Educational Visits and Off-Site Activities Policy

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Section 1 - Supporting Documents

This policy connects to:

- Risk Assessment policy
- Health and Safety policy
- First Aid policy
- Medical Conditions and Medication policies
- Positive Handling and Physical Intervention policy
- Safeguarding Children in Education policy
- Critical Incidents policy

Related policies are held within Radar in the school's policy folder.

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Section 2- Introduction

At Snow Hill School, we believe that educational visits and off-site activities are a valuable part of a broad and ambitious education. For our pupils, time spent learning beyond the classroom builds confidence, independence and life skills that are hard to teach in any other way. We are committed to making visits safe, well planned and inclusive, so that every pupil can take part. This policy sets out how we plan, approve and run off-site activities, and the standards we hold ourselves to.

Section 3 - Aim & Scope

This policy applies to all staff, pupils and volunteers at Snow Hill School and to every off-site activity, from short local visits to residential trips and visits abroad. It aims to:

- keep pupils and staff safe on off-site activities through proportionate planning and risk assessment.
- make sure every pupil can take part, with reasonable adjustments for those with SEND, medical or behavioural needs.
- set clear roles, approval steps and supervision arrangements for all visits.
- make sure parents and carers give informed consent and have the right information.
- make sure the school is ready to respond if something goes wrong.

Section 4 - Abbreviations and Definitions

- Routine visit means an off-site activity that involves no more than an everyday level of risk and is covered by the school's existing arrangements.
- Higher-risk visit means a visit that needs its own risk assessment and extra planning, for example because of the distance, the activity, the location or the need for staff with specialist skills.
- Residential visit means any visit that includes an overnight stay.
- Adventurous activity means an activity such as caving, climbing, trekking or water sports, some of which require a licensed provider.
- EVC means the educational visits coordinator, the member of staff who oversees the planning and approval of visits.

Section 5 - Policy Content

5.1 Principles and Approach

- No pupil is excluded from a visit because of SEND, disability, a medical condition or behaviour.
- We plan around needs and make reasonable adjustments - planning and risk assessment are proportionate to the activity.
- Everyday visits are not over-engineered - higher-risk visits are planned in detail.
- Visits are approved before they take place - by the right person for the level of risk.
- Supervision is matched to the needs of the pupils - not just to numbers.
- Individual risk assessments are used where needed.
- Safety never depends on a single point of failure.
- Plans include what to do in an emergency.

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5.2 Planning and Running a Visit

Types of visits and approval

Routine local visits are covered by the school's standing arrangements and a generic risk assessment. Higher-risk, residential and overseas visits need their own risk assessment, extra planning and approval before they go ahead. The EVC oversees planning and the headteacher gives final approval.

Risk assessment

Every visit is risk assessed in proportion to the activity. The risk assessment considers the activity, the location, transport, weather, the needs of the pupils and the staff skills required. It is shared with the team before the visit and reviewed if circumstances change.

Supervision and staffing

Supervision is planned around the needs of the group. Because many of our pupils have SEND, medical or behavioural needs, we use individual risk assessments and enhanced staffing where needed, and we plan how positive handling, medication and personal care will be managed off site. There is always a clear plan for how pupils are accounted for and supervised at all times.

Consent

Parents and carers give consent to routine visits through an annual consent process and are still told about each one and given the chance to withdraw their child. Higher-risk, residential and overseas visits require specific written consent with full information about the activity.

Using external providers

Where we use an outside provider, we seek assurance that it is safe and competent, for example through the Learning Outside the Classroom Quality Badge or a completed provider assurance form. For licensable adventurous activities, we check that the provider holds a current licence from the Adventure Activities Licensing Authority.

Visits involving pupils attending alternative provision remain subject to Keys educational visit procedures unless the alternative provider has formally assumed responsibility.

Adventurous activities and visits abroad

Adventurous activities and visits abroad need extra planning, including:

- FCDO travel advice checks
- travel insurance checks
- medical cover considerations
- emergency repatriation arrangements,
- clear arrangements for supervision and communication.

These visits are approved by the headteacher in advance.

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Transport

Transport is planned as part of the risk assessment, including the type of vehicle, driver arrangements, seating, supervision and accessibility for pupils with mobility or sensory needs.

Emergencies

Every visit has an emergency plan and a named emergency contact at the school who can be reached throughout. The emergency contact must not be participating in the visit. Staff know how to respond to an incident, and serious incidents are managed under the Critical Incidents Policy.

5.3 Recording, Monitoring and Reporting

Visit plans, risk assessments, consent and provider checks are recorded and retained using the templates in the appendices below, and accidents or near misses are recorded on Radar. The EVC monitors the quality of visit planning and reports to the headteacher, and the headteacher reports to the proprietor and governors on off-site activity.

5.4 Equality and Inclusion

At Snow Hill School, this policy is applied fairly and without discrimination, in line with the Equality Act 2010. We monitor the impact of this policy on pupils with protected characteristics and adapt our practice to remove disadvantage. Any concern that this policy disadvantages a pupil or group should be raised with the headteacher.

Section 6 - Responsibilities

6.1 Pupils

Pupils are prepared for visits in advance and supported to understand the expectations and to take part safely and fully.

6.2 Staff

Visit leaders plan the activity, complete the risk assessment, brief the team and lead the visit. All staff follow the plan and act on their training.

6.3 Leadership

The headteacher approves visits in line with this policy and makes sure the EVC, staff and resources are in place. Higher-risk, residential and overseas visits are approved by the headteacher and notified to the proprietor and governors or the regional director as required.

6.4 Governance

The proprietor and governors provide oversight of the school's approach to off-site activity and assurance that visits are well managed.

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6.5 Parents and carers

Parents and carers provide consent and the information the school needs, including medical and dietary needs, and support their child to prepare for the visit.

6.6 Named leads

The educational visits coordinator at Snow Hill School is Anna Hulme - headteacher.

Section 7 - Training Requirements

The EVC and visit leaders receive training appropriate to the visits they lead, including first aid where required, and new staff cover this policy at induction.

Section 8 - Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

Section 9 - Sources of Information / References

This policy reflects current legislation and guidance, including:

- The Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations 1999, which require risk to be assessed and managed so far as is reasonably practicable.
- Health and safety on educational visits (DfE guidance, last updated 2018), which sets out the approach to routine and higher-risk trips, consent, outside providers and emergencies.
- The Adventure Activities Licensing Regulations 2004 and the role of the Adventure Activities Licensing Authority, where a provider offers licensable adventurous activities.
- The Education (Independent School Standards) Regulations 2014, which require the welfare, health and safety of pupils to be safeguarded and promoted, including on off-site activities.
- The Equality Act 2010, including the duty to make reasonable adjustments so that disabled pupils are not excluded from visits.
- Keeping Children Safe in Education, on safeguarding pupils away from the school site.
- The Outdoor Education Advisers' Panel National Guidance, which Snow Hill School follows as best practice.

Section 10 - Version Control

This document can be found in Radar.

This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The next review date and version history are recorded in the control table above. The named owner for review at Snow Hill School is the headteacher.

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Section 11 – Appendices

Appendix A - School Specific Information
Appendix B - Visit Planning and Risk Assessment Template
Appendix C - Visit Planning and Risk Assessment Example
Appendix D - Parental Consent Form
Appendix E - Emergency Information and Contacts

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Appendix A - School-Specific Information

At Snow Hill School, the following local arrangements apply:

- The named educational visits coordinator is Anna Hulme
- The risk assessment management process is:

Stage 1: Identify

- Systematically identify hazards, risks, and triggers using observations, pupil history, professional input, and environmental factors.

Stage 2: Assess

- Evaluate likelihood and consequence using professional judgement and structured tools such as the Risk Rating Matrix
- Consider protective factors and pupil strengths.

Stage 3: Control

- Develop pupil-centred risk management plans with specific preventative, responsive, and recovery measures.
- Include school uniform/dress code and jewellery policy as a preventative measure to reduce risk of injury and promote safety. Exceptions are risk-assessed individually.
- Reference relevant plans such as behaviour management plans, education health care plans, and clinical advice.
- If the behaviour presents a risk of harm requiring restrictive intervention, all risk assessments must align with the Positive Handling and Physical Intervention Policy, specifically standards 16A and 32A for recording and reporting.

Stage 4: Implement

- Communicate risk assessments and control plans clearly to all relevant staff and stakeholders.
- Ensure consistent application through training, supervision, and monitoring.

Stage 5: Monitor and Review

- Risk assessments must be promptly reviewed and updated following any incident, significant change in pupil behaviour, or environmental change.
- Reviews occur at least termly and involve pupils, families, and multi-agency partners to ensure ongoing relevance and effectiveness.

The emergency contact arrangements and out of hours contact is Anna Hulme 01782 284329

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Appendix B - Visit Planning and Risk Assessment Template

This template is completed for any visit that needs its own risk assessment and approval. Square bracket fields are completed for each visit. Snow Hill use the format in Appendix C.

Field	Details
Visit, date and destination	[complete]
Visit leader and staff team	[names and roles]
Group, numbers and supervision ratio	[complete, including individual needs]
Type of visit	[routine, higher risk, residential or overseas]
Activities and provider	[activities, provider name and assurance or licence checked]
Transport	[type, driver, seating, supervision and accessibility]
Hazards and controls	[identified hazards and the controls in place]
Pupil needs	[medical, SEND, behavioural and personal care arrangements, individual risk assessments]
Emergency plan	[procedure, first aid, named emergency contact at school]
Approval	[EVC and headteacher approval and date]

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Appendix C - Visit Planning and Risk Assessment Example

Appendix D – Parental Consent Form

This form is used for higher-risk, residential and overseas visits. Routine visits are covered by the general consent given at admission, and parents are still informed of each one.

Field	Details
Pupil name and year group	[complete]
Visit, date and destination	[complete]
Activities	[description of activities]
Medical needs and medication	[conditions, medication, allergies and dietary needs]
Emergency contacts	[names and numbers]
Consent and signature	[parent or carer consent, signature and date]

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Appendix E: Emergency Information and Contacts

For residential and overseas visits, the following information travels with the visit leader and is also held by the named emergency contact at Snow Hill school:

- Named emergency contact at the school
- Out of hours emergency contact number
- School's procedure for reporting and managing incidents
- Printed copy of the Critical Incidents Policy
- Insurance details and policy numbers
- For overseas visits, travel and health documents, consular contacts and currency for emergencies.

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