit)
- Do not normally need additional risk assessments / notes (other than following the Operating Procedure below).
- Do not need to be recorded on EVOLVE, other than water-based activities, high/medium risk events and farm visits

### Boundaries

The boundaries of the School Learning Area are shown below. With the exclusions of water-based activities medium-high risk activities and farm visits.

#### Prestwich Site



**The following locations/venues will also fall under the School Learning Area boundaries**

- Total Fitness Gym, Whitefield
- Healey Dell Walton Fishery, Rochdale
- Bury Art Gallery
  - Headcount will be done at numerous points within the visit
  - There are two rooms that students can explore upstairs, students will always remain with at least 1 member of staff whilst utilising the art gallery rooms
  - Toilet breaks will be supported by both staff (male and female staff)
  - Risk assessment will be up to date prior to the visit

- Parking will be in front of the gallery in disabled bays, with a short walk to the gallery entrance (20-30 metres)

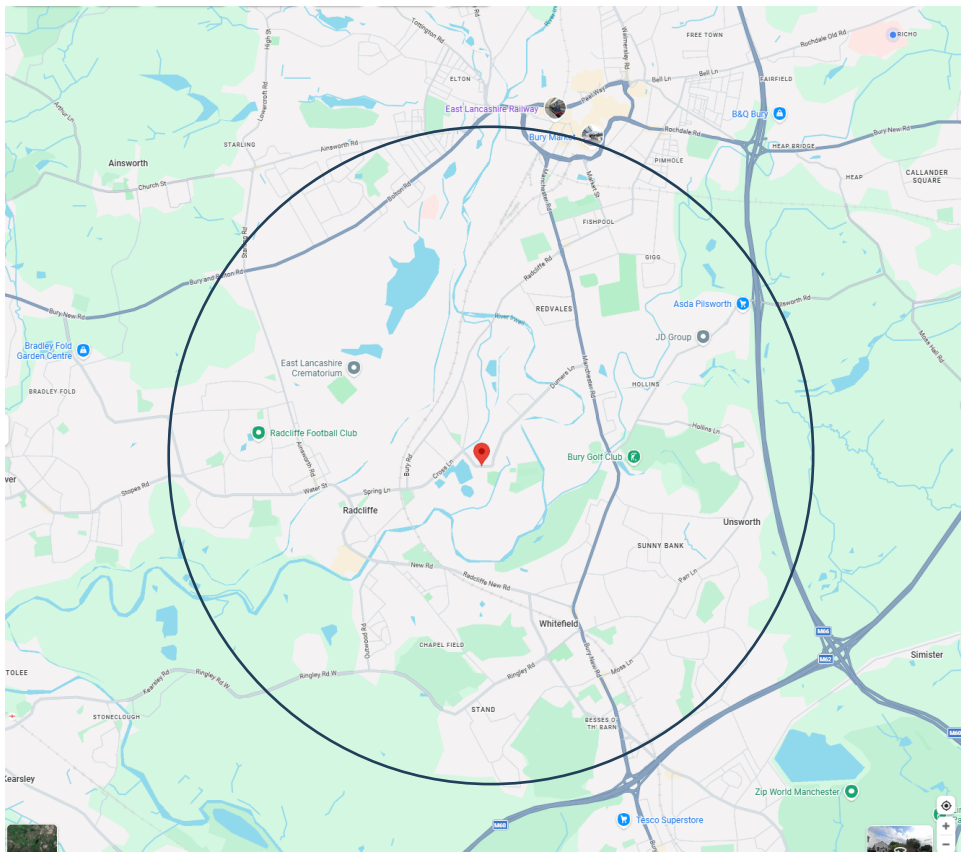
**Fairfield site**



**The following locations/venues will also fall under the School Learning Area boundaries**

- Total Fitness Gym, Whitefield
- Healey Dell Walton Fishery, Rochdale
- Heaton Park
- Bury Art Gallery
  - Headcount will be done at numerous points within the visit
  - There are two rooms that students can explore upstairs, students will always remain with at least 1 member of staff whilst utilising the art gallery rooms
  - Toilet breaks will be supported by both staff (male and female staff)
  - Risk assessment will be up to date prior to the visit
  - Parking will be in front of the gallery in disabled bays, with a short walk to the gallery entrance (20-30 metres)

## Aspire & Achieve hub



### **The following locations/venues will also fall under the School Learning Area boundaries**

- Total Fitness Gym, Whitefield
- Healey Dell Walton Fishery, Rochdale
- Heaton Park
  - Headcount will be done at numerous points within the visit
  - There are two rooms that students can explore upstairs, students will always remain with at least 1 member of staff whilst utilising the art gallery rooms
  - Toilet breaks will be supported by both staff (male and female staff)
  - Risk assessment will be up to date prior to the visit
  - Parking will be in front of the gallery in disabled bays, with a short walk to the gallery entrance (20-30 metres)

# Operating Procedure for School Learning Area

**The following are potentially significant issues/hazards within our School Learning Area:**

- Road traffic.
- Other people / members of the public / animals.
- Losing a student.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- AWOL risks
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

**These are managed by a combination of the following:**

- Before departure, the Head or EVC must authorise the visit. For inpatients, the Visit Leader must confirm the correct legal and clinical permissions (including Section 17 leave where applicable) have been granted and recorded and must confirm the agreed escort and AWOL response arrangements with the relevant ward or clinical team.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school
- There will be a minimum of two adults (this could include a member of GMMH/Pennine NHS Staff)
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Students have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, students are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Students' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant student medical information and ensure that any required medication is available.
- Staff will deposit in the School Business Managers office a list of all students and staff, a proposed route, and an estimated time of return, including a 'signing-out sheet'
- A school mobile is taken with each group and the office have a note of the number.

## Appendix 4: Educational Visits Planning and Approval Form – ‘School learning Area’ ONLY

Visit lead:	Visit date:		Visit to:		Depart time:	Return time:	Unit:	Total pupils:	Total adults:	
<b>Students names</b>	Gender (M/F)	MDT approval (Initials)	Parent approval	SEN Needs	Medical Needs	Accessibility Needs	<b>Details of SEN, medical or accessibility needs</b>	<b>Emergency Contact Name</b>	<b>Relationship</b>	<b>Telephone</b>
RB	F		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
AMcN	F		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
<b>Purpose &amp; specific educational objectives:</b>					<b>Place(s) to be visited:</b>			<b>Proposed transport arrangements:</b>		
•					Nature/wildlife photography with macro lens			OT vehicle		
<b>Proposed activities</b>					<b>Alternative activities due to unforeseen circumstances (Plan B)</b>			<b>Itinerary and proposed route</b>		
					Stay in classroom and edit previous images			Please see attached document.		
<b>Staff name</b>	<b>Emergency Contact</b>		<b>Relationship</b>	<b>Telephone</b>	<b>Documentation Checklist following approval</b>					<b>Completed</b>
					<b>COST</b>					
					Purchase request submitted in plenty of time...					<input type="checkbox"/>
					<i>School Learning Area Operating procedure &amp; Risk Assessment &amp; emergency procedure read</i>					<input type="checkbox"/>
					Collection of specific information (appendix 9)					<input type="checkbox"/>
					Arrangement for meals made – ward manager					<input type="checkbox"/>
					Approved by EVC or Headteacher					<input type="checkbox"/>

### Operating Procedures

The following are potentially significant issues/hazards within our School Learning Area:

- Road traffic.
- Other people / members of the public / animals.
- Losing a student.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- AWOL risks
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).

**These are managed by a combination of the following:**

- The Head or EVC must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- The concept and Operating Procedure of the 'School Learning Area' is explained to all new parents when their child joins the school
- There will be a minimum of two adults (this could include a member of GMMH NHS Staff)
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate group management techniques.
- Students have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, students are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the School Learning Area is done in 'buddy' pairs as a minimum.
- Students' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant student medical information and ensure that any required medication is available.
- Staff will deposit in the School Business Managers office a list of all students and staff, a proposed route, and an estimated time of return, including a 'signing-out sheet'
- A school mobile is taken with each group and the office have a note of the number.

## Standard Risk Management Procedure

This section sets out the standard risk management procedures that are followed by staff of this school when leading 'Learning Area' activities

### Risk Management Form: All Routine Off-site Visits

Significant hazards and harm which may occur	Who might be harmed?	Safety measures: Measures that are in place and/or will be taken to reduce the risk to a tolerable level
Mental state	Students or members of the public	The students are patients at a CAMHS tier 4 setting and therefore may have suicidal ideation, impulsivity or self-harming behavior. This will be managed by checking mental state and suitability with the nurse in charge and arranging appropriate escort status. All staff members should have the contact details of the ward and have read the AWOL policy.
Crossing roads/walking along pavements	Students	Brief student of conduct expected of them when walking/crossing roads Ensure staff are placed at front, middle and rear of student. Students to walk in pairs or single file. Members of staff to choose safe place to cross roads (if not using recognised pedestrian crossing) 2 members of staff to stand in road with student walking between.
Weather conditions	Students/staff	Check weather forecast prior to visit Brief students/parents of possible weather conditions prior to visit Ensure appropriate clothing/footwear is worn or taken bearing in mind Summer and Winter conditions Check with parents that it is OK to put sun cream on student Ensure emergency shelter is taken if in demanding environment
Scientific demonstrations at science venues	Students	School/establishment staff to ensure that students follow instructions of Qualified staff at venue and to adhere to rules regarding proximity
Trips, slips and falls	Students/staff	Ensure appropriate footwear is worn and shoelaces tied Brief students/staff of possible areas where trips, slips and falls may occur Ensure First Aid kit is carried by visit leader Ensure any medical conditions of students are disclosed prior to visit
Transport to and from venues	Students/staff	Ensure recognised LA bus company is used Ensure seat belts are worn at all times and are checked by visit leader

Stranger danger	Students	Ensure student are made aware not to walk off with an unknown adult unless given specific instruction by visit leader. Regular head counts Supervised at all times, including appropriate supervision when toileting
Accident/emergency	Students/staff	Follow emergency procedure guidelines carried by visit leader Ensure suitable staff helper (in addition to visit leader) understands emergency procedure Brief student of what to do in an emergency and how to summon help First Aid provisions to be in place
Getting lost/separated from group (outdoor venues)	Students	Regular headcounts Ensure students are to stay in small groups Ensure staff accompany students at all times Brief students to stay put if lost or separated and to shout for attention Ensure all students know name of visit leader, staff and school name
Getting lost/separated from group (indoor venues)	Students	Regular headcounts Ensure students are to stay in small groups Ensure staff accompany students at all times Brief students to stay at venue if lost or separated never to leave the premises Brief student to make their way to reception Ensure all students know name of visit leader, staff and school name
Medical Conditions	Students	Ensure medical conditions are disclosed prior to visit Ensure consent is given for staff member to administer medicine if required Ensure medicines, epi pens, inhalers, etc are carried by visit leader Ensure at least one staff member/adult volunteer knows how to administer medicine if required
Walking in local countryside	Students	Brief students and helpers of proposed route(s) Brief students of appropriate behaviour Ensure member of staff at front, middle and rear of students Ensure correct clothing and footwear is used

## Appendix 5: Day Visit: Risk assessment & itinerary (EVOLVE)

The risk assessment and itinerary should be known and understood by all involved, including the children/young people

Visit lead:		Visit date:		Visit to:		Depart time:		Return time:		Unit:		Total pupils:		Total adults:	
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<b>Venue Address and Contact</b>	<b>Route</b>	<b>In school contacts</b>
	•	

Students names	Gender (M/F)	MDT approval (initials)	Parent approval	Medical Needs	Accessibility Needs	Details of medical or accessibility needs and specific risk concerns (along with their mitigations)	Emergency Contact Name	Relationship	Telephone
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

<b>Purpose &amp; specific educational objectives:</b>	<b>Place(s) to be visited:</b>	<b>Proposed transport arrangement (include company &amp; contact name):</b>

Plan A Itinerary				Plan B Itinerary
Time	Activity	Time	Activity	

Emergency Contacts						CHECKLIST	Completed
Staff name	Contact Number	Experienced & competent	DBS	Emergency Contact	Telephone		
		<input type="checkbox"/>	<input type="checkbox"/>			Purchase requests in at least 10 days prior	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>			Parental permissions letter sent (with deadline for return)	<input type="checkbox"/>
						Parental permissions in EV folder	<input type="checkbox"/>
						MDT permissions in writing (email)	<input type="checkbox"/>
						Meeting with all participants prior to leaving arranged	<input type="checkbox"/>
						Emergency contacts for all in place	<input type="checkbox"/>
						First aid kit & phone secured for visit	<input type="checkbox"/>
						Copy of this form printed to take on trip.	<input type="checkbox"/>

**The Risk Assessment process must be seen as 'on-going' and 'dynamic', it is a risk benefit analysis. Professional judgments and decisions regarding safety will need to be made during the activity. A Risk Assessment must be submitted with all Type A and Type B visit applications. It should include an alternative activity (Plan B), prepared and risk assessed. There are 6 key areas to be considered with control measures identified and recorded based on the STAGED process.**

<b>S – Staffing</b>	(Are the staff experienced? Is there more staff required due to ratios? Are health staff attending?)
<b>T – Timings</b>	How will this link to departure /arrival times? Do meal/snack plans need to be considered? Is specific section leave required?)
<b>A – Activity</b>	(Is the activity high, medium, low risk? Do considerations need to be taken for specific individuals? Is the activity suitable for all attending?)
<b>G – Group</b>	<b>(Due to the nature of the setting, the following needs to be considered:</b> (suicidal ideation, impulsivity, serious self-harm, AWOL, ASD/ADHD traits (linked to EHCP's))
<b>E – Environment</b>	(what is the environment like? Are there opportunities for impulsivity? (i.e. multi storey car parks, busy roads, water, bridges) are there AWOL opportunities, & can these be managed?)
<b>D – Distance</b>	(Is there going to be a need for rest breaks? Does it include significant public travel (can the learners manage this?) Are multiple vehicles required? Is there a need for hire vehicle/mini bus?)

**EVENT SPECIFIC NOTES/ EVENT SPECIFIC RISK ASSESSMENT - Consider Staffing, Timings, Activity, Group, Environment, Distance**

ISSUE List significant hazards which may result in serious harm or affect more than one person	HOW TO MANAGE IT What procedures will we have? (Control measures	PLAN B Please indicate here, what will be your Plan B if things change
Risk of Flight	The Lowry is surrounded by water and once out of the theatre complex there are multiple directions and bridges the young people can head to. Staff will therefore ensure they remain with the young people at all times. The highest risk point is the journey from the multi-storey car park to	If one student has absconded, a member of the hospital staff will remain to follow the AWOL procedures and the rest of the staff and students will continue with the visit.

	the theatre and back. Should a young person abscond, the wards AWOL procedures will be followed by the OT and the rest of the visit will continue as planned.	
Dehydration	Water will be provided.	If the risk remains too high and signs of distress are evident the visit will be terminated.
Sun Stroke	This is an indoor activity during October (UV levels low).	If the risk remains too high and signs of distress are evident the visit will be terminated.
Secreting Sharps from the shop (these are glassware and porcelain, plus gardening equipment)	Glass/ceramics will be available around the bar areas outside the Lyric theatre on the right as we walk towards the Quays theatre and in the Quays theatre bar area. Students should be swiftly moved passed these areas and into the theatre.	If young people do not comply, we will return to J17. Students will be supervised in these areas at all times. If an item is secreted, NIC will be informed on return to J17.
Drowning	The Lowry is technically on a pier and there are bodies of water surrounding the building. We will be accessing the Lowry via the shopping mall, recon demonstrates this is quiet. The exit out of the mall is straight into the Lowry Centre, minimising proximity to water. Our route from the car park through the shopping mall means we are away from the water, except as we approach the theatre entrance. The water at pier 8 will be around 200ft away from us and staff will be vigilant in swiftly escorting the young people into the theatre.	If the young person will not be led away, hospital procedures will be enacted.
Ligaturing	A small risk is presented by the toilets. Staff will accompany any student who needs to use these facilities into the communal sink area and do verbal checks after 2 minutes. If no response is made, students will be checked on visually through the bottom of the door by ward staff.	Trip will have to be suspended.
Ingesting dangerous substances	No dangerous substances identified on the pre-visit trip.	Should a substance be ingested, student will be taken to A&E by ambulance and the trip will be suspended.
Fall from height (multi storey car park)	The ward vehicle will be parked in disabled bays on the ground floor of the car park (where possible).	Park as a lower level as possible.
Car vs. pedestrian collision (in car parks)	Students and staff will follow designated pedestrian routes in the car park.	

## Appendix 6

### Injury / Head Injury Recording Sheet

This form must be completed immediately following any injury sustained during an educational visit. In the case of a head injury, this form must be shared with the Designated Safeguarding Lead and the child's parent/carer. A Head Injury Advice Sheet must also be provided to the parent/carer.

#### 1. General Information

Date of incident:	
Time of incident:	
Location:	
Visit Leader:	
Staff present:	
Pupil name:	

#### 2. Details of the Injury

Nature of injury:	
Part of body affected:	
Description of how the injury occurred:	
First aid administered by:	
Was emergency medical treatment required? (Y/N):	

#### 3. Head Injury Details (if applicable)

Was the child unconscious at any time? (Y/N):	
Symptoms observed (tick all that apply): Confusion / Vomiting / Drowsiness / Headache / Visual problems / Other:	
Parent/carer informed (time and by whom):	
Head Injury Advice Sheet given? (Y/N):	

#### 4. Safeguarding and Reporting

DSL informed (Y/N and time):	
RIDDOR report required? (Y/N):	
Further action or investigation required:	

#### 5. Sign-Off

Name and signature of person completing form:	
Date:	