

Birmingham Diocesan Multi-Academy Trust Educational Visits Policy

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1.0 Rationale

- a. Well planned and executed educational visits are an essential element of good school practice providing our pupils with valuable experiences which enhance their learning at school. They provide a variety of 'real---life' opportunities for our pupils/students enabling them to achieve a full understanding of the world around them through direct experience.
- b. Educational Visits can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively, teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum.
- c. A proportionate approach to managing risk. We follow the national expectation that planning for educational visits focuses on managing real, material risks rather than creating unnecessary paperwork. Leaders adopt a common-sense, proportionate approach: simplify arrangements for routine, everyday-risk visits, and scale planning for visits that are higher-risk, more complex, residential, overseas or in demanding environments.

2.0 Purpose

- a. The purpose of this policy is to link the requirements of BDMAT with National Guidance and EVOLVE. 2.1 This policy sets out how BDMAT plans, approves and manages educational visits in line with the Department for Education (DfE) Guidance: Health and safety on educational visits (2018, current) and the Outdoor Education Advisers' Panel (OEAP) National Guidance (regularly updated).
- b. The Trust Board acknowledges the immense value of offsite visits and related activities to young people and fully supports and encourages those that are well planned and managed. We adopt OEAP National Guidance as our sector-recognised framework for safe, high-quality outdoor learning, including residential and overseas visits.
- c. The Trust Board adopts the Outdoor Education Adviser's Panel's "National Guidance" (NG) for the management of outdoor learning. When using external providers, we recognise the Learning Outside the Classroom (LOtC) Quality Badge as DfE-endorsed assurance of educational quality and risk management. Where a provider does not hold the LOtC Quality Badge, the Visit Leader must obtain appropriate assurances as set out in OEAP NG 4.4g.
- d. National Guidance builds on the foundation provided by the following government publications, which have been withdrawn:
 - "Health and Safety of Pupils on Educational Visits" (HASPEV) (1998);
 - "Health and Safety: Roles and Responsibilities" (2001);
 - "Standards for LEAs in Overseeing Educational Visits" (2002).
 - "We note the publication of **ISO 31031:2024 Managing risk for youth and school trips**. While not statutory, it provides an internationally recognised risk-management framework which aligns with established UK practice and may be used to strengthen planning, particularly for overseas visits. [gov.uk], [oeapng.info] [oeapng.info] [gov.uk], [voyagersch...travel.com], [lotc.org.uk] [iso.org], [rgs.org]

- e. These publications have been replaced with the more generic document “Health and Safety on Educational Visits”, which is available at:
www.gov.uk/government/publications/health-and-safety-on-educational-visits This refers readers to National Guidance.
- f. All BDMAT employees must follow the National Guidance as well as the requirements of this policy. In the event of any apparent conflict between this policy and National Guidance then this policy must be followed, and clarification sought from the Educational Visits Coordinator (EVC), school managers or a member of the BDMAT Executive Team.
- g. BDMAT and its schools use the web-based system ‘EVOLVE’ to facilitate the efficient planning, management, approval, and evaluation of visits. All staff that lead or accompany visits can access their own EVOLVE account, which is set up by their establishment’s Educational Visits Coordinator (EVC). As well as a planning tool for staff, EVOLVE also contains a variety of features including search and report facilities, downloadable resources, a link to a National Library www.national-library.info staff records and visit history.
- h. This policy echoes National Guidance, in that the key to effective and successful outdoor learning and off-site visits is: “the right leaders doing the right activities with the right young people in the right places at the right times”.
- i. Foundations
This guidance document, plus all forms and other resources can be downloaded from EVOLVE.
All educational visits should be logged using the online EVOLVE system. This can be accessed at: **www.staffordshirevisits.org.uk**

3.0 Responsibilities

a. The Trust Board

- The Health and Safety at Work etc Act 1974 places overall responsibility for health and safety on educational visits with the employer, who is BDMAT.
- The Trust Board has delegated the responsibility for the management of school visits to the headteachers of each school.
- The CEO and Head of School Support will monitor Headteacher reports to check procedures are in place.
- The Trust Board has provided access to competent technical advice via an Educational Adviser.
- Entrust Educational Visit Advisor (EVA). Visits which are designated on the Evolve system as adventurous/additional risk activities, residential or overseas visits will automatically be sent to the Entrust Educational Visit Advisor (EVA) once the head of the establishment has approved them. The EVA will view the forms and add additional guidance as required. The head, EVC and Visit leader will be notified of this additional guidance and it is the responsibility of the establishment to ensure the guidance is followed.

- The Trust Board has delegated the monitoring of these visits on a sample basis via EVOLVE to the Head of Operations.
- Field observation' of visits is delegated to the Headteacher and/or EVC.

b. Parents

The group leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for residential visits.

c. Local Academy Board (LAB)

- The LAB will receive half-term reports from the Headteacher (one written, one verbal per term) on planned educational visits and feedback from visits that have taken place. This will be recorded in the LAB minutes. LAB governors will ensure that any educational visits that are deemed to be of a high risk (including adventurous/additional risk activities, residential or overseas visits) have been assessed by the EVA and any additional guidance has been put in place by the EVC and Headteacher.

d. Headteacher

- The Headteacher will have operational oversight on all educational visits and will, once satisfied with arrangements, approve all visits on the EVOLVE system.
- The Headteacher is responsible for planning all off-site visits. In practice, the detailed planning is delegated to the organiser of the visit or the group leader, but the Headteacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience and competency.
- The Headteacher will ensure that a member of staff is appointed as the Educational Visits Coordinator (EVC) for the school and that this person has attended an accredited EVC course.
- The Headteacher will undertake 'field observation' of visits, as appropriate and report any concerns to the BDMAT Head of Operations
- The Headteacher will make sure all school staff involved in educational visits have read and are familiar with this policy.
- The EVC will liaise with the Educational Visit Advisor as appropriate.
- The EVC will provide staff organising visits with a password and username so they can access EVOLVE.
- The EVC is responsible for ensuring that the EVOLVE visit form system is correctly completed. Once the EVC is satisfied that the EVOLVE form is completed it should be submitted to the headteacher for approval.

e. Educational Visits Coordinator (EVC)

- The EVC who will have undertaken external OEAP EVC training led by an Educational Visits Advisor (EVA) as soon as possible after appointment. They will also undertake revalidation training every 3 years. This is in line with Entrust and DfE guidance.
- Visits requiring EVA reviewing should be with the EVA 6 weeks before the planned date of the visit.
- Visits not requiring EVA review should be with the EVC 4 weeks before the planned date of the visit
- The EVC will support the Headteacher in the planning of the visit to ensure that the school:

- Has appointed a suitably competent group leader.
- Has completed all necessary actions before the visit begins.
- Has completed the risk assessment and that it is safe to make the visit.
- Has met any identified training needs.
- Has assessed that the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively.
- Has assessed that the group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity.
- Has assessed that all supervisors on the visit are appropriate people to supervise pupils/students and have appropriate clearance.
- Has received approval from the appropriate people for example, if the visit is residential, that the Local Academy Board are aware of the visit and ensured any guidance from the EVA is acted upon
- Has ensured that due consideration of the Business and Continuity and Critical Incident Management Plan has been undertaken by everyone involved in the educational visit.

f. Group Leader

One member of staff, the group leader, is responsible overall for the supervision and conduct of the visit and should have been appointed by the Headteacher. There is no requirement for group leaders to have external training. Training and/or resources are available from the EVA for both internal and external training should school leaders wish to engage with this service. The group leader should:

- Know all the pupils/students proposed for the visit to assess if they have any additional needs that require further planning.
- Liaise with the Educational Visits Coordinator on all aspects of the visit.
- Liaise with the teacher for Looked After Pupils to ensure appropriate actions have been undertaken for any Looked After Pupils going on the visit.
- Liaise with the SENDCo if appropriate to ensure appropriate actions have been undertaken for any pupils/students with SEND or medical needs going on the visit.
- Appoint a deputy.
- Be able to control and lead pupils/students of the relevant age range.
- Be suitably qualified if instructing an activity and be conversant in the good practice for that activity if not.
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents. (A letter to parents is usually adequate for low-risk visits)
- Undertake and complete a comprehensive risk assessment, based upon knowledge of the venue. Knowledge of the venue will be based on a visit to the venue as part of the planning and preparation, or extensive research into the venue if a pre-visit is not possible.
- If using transport such as a coach from an external provider check they have appropriate seatbelts, insurance, and risk assessments in place

- Always have regard to the health and safety of the group.
- Safeguard and promote the welfare of children and young people during the visit, following the school's Child Protection and Safeguarding Policy – **please see section 4d for additional guidelines for a residential visit.**
- Observe the guidance set out for teachers and other adults below.
- Ensure that pupils/students are aware of arrangements for meals and understand their responsibilities (see responsibilities of pupils/students below).
- Agree all plans with the Headteacher
- Ensure any emergency medication is with the pupil or nominated member of staff and that a copy of the IHP is also with the nominated member of staff.
- Ensure parental consent for the visit is in place for all pupils/students in writing before the pupil/student is allowed to participate.
- Ensure that the EVOLVE form is completed and that the appropriate risk assessments (see attached for a blank risk assessment form) are added to the system.
- Ensure the EVOLVE form and related paperwork is with the EVC **4 weeks** before the planned visit date (**6 weeks before if the visit is classed as high risk and requires an EVA review**)
- Ensure that the visit has been authorised by the Headteacher, and any recommendations from the Educational Visit Advisor followed. This should be done via the online EVOLVE system.
- Print the EVOLVE proposal form and all other documentation, so a copy is taken on the visit. A list of pupils/students and staff on the visit must be attached, so checks can be made as pupils/students and staff get on the transport to ensure you have everyone.
- Leave a list of pupils/students on the visit with the school office.
- Once visit is over securely shred all personal data forms related to the visit (consent forms, copies of IHPs etc) unless there has been an incident in which all paperwork needs to be stored as set out in the BDMAT retention policy.
- Following the visit, complete an evaluation and report any near misses or accidents on EVOLVE to support future trip planning.

Following OEAP guidance if the visit is to a farm the visit leader should inform staff and participants, about the risk of infection to anyone who is pregnant or contact with animals that are giving, or have recently given, birth. This is particularly the case with sheep but also cattle and goats.

g. Other Teachers and Adults

Teachers on school-led visits act as employees of BDMAT. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Headteacher if some of their time on the visit falls outside normal hours.

Teachers and other adults on the visit must:

- Do their utmost to ensure the health and safety of everyone in the group.
- Sit in strategic positions on the transport not all at the front.
- Safeguard and promote the welfare of children and young people during the visit - please see appendix 3 for additional guidelines for a residential visit.
- Follow the school's Child Protection and Safeguarding Policy.
- Care for each individual pupil as any reasonable parent would.

- Follow the instructions of the leader and help with control and discipline.
- Consider stopping the visit or the activity if they think the risk to the health or safety of the pupils/students in their charge is unacceptable.
- Dress appropriately and behave sensibly and responsibly.
- Look out for anything that might hurt or threaten anyone in the group and tell the group leader about it.
- Not undertake any task that they fear or that they think will be dangerous.

Providing information and guidance to pupils/students is an important part of preparing for a school visit. Pupils/students should have a clear understanding about what is expected of them and what the visit will entail. If pupils/students are not under direct supervision they must be made aware of meeting point, first aid points, and telephone numbers in case of emergency. Pupils/students must understand what standard of behaviour is expected of them and why rules must be followed. The lack of control and discipline can be a major contributory factor when accidents occur. Pupils/students should also be told about any potential dangers and how they should act to ensure their own and other's safety.

h. Pupils/Students

The group leader should make it clear to pupils/students that they must:

- Not take unnecessary risks.
- Follow the instructions of the leader and other adults.

The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct.

Special arrangements may be necessary for parents for whom English is a second language.

Parents must:

- Provide the group leader with emergency contact number(s).
- Sign the relevant consent forms so their child can participate in the educational visit.
- Give the group leader relevant information about their child's health which might be relevant to the visit.
- Make sure their child has any medication they need with them on the visit.

4.0 Planning Off Site Visits

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them.

It is recommended that all visits that are near to or involve water are classed as high risk and referred to the EVA for review six weeks prior to the proposed date of the visit.

a. Risk Assessment (example risk assessment is available at appendix 11A)

We expect a **proportionate, visit-specific risk assessment** that focuses on significant hazards and control measures. Leaders should combine **pre-visit planning** with **dynamic/on-the-day risk assessment**, taking account of: activity type and duration;

The Risk Assessment should include the following considerations:

- What are the risks?
- Who is affected by them
- What level of safety measures need to be in place to reduce risks to an acceptable level?
- Can the group leader guarantee that these safety measures will be provided?
- What steps will be taken in an emergency?
- What is the acceptable ratio of adults to pupils/students for this visit (see section on Supervision.)

The group leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils /students are or could be in danger.

The group leader should take the following factors into consideration when assessing the risks:

- location and environment (including remoteness, weather and water levels)
- group characteristics (age, ability, behaviour, medical and SEND)
- staff competence
- equipment
- transport
- seasonal conditions, weather and timing

Provider Risk Assessments

When using an **external provider**, if they hold the **LOtC Quality Badge** and (where applicable) an **AALA licence**, further safety assurance is usually unnecessary beyond confirming the provision matches the needs of the group and programme. If the provider is **not** LOtC-badged, obtain written assurances in line with OEAP NG 4.4g. School-led elements (e.g., transport, supervision between sessions) always require our own assessment.

For international and complex itineraries, leaders may optionally map their planning to **ISO 31031:2024** to evidence a comprehensive risk-management approach.

b. Exploratory Visit

Wherever possible the group leader should undertake an exploratory visit to:

- Ensure that the venue is suitable to meet the aims and objectives of the school visit.
- Assess potential areas and levels of risk.
- Ensure that the venue can cater for the needs of the staff and pupils/students in the group.
- Ensure that the group leader is familiar with the area before taking a party of

young people.

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue. In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards.

c. First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad it is sensible to have at least one first-aid trained member of staff in the group. The group leader should have a clear understanding of how to access first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

- a suitably stocked first-aid box
- a person appointed to be in charge of first-aid arrangements.

First-aid should be always available and accessible. The group leader should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned.

Where pupil / students are under 5 years of age a trained pediatric first aider must be in attendance.

d. Safeguarding

All adults have a duty to **safeguard and promote the welfare of children** on visits. Planning and delivery must follow our Safeguarding/Child Protection Policy and **OEAP NG**.

Attention must be given to identifying pupils who may be particularly vulnerable; ensuring appropriate supervision and privacy; professional boundaries; and clear reporting routes made clear.

DSL availability: For any out-of-hours or residential visit, the Headteacher/EVC must ensure accessible DSL cover and a clear communications plan (who and how to contact) for advice or referral.

If a child is in immediate danger or is at risk of harm, staff should make a referral to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead person, staff should inform them that a referral has been made as soon as possible.

Professional conduct, photography and social media: Staff must maintain professional boundaries at all times, avoid one-to-one situations out of sight, and follow the school's rules on images, messaging and social media. Photographs of pupils require prior parental consent and must be stored and shared in line with data-protection requirements and school policy.

Note: OEAP provides additional guidance for **residential**s and for supporting **transgender** pupils; leaders should consult the relevant OEAP NG documents during planning to ensure inclusive, lawful and proportionate arrangements.

All adults involved have a responsibility to safeguard and promote the welfare of children and young people during outdoor learning and off-site visits.

Visit leaders should ensure that they are informed of any children and young people who may be particularly vulnerable or have specific safeguarding needs and ensure that other adults are made aware as necessary

Reporting

When any safeguarding concerns are identified, staff should raise them with the school's designated safeguarding lead person.

When visits occur out of hours, or out of term time, the Headteacher should ensure that adequate and appropriate cover arrangements are in place for the DSL and school staff have a means of communicating with a DSL, if one is not on the visit.

If a child is in immediate danger or is at risk of harm, staff should make a referral to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead person, staff should inform them that a referral has been made as soon as possible.

Overnight Stays

Participants, staff and parents should be informed of sleeping arrangements prior to the start of the visit.

Attention should be given to ensuring safe staff/participant ratios and to the male/female mix of staff.

See the following OEAP National Guidance documents:

<https://oeapng.info/downloads/download-info/4-2b-residential>

<https://oeapng.info/downloads/download-info/6q-fags-gender-of-staff/>

<https://oeapng.info/downloads/download-info/4-4l-transgender-young-peopleand-visits>

New places and new people

A key benefit of off-site visits is that children and young people have the opportunity to explore new places and meet new people. This may leave them vulnerable unless they are adequately prepared, and appropriate measures have been put in place to control any significant risks.

Relationships and professional behaviour

During outdoor learning and off-site visits, relationships between staff and participants are often less formal than in the usual school or workplace. Young people may also build relationships with each other and with other adults and young people from outside the group, such as students from another school, activity instructors or members of the public. This can have many positive benefits, but it also brings risks, of which all staff involved should be made aware.

See OEAP National Guidance document <https://oeapng.info/downloads/download-info/4-4m-young-people-in-a-sexualrelationship/>

Adults are in a position of trust and must ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries. They are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. They should operate, and be seen to operate, in an open and transparent way. The same professional standards should always be applied regardless of culture, disability, sex, language, racial origin, religious belief and/or gender identity.

Staff should:

- be publicly open when working with children and young people and avoid situations where they and an individual child or young person are completely unobserved.
- when physical touching is required (e.g. when coaching an activity or fitting a climbing harness), seek permission and do it openly – ideally with other staff present.
- comfort or reassure a distressed child or young person in an age-appropriate way, whilst maintaining clear professional boundaries.
- follow their school's Child Protection & Safeguarding Policy reporting procedures if a child or young person makes a disclosure of abuse.
- Adhere to the BDMAT Staff Code of Conduct

Staff should not:

- Allow or engage in any rough, physical or sexually provocative games or horseplay.
- Allow or engage in inappropriate touching in any form.
- Allow children or young people to use inappropriate language unchallenged.
- Make sexually suggestive comments to a child or young person, even in fun.
- Consume alcohol or illegal substances for the duration of the visit

Photography of children

Recognisable photographs of children are regarded as personal data and are subject to data protection law.

Parental consent is required for their use. Please ensure this is included in the visit consent form.

Sharing or publishing images of children can sometimes endanger them, even if this is done in a way that complies with data protection law. For example, a child might have been moved away from an abusive relative, and a photograph taken on a school visit might reveal the child's whereabouts.

Mobile communications and social media

Mobile phones, social media and messaging services can be very useful in organising visits. For example, they may be used for keeping parents informed about the progress of a

residential visit, about changes in arrangements such as travel times, or in the event of an emergency.

a bit of harmless fun, or as a joke within the group, can easily become very damaging to either the individual who is the butt of the joke, or to the reputation of the establishment, students and staff when seen in another context by parents, colleagues or members of the public. Individuals may be vulnerable to cyberbullying. Once these things are shared by other users on social media, they become very difficult to remove.

Allowing personal information to circulate on social media about vulnerable individuals (such as information about where they are spending a residential visit), may pose risks.

Smartphones may give access to unsuitable web content.

It is recommended that:

- Any visit behaviour agreement, particularly for residential visits, addresses the issue of phone and social media use, either through applying existing establishment policies or by including some basic ground rules.
- The agreement should take into account whether any children or young people are particularly vulnerable or have specific safeguarding needs.
- Children and young people should be made aware of the risks in an age appropriate way.
- Staff should take care to keep confidential their personal information, phone numbers, social media profiles, etc.
- Staff should not engage in private messaging with participants;
- Photographs of children or staff taken during visits should not be displayed on social networking sites. The Headteacher will review images taken and share appropriate images on the school website at a later date.

e. Supervision

Supervision arrangements (including adult:pupil ratios) are a risk-management decision, not a fixed statutory formula. Leaders must use the SAGE framework (Staff/Activity/Group/Environment) to set supervision that works for the specific group, activity and location, and review it for each repeat visit. Ratios should increase where needs are greater (e.g., complex venues, water margins, SEND/medical needs).

Plans must also consider the impact of time of day/season, remoteness and communications with the base, and include contingencies for staff illness or emergency (e.g., an additional adult or an agreed "Plan B"). Regular headcounts and clear rendezvous procedures are required. [oeapng.info]

- **Staffing:** who is needed/available? The plan must work within the limits of available numbers, abilities and experience
- **Activities to be undertaken:** what do you want the group to do and what is possible?
- **Group characteristics:** prior experience, abilities, behaviour and maturity, sex, any specific individual needs.
- **Environment:** indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through between venues.
 - For residential visits consider the accommodation and surrounding area.
 - For outdoor environments, consider remoteness, the impact of weather,

water levels and ground conditions.

- Consider the implications of current guidance about avoiding infection
- during an epidemic.

There should always be enough supervisors to cope effectively with an emergency.

When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly. Please see <http://www.oeapng.info> Document 4.3b Ratios and Effective Supervision.

Ratios for residential visits will be set by the Headteachers in school in liaison with the Entrust Educational Visit Advisor

It is recommended that wherever possible the ratio should include an extra member of staff in case of illness or accidents.

Where there is more than one adult supervisor a group leader, who has authority over the whole party, should be appointed.

All adult supervisors must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils/students who may require closer supervision, such as those with special needs or those with behavioural difficulties. The group leader always retains responsibility for the group.

If the school is leading an adventure activity that involves water, or being near to water, such as canoeing or canal walks, the Headteacher must ensure that the group leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place and staff have experience of water life saving.

Qualifications can be checked with the National Governing Body of each sporting activity. Please refer to EVA.

Parents as supervisors

If parent volunteers are supporting the school by attending the trip, it is advised that they do not supervise their own children. The parent volunteers should not be left unsupervised at any point with the pupils/students as they are not barred list checked, so must accompany a member of staff at all times, this includes supervision of toilet areas. Any volunteers must have enhanced DBS clearance with barred list check to support supervising a residential visit.

f. Participation

The Headteacher will not exclude pupils/students with special educational or medical needs from school visits. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage. Individual Health Care Plans, Individual Behaviour Plans and EHC plans should be used at the planning stage.

Pupils/students should be assessed to ensure that they are capable of undertaking the proposed activities. During the visit they should not be coerced into activities they fear.

Pupils/students whose behaviour is such that the group leader is concerned for their, or others' safety, should be withdrawn from the activity.

The safety of all members of the school is a priority.

Following a full risk assessment and consideration of additional needs, pupils whose behaviour is considered to be a danger to themselves or to the group may be stopped from going on the visit or brought back to school before the end of the visit.

The consent of the CEO must be sought before a pupil is excluded from an educational visit.

The curricular aims of the visit for these pupils should be fulfilled in other ways.

It is the responsibility of the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information.

Pupils should understand:

- The aims and objectives of the visit / activity.
- Background information about the place to be visited.
- How to avoid specific dangers and why they should follow rules.
- Why safety precautions are in place.

g. Information to Pupils

- Why special safety precautions are in place for anyone with disabilities.
- What standard of behaviour is expected from pupils.
- Who is responsible for the group.
- What to do if approached by a stranger.
- What to do if separated from the group.
- Emergency procedures.
- Rendezvous procedures.

h. Communicating with Parents / Guardians

Parents need to be aware that the teachers on the visit will be acting in their place – ‘in loco parentis’ – and will be exercising the same care that a prudent parent would. The following information on matters that might affect pupils’ health and safety is useful to parents, and will be included in letter to parents / guardians prior to a visit:

- Dates of the visit.
- Times of departure and return.
- Mode(s) of travel including the name of any travel company.
- Details of accommodation with security and supervisory arrangements on site.
- Names of leader, or other staff and of other accompanying adults.
- Visit’s objectives.
- Details of the activities planned and of how the assessed risks will be managed.
- Insurance taken out for the group in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents, if appropriate, will be requested.
- Clothing and equipment to be taken.
- Spending money to be taken if appropriate for the visit.

i. Selecting Providers

Visit Leaders must confirm that external providers meet acceptable standards of **quality and safety**. The simplest route is to select **LOtC Quality Badge** holders; where the activity is within scope of the **Adventure Activities Licensing Regulations**, a current **AALA licence** is required in law (LOtC-badged adventurous providers will hold this where applicable). Where no LOtC badge exists, leaders should follow OEAP NG 4.4g to gather proportionate written assurances.

5.0 Parental Consent

Written consent is always required for nursery-age children. For pupils above nursery age, written consent is not required for most in-hours routine curriculum visits; schools should still inform parents and give an opportunity to withdraw. Written consent is usually required for visits outside normal school hours or those requiring a higher level of risk control. Annual e-consent for defined categories (e.g., off-site PE fixtures, first aid/urgent medical treatment) is acceptable. [gov.uk]

a. Forms – see appendices 10B and 10C

- An annual consent form is attached for offsite sports visits and for first aid and urgent medical treatment required during any school visit if necessary (appendix 10B)
- A model consent form for visits that occur outside the school day or involve nursery age pupils is attached. (appendix 10C)
- E-consent, via services such as EVOLVE+, ParentPay, etc, is an acceptable alternative to paper-based consent forms, where parents cannot get into school to return paper copies.

b. By law, parental consent is needed for:

- **all** off-site visits and activities organised for nursery schools/classes
- any offsite sporting fixtures that occur **outside of the school day** for other pupils.
- any visits that occur **outside of the school day** for other pupils.

c. Schools will follow good practice and inform parents when any visit or activity off site

6.0 Residential Visits

Residential visits must follow this policy, OEAP NG on Residential visits, and provider selection guidance. Leaders must ensure: secure and appropriate accommodation; safe staff/pupil ratios; arrangements that protect privacy and dignity; 24/7 emergency contact including DSL access; and clear expectations for behaviour and staff conduct (including no alcohol for staff responsible for pupils). Where the accommodation provider holds the LOTC Quality Badge, this normally satisfies provider-assurance checks; otherwise, complete proportionate checks per OEAP NG 4.4g. [oeapng.info], [voyagersch...travel.com], [lotc.org.uk]

Hostels and Hotels

The school will bear in mind the following:

- Safeguarding requirements (see section 4d)
- How to contact the DSL in case of safeguarding emergency
- The group leader should ideally have adjoining rooms with staff quarters next to the young people's – we will endeavour to obtain a floor plan of the rooms reserved for the group's use in advance.
- The immediate accommodation area should be exclusively for the use of the group.
- Access by staff to student rooms must be always available.
- Separate male and female sleeping areas for pupils and adults.
- Ensure that the whole party are aware of the lay-out of the accommodation, its fire precautions / exits, its regulations and routing, and that everyone can identify key personnel.
- Security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors.
- Ensure that locks / shutters etc. work on all the rooms used by the group.
- Storage of clothes, luggage, equipment etc., particularly safekeeping of valuables.
- Adequate lighting – it is advisable to bring a torch.
- Provision for sick, disabled pupils or those with special needs.
- Safety in rooms (electrical connections, secure balconies).
- Recreational accommodation / facilities for the group.
- No alcohol should be consumed by adults for the duration of the visit
- If an LOTC Award is held by the provider, then further checks are not required. If they do not hold this accreditation, then the provider should complete an Accommodation providers checklist as Evidence of their provision. These should be attached to the Evolve form.

7.0 Coastal Visits

Planning for visits to beaches, estuaries, and coastal paths must follow OEAP National Guidance: Group Safety at Water Margins. Visit Leaders must assess tides, weather conditions, access and exit points, and any local hazards such as shelving beaches or rip currents. Boundaries should be clearly defined, and pupils must be briefed on beach safety information, including signs and flag systems.

Paddling or entering shallow water may only take place where it has been formally risk-assessed, conditions are safe, close-proximity supervision is provided, and a competent adult remains on the shore to oversee the activity.

Open-water swimming is generally not permitted except when led by a suitably qualified provider operating within a designated or lifeguarded area, with appropriate risk controls in place and parents fully informed before the activity. Group leaders and other teachers should be aware that many of the incidents affecting school pupils/students have occurred by or in the sea. There are dangers on the coast quite apart from those incurred in swimming. The group leader should bear the following points in mind in the risk assessment of a coastal activity:

- Tides and sandbanks are potential hazards so timings and exit routes should be checked.
- Ensure group members are aware of warning signs and flags.
- Establish a base on the beach to which members of the group may return if separated.
- Look out for hazards such as glass, barbed wire and sewage outflows etc.
- Some of a group's time on a beach may be recreational. Group leaders should consider which areas of the terrain and sea are out of bounds.
- Cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times. Group leaders should consider whether it is safe for pupils to ride mountain bikes on coastal paths
- Swimming and paddling in the sea or other natural waters are potentially
- dangerous activities for a school group.
- Swimming in the sea on a coastal visit should not be allowed. Paddling will only be allowed as part of a supervised activity, preferably in recognised bathing areas which have official surveillance. Pupils should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance.
- Where paddling is to be allowed on a visit, a ratio of 1 adult:4 pupils/students is a minimum.

Please see guidance on <http://www.oeapng.info> Document 7.2i Group Safety at Water Margins

8.0 Farm / Animal petting visits

"Farm and animal-contact visits require careful planning for both machinery and infection-control risks. Leaders should select well-managed sites (preferably LOTC-badged or otherwise accredited), plan hand-hygiene and eating protocols, and brief staff on pregnancy-related risks where livestock have recently given birth."

- a. a good reputation for safety standards and animal welfare and that it maintains good washing facilities and clean grounds and public areas. To do this check if the provider holds an LOTC Award, if they do, then further checks are not required. If they do not hold this accreditation, then look for other forms of accreditation such as CEVAS.
- b. Further guidance on farm visits can be found on form 7.1g at: <https://oeapng.info/downloads/specialist-activities-and-visits/>

Birmingham Diocesan Multi Academy Trust recognise that farms can be dangerous even for the people who work on them. Taking pupils/students to a farm will be very carefully planned, and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with bacteria, such as E coli 0157 food poisoning and other infections.

- c. The proposed farm will be checked to ensure that it is well managed, that it has a good reputation for safety standards and animal welfare and that it maintains good washing facilities and clean grounds and public areas. To do this check if the provider holds an LOTC Award, if they do, then further checks are not required. If they do not hold this accreditation, then look for other forms of accreditation such as CEVAS.
- d. The basic rules for a farm visit will be:
We will never let pupils:
 - Place their faces against the animals or their hands in their mouths after feeding them.
 - Eat until they have washed their hands.
 - Sample any animal foodstuffs such as 'raw' milk.
 - Drink from farm taps (other than in designated public facilities).
 - Ride on tractors or other machines.
 - Play in the farm area

9.0 GDPR

1. All records held on Evolve are held securely and access is password protected to safeguard personal data.
2. There is no need for personal data to be uploaded to Evolve. Copies of IHPS, medical information etc can be taken on the visit by the visit leader and securely destroyed on return.
3. Personal data carried on visits must be limited to what is necessary, kept securely, and destroyed or archived in line with our retention schedule upon return.

10.0 Links to other policies

- Child Protection and Safeguarding Policy
- Business Continuity and Critical Incident Management Plan
- [Health and Safety Policy](#)
- [Staff Code of Conduct](#)
- [Positive Handling Policy](#)
- First Aid Policy
- [Supporting Pupils at School with Medical Conditions Policy](#)

Appendices

Appendix 11A Example Risk Assessment

- “When using **external providers**, record whether they hold the **LOtC Quality Badge** and, if relevant, an **AALA licence**; where neither applies, note the assurance obtained (OEAP NG 4.4g).”
- “For complex/overseas visits, you may optionally cross-reference planning to **ISO 31031:2024**.”

Below is an outline risk assessment for any off-site visit. Additional hazards and/or controls will need to be added dependant on the nature of the visit.

Risks should be rated using the following matrix.

Likelihood of Occurrence	Potential Severity of Impact		
	Negligible	Significant	Major
Certain	Medium	High	High
Likely	Low	Medium	High
Unlikely	Low	Low	Medium

Risk Assessment for All Off-Site Activities

School Name		Decide who may be harmed (insert ü):					
		Student		Volunteers		Others	
Off Site Location & Activity		Staff		Vulnerable People			
Identified Hazards	Initial Risk Rating	Existing Control Measures (select all that are in place)	ü	Actions / Comments	Residual Risk Rating H/M/L		
Accidents/injury (due to lack of planning)	H	All visit leaders have read the school policy and guidance on off site activities.					
		Staff undertaking off site activities are competent and appropriately trained to do so.					
		Visit leader will submit and have approved by school EVC all risk assessments and other documents FOUR weeks before the trip.					
		Visit leader will brief other staff/volunteers involved on their roles/responsibilities and any potential risks involved prior to departure.					

		At least one member of staff has access to a mobile phone and emergency contact information whilst off site.			
		Visit leader will brief students on itinerary, potential risks, emergency arrangements and expected behaviour before departure.			
		Parents will provide informed written consent for any off site activity that takes place.			
Defective / Unsafe Vehicle	H	Where school minibus is used this is subject to regular routine checks and inspections.			
		If the school minibus is used drivers are routinely assessed and driving licence regularly checked.			
		Only approved third party transport providers are used			
		Transportation of students in staff cars is not permitted.			

Injury during access/egress to transport	H	Safe locations are chosen for pick up/drop off. Students are closely supervised by staff, always with one member at kerb side and one on vehicle.			
		Students are instructed to enter/leave vehicle in an orderly manner.			
Walking injuries	H	Walking routes are planned and appropriate risk assessments undertaken.			
Exposure to adverse weather (Wind/Rain/Snow/Sun)	H	All possible weather conditions are taken into account as part of planning and appropriate contingency arrangements are in place.			
		Appropriate clothing, footwear, and equipment is expected and or provided.			
		Daily weather forecasts are obtained and reviewed before and on the day of the trip.			
Exposure to adverse weather (Wind/Rain/Snow/Sun)		All possible weather conditions are taken into account as part of planning and appropriate contingency arrangements are in place.			

	H	Appropriate clothing, footwear, and equipment is expected and or provided.			
		Daily weather forecasts are obtained and reviewed			
Student lost/separated from Group	H	All supervising staff/volunteers fully understand their responsibilities and are given easily manageable group size (refer to ratio section).		<i>Own child is never in the group with a supervising parent, A parent should always be in the company of a member of staff (ie 2 groups go around together)</i>	
		Students are fully aware of itinerary, emergency arrangements/meeting points.			
		Close supervision/regular head counts are taken particularly during rest stops/ breaks.		<i>Specify frequency here</i> _____	
Inappropriate Behaviour	H	Consideration is given to behavioural issues of any individual or group of students before allowing a student to undertake off site activities. Advice is sought from SENCO if applicable and increased staff to pupil ratio applied where appropriate.		<i>Behavioural/care plans reviewed (speak to SENCO if applicable)</i>	Inappropriate Behaviour
		Staff will be split amongst students to ensure behaviour is controlled			

		Students fully understand the consequences of inappropriate behaviour.			
Remote supervision	TBA	A separate risk assessment is undertaken where			
First Aid / Medical issues /allergies	H	Staff fully briefed regarding any students or adults with medical or allergy issues.		Individual Healthcare plans (IHPs) will be reviewed/ separate risk assessments will be undertaken if necessary, Copies of IHPs will be taken on the trip along with the appropriate emergency medication to safeguard the named pupil. A member of staff trained in how to administer this medication must accompany the pupil. Disposed of after visit	
		A nominated trained first aider forms part of the group and a first aid kit/bag is taken on all offsite activities.			
		The first aider will be responsible for any medications and or undertaking any treatment required as a result of a medical incident or accidental injury.		Reporting protocols	

Risk Rating Guidance: H= High M= Medium L= Low TBA= To Be Assessed - Assessment of the likelihood and or impact of injury and or damage. Initial assessment has been undertaken, complete the residual assessment based on your control measures/findings/additional actions etc.					
Other Hazards Identified		Additional Control Measures to be Put in Place			
Any other foreseeable hazards that is associated with the activities being carried out to be listed here.		<i>Where you have identified other hazards record the additional control measures you are going to put in place to mitigate these below:</i>			
What procedures have been put in place to address any emergency situation that may arise?		<i>What procedures have been put in place to address any emergency situation that may arise? Make reference to the Business and Continuity and Critical Incident Management Plan</i>			
Ratio Pupil: Adults		Pupils:		Include details below of any special health needs, details of numbers of first aiders etc.:	
		Teachers:			
		Others e.g., Volunteers			
Date of Assessment:			Carried out by: (Visit Leader)		Signature: (Visit Leader)

EVC Date of Approval:		Carried out by: (EVC Signature)		Date of Next Review:	
Also refer to these other documents and / or risk assessments relevant to this offsite activity:	Business Continuity and Critical Incident Management Plan Insert date Learning Outside the Classroom Quality Badge expires if venue holds one:				

Note: Health and safety in our Trust is the responsibility of everyone and is about taking a sensible and proportionate approach to ensure that the learning environment provides a healthy and safe place for all who use it, including staff, volunteers, visitors and pupils. If an LOTC Award is held by the provider, then further checks are not required

Appendix 11B. Annual Consent form for medical treatment during all school trips and any offsite sporting fixtures

Please sign and date the form below if you are happy for your child:

- a. To take part in off-site sporting fixtures outside the school day; and
- b. To be given first aid or urgent medical treatment during any school trip or activity

Please note the following important information before signing this form:

- The school will send you information about each trip or activity before it takes place.
- You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity.

Written parental consent will not be requested from you for the majority of offsite activities offered by the school – for example, year-group visits to local amenities – as such activities are part of the school’s curriculum and will take place during the normal school day.

For any educational visits other than sporting fixtures noted above that begin or end outside the school day, consent will be sought.

Parents will be informed of all trips planned for their child via letters, Newsletters, and the school website (school to amend as appropriate)

Please complete the medical information section below (if applicable) and sign and date this form if you agree to the above.

Medical information

Details of any medical condition that my child suffers from and any medication my child should take during off-site visits (Please continue overpage if necessary):

.....

.....

Signed..... Date.....

Dear Parent/Carer

Parent of Class

Office use only – school staff should check that the data recorded on consent forms match the annual form held on file – any anomalies should be addressed, and the annual form updated by the parent/carer if necessary. Arbor should also be updated with any new information related to medical needs or contact details

We have organized an educational visit to [enter venue] for [enter class or year group] on [date] to support your child's learning in [insert subject]. The times of the visit fall outside of the school day so your consent is required.

The coach will depart from [insert name of school] at [time]. The coach will be leaving [insert name of venue] at [insert time] and is due to be back at the school by [insert time].

We are asking for a contribution of [£insert cost] per child towards the cost of the coaches and admission charges.

The return of the consent form is essential for your child to take part. Please complete the consent form in full. We need all information requested.

Yours sincerely

[Insert name]

Head teacher

.....

Consent form – please complete, sign and return to school.

Appendix 11C. Model letter for parents for education visit

[Insert venue and date]

I hereby give my consent for my child

Class.....

to attend the [insert venue] visit on [insert date]

(Amend as required) There is no cost for this visit or I enclose [£amount] of contribution requested

Emergency Telephone number.....

* My child suffers from a condition requiring regular treatment. Yes/No

Please provide details of condition and treatment over the page if not already provided or different to the annual form

I consent to any emergency medical treatment necessary during the course of the visit.

Signed.....Date.....

Office use only – school staff should check that the data recorded on consent forms match the annual form held on file – any anomalies should be addressed, and the annual form updated by the parent/carer if necessary. Arbor should also be updated with any new information related to medical needs or contact detail

12.0 Minibus Use

Minibus transport is an integral part of many educational visits, and its use must comply with all relevant legislation and national guidance. The school follows DfE (2013) Driving School Minibuses and associated transport laws to ensure that all minibus journeys are safe, legal and appropriately supervised. [minibus-online.co.uk]

12.1 Definition of a Minibus

A minibus is defined as a vehicle with 9 to 16 passenger seats, categorised as a D1 vehicle under DVLA classifications. [minibus-online.co.uk]

12.2 Legal Requirements and Permits

Section 19 Permit

- All school-owned or school-operated minibuses must operate under a valid Section 19 Permit, which must be displayed prominently in the vehicle. This permits non-profit educational establishments to use minibuses without holding a full operator licence. [nasuwt.org.uk]

Use Outside the UK

- Section 19 Permits are not valid abroad.
- Schools must hire a vehicle with a professional driver, or ensure the driver holds a full D1 PCV licence if the school intends to drive a minibus overseas. [nasuwt.org.uk]

12.3 Driver Licensing and Eligibility

Drivers with a Category D1 Licence

Drivers holding full D1 (or D) Passenger Carrying Vehicle entitlement may drive a minibus for hire or reward. [minibus-online.co.uk]

Drivers with Category B Licence (Car Licence)

A member of staff may drive a minibus on a category B licence if ALL the following conditions are met:

- They are driving on a voluntary basis for a non-profit organisation (including schools).
- They receive no payment other than out-of-pocket expenses.
- The minibus is used for social purposes by the school.
- The vehicle does not exceed 3.5 tonnes (or 4.25 tonnes for accessible vehicles).
- They are aged 21 or over, have held their licence for at least 2 years, and meet

DVLA medical Standards

[minibus-online.co.uk]

Important: Drivers must not drive if they do not feel competent or confident. Staff cannot be required or coerced into driving a minibus. [nasuwt.org.uk]

12.4 Insurance and Safety Check

Before any journey:

- The school must ensure appropriate insurance is in place for the vehicle, driver and passengers.
- The driver must complete pre-use safety checks, including tyres, lights, mirrors, seatbelts, fuel, oil, emergency equipment and door operation.
- The minibus must meet legal requirements, including seatbelts fitted to every seat, in line with UK law. [nasuwt.org.uk]

12.5 Passenger Safety and Supervision

The Visit Leader must ensure:

- All passengers wear seatbelts at all times during travel.
- Child seats/boosters are used where legally required under the Motor Vehicles (Wearing of Seat Belts) Regulations. [nasuwt.org.uk]
- Supervising adults are positioned appropriately within the minibus to maintain visibility of pupils.
- Clear behaviour expectations are shared with pupils prior to departure.
- Emergency exits are kept clear, and luggage is stored securely.

12.6 Driver Responsibilities During Journeys

Drivers must:

- NEVER use a mobile phone while driving.
- Take rest breaks appropriate to journey length.
- Not drive if tired, unwell or taking medication that may impair driving.
- Follow all road traffic laws, speed limits and school procedures.

Drivers must report any defect or concern immediately. Vehicles must not be used until defects are repaired.

12.7 Journey Planning & Risk Assessment

The Visit Leader must:

- Include minibus use in the overall risk assessment, considering route, weather, duration, and supervision arrangements.
- Ensure appropriate adult supervision ratios inside the vehicle.
- Plan rest stops on longer journeys.
- Ensure an additional adult is present on visits where behavioural, medical or SEND needs require closer supervision.

DfE guidance emphasises the importance of proportionate but thorough risk assessment. [gov.uk]

12.8 Breakdown or Emergency Procedures

Drivers and supervising staff must:

- Follow the school's Emergency Procedures Plan.
- Move passengers to a safe location (e.g., behind a barrier) if on a motorway.
- Contact emergency services if necessary.
- Contact the school immediately and complete an incident report afterwards.

12.9 Record Keeping

The school maintains:

- Driver eligibility records (licence checks, DBS, training).
- Minibus maintenance logs and MOT/service certificates.
- Section 19 permit documentation.
- Journey logs where required.

12.10.1 Minimum Competency Requirement

All drivers must:

- Hold the appropriate licence entitlement (Category D1 or, where permitted, Category B) as described in DfE/DfT minibus guidance.
- Have held their driving licence for at least two years (DfT requirement for driving minibuses on a Category B licence).
- Meet DVLA medical standards for driving a minibus, and declare any medical conditions that may impact driving fitness.
- Have a clean and verifiable driving record (regular checks through the online DVLA system).
- Have completed school/Trust-approved training.

12.10.2 Knowledge and Skills Drivers Must Demonstrate

Drivers must be competent in:

- **Vehicle Safety**
 - Performing full pre-drive checks (tyres, oil, lights, mirrors, wipers, doors, seatbelts, emergency exits).
 - Understanding vehicle height, length, weight, and braking distance differences compared to cars.
 - Safe loading of luggage and equipment.
- **Passenger Safety and Behaviour Management**
 - Ensuring all pupils wear seatbelts as legally required [Educationa...r-2022 (1) | PDF]Managing behaviour safely without distraction.
 - Knowing how to seat pupils appropriately (e.g., no pupils in front passenger seat if behavioural needs make this unsafe).
- **Driving Skills**
 - Demonstrating calm, safe, defensive driving.
 - Managing rural roads, motorways, poor weather, night driving, and congestion.
 - Planning safe rest breaks and understanding fatigue management.

- **Emergency Procedures**

- Knowing how to respond to breakdowns, collisions, medical emergencies and how to evacuate the vehicle safely.
- Understanding how to manage emergencies where pupils must wait roadside
- (e.g., moving behind barriers on motorways).

12.10.3 Additional Competence Requirements for Higher-Risk Journeys

For long-distance, night-time, motorway, or overseas journeys, further competence is required:

- Drivers must have prior experience in similar conditions.
- For overseas travel, only drivers with full D1 PCV entitlement should drive, as Section 19 permits do not apply outside the UK[Educationa...r-2022 (1) | PDF]
- Evidence of additional training or assessment may be required based on the visit risk assessment.

12.10.4 Ongoing Competency Monitoring

The Headteacher/EVC must ensure:

- Annual licence checks for all minibus drivers.
- Renewal of MiDAS or in-house assessments every 3 years (or sooner if performance concerns arise).
- Post-incident reviews if a driver is involved in any collision, near miss, or driving complaint.
- Removal from driving duties if competency, health, or behaviour gives cause for concern.
- All arrangements for the testing and monitoring of minibus safety will be overseen and audited by the COO on an annual basis. The Board will receive a bi-annual assurance report regarding compliance with this policy.

12.10.5 Voluntary Nature of Driving

- Driving a minibus must be voluntary, unless explicitly stated in an employee's contract. Staff must not be pressured or coerced into driving if they feel unsafe or unqualified. [Educationa...r-2022 (1) | PDF]

13.0 Legislation on which this policy is based

DfE Guidance

- Health and Safety on Educational Visits (DfE, 2018–current)
- Driving School Minibuses (DfE / DfT / ACPO)
- Supporting Pupils at School with Medical Conditions
- Keeping Children Safe in Education (KCSIE)

OEAP National Guidance (all endorsed by DfE & HSE)

Main portal: <https://oeapng.info>

Specific documents referenced in your policy:

- 1b Foundations
- 4.3e Safeguarding
- 4.3b Ratios and Effective Supervision
- 4.4g Selecting External Providers and Facilities
- 4.4l Transgender Young People and Visits
- 4.4m Young People in a Sexual Relationship
- 4.2b Residential
- 6q FAQs—Gender of Staff
- 7.2i Group Safety at Water Margins
- 7.1g Farm Visits
- Specialist Activities & Visits Library

HSE Guidance

- School Trips and Outdoor Learning Activities: Tackling the Health & Safety Myths

LOtC / Provider Accreditation

- LOtC Quality Badge Directory
- Council for Learning Outside the Classroom