



Off Site Educational Visits Policy

Author	S Case	Source	Previous Policy/DFE Health and Safety on Educational Visits
Approved by	ELT	Status	Non – Statutory
Last review	June 2026	Next review	June 2028

Details of policy updates

Date	Details
03/10/21	Change to reflect Trust Status
06/06/24	Updated to reflect current guidance
23/06/26	Comprehensive update: strengthened safeguarding requirements, updated provider assurance process, clarified first aid requirements, improved parental consent procedures, enhanced transport safety guidance, clarified mobile phone requirements

Aims and purposes of Educational Visits

The school has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises. Learning is improved and deepened by exposure to a wider range of opportunities and situations.

“When planned and implemented well, learning outside the classroom contributed significantly to raising standards and improving pupils’ personal, social and emotional development.”

Learning Outside the Classroom, Ofsted 2008

Aims:

- To meet the individual needs of the students that can't be met easily in a classroom context.
- To recognise, value, and develop the variety of skills that the student may already possess and which wouldn't be developed in a more formalized academic situation.
- To make learning enjoyable and varied.
- To make their learning more relevant to the lives of the students.
- To provide alternative options and to open the students' eyes to new opportunities and the variety of paths that their futures could take.
- To foster a sense of being part of a team and to develop team-building skills.
- To develop self-confidence; self-esteem, and self-belief in a variety of contexts.
- To provide and develop transferable skills which would be useful in both a school and work setting.
- To provide students with opportunities to socialise and to interact with others in a positive and appropriate manner.
- To provide opportunities for mentoring and discussion.
- To provide new opportunities for the students and develop interests that will enrich their lives, now and in their long-term future.
- To develop an interest in life-long learning.
- To provide a positive out of school learning environment.
- To experience enjoyment.

Objectives:

“Pupils can derive a good deal of educational benefit from taking part in visits with their school. In particular, they have the opportunity to undergo experiences that are not available in the classroom. Visits help to develop a pupil’s investigative skills and longer visits in particular encourage greater independence.”

DFE Guidance.

Trips:

Each School in the Trust has an Educational Visits Coordinator, however overall responsibility for a trip lies with the Head Teacher.

Information on what constitutes a category a, b and c trip can be found in Appendix 3.

Structure and Organisation:

It is important to have a high enough ratio of adult supervisors to pupils for any visit.

Pupils on a visit should be made aware of the high standards of behaviour expected from students.

Pupils using transport on a visit should be made aware of basic safety rules.

Incidents that happen during off-site activities need to be recorded using the schools' Arbor or CPOMS logging system.

Students that are considered to be a significant risk will be provided with alternative options, rather than off-site activities until they can show that they can behave in an appropriate and responsible manner.

Risk assessment forms will be completed on individual students that are seen to be a particular risk.

Parental Consent and Information

Through the Home School Agreement, parents/carers sign to give consent to visits that take place on a regular basis or are category A trips. However, **parents must be informed of every off-site visit**, even where separate written consent is not required.

Category A Trips (Low Risk, Local)

- Parents must be **informed in advance** via letter, email, or text
- Information should include date, destination, purpose, departure/return times, and any costs
- Consent via the Home School Agreement is sufficient

- Parents should be given the opportunity to withdraw their child if they have concerns

Category B Trips (Medium Risk)

- Verbal consent from parents is required and must be recorded on Arbor
- Parents must be informed of:
 - Specific risks and how they will be managed
 - Any special equipment or clothing needed
 - Supervision arrangements
 - Emergency contact procedures

Category C Trips (Higher Risk/Extended)

- Written permission from parents is required a minimum of **4 weeks in advance**
- Parents must receive detailed information including:
 - Full itinerary and activities
 - Accommodation details (for residential visits)
 - Staff supervision ratios
 - Emergency procedures and 24/7 contact details
 - Insurance arrangements
 - Costs and payment schedules
 - Behaviour expectations and consequences
 - Medical and dietary arrangements

Category C trips include: trips overnight or abroad, trips needing altered start and finish times to the school day, and trips that include potential political risk (e.g. visits to London where a protest could affect the trip).

For all trips, parents should be reminded that the school's behaviour policy applies during off-site visits, and that serious breaches may result in a student being sent home at the parent's expense (where appropriate and safe to do so).

Safeguarding on Off-Site Visits

All off-site visits must comply with the school's safeguarding policy and statutory guidance in Keeping Children Safe in Education (KCSIE).

Adult Supervision Requirements

All adults accompanying students on visits must:

- Have an enhanced DBS check with barred list information
- Have completed the school's safeguarding training
- Understand their safeguarding responsibilities during the visit
- Know how to contact the designated safeguarding lead (DSL)

Volunteers and parent helpers:

- Must never be left unsupervised with students
- Must be briefed on behaviour expectations and safeguarding procedures before the visit
- Should be given a written code of conduct to sign
- Must have an appropriate DBS check if they will have unsupervised contact with children

Supervision Ratios

Supervision ratios must be determined by risk assessment and should consider:

- The age and maturity of students
- Students' individual needs (SEND, medical, behavioural)
- The nature and duration of the activity
- The competence and experience of staff and other adults
- The venue and whether it is familiar to staff

Minimum recommended ratios (these may need to be increased based on risk assessment):

- **Years 7-9:** 1 adult to 10-15 students
- **Years 10-11:** 1 adult to 15-20 students
- **Students with complex SEND:** May require 1:1 or enhanced ratios

For residential visits, there must be sufficient adults to ensure appropriate supervision throughout the 24-hour period, including overnight.

DSL Coverage

- The designated safeguarding lead (DSL) or a deputy DSL must be contactable at all times during the visit
- For visits outside normal school hours, a DSL contact number must be available 24/7
- The out-of-hours DSL contact details must be confirmed and documented before the trip departs
- The DSL contact details must be included in the trip documentation and shared with all supervising adults

Residential Trips:

There is a separate procedure for Residential trips. See Residential Trips within the school share point folder.

Assessment and Monitoring:

Risk assessments will be reviewed regularly.

Procedures for dealing with incidents and eventualities will be reviewed regularly. New incidents will be discussed at weekly meetings, and procedures will be developed for these when necessary.

Risk Assessment

Risk assessment is a legal requirement and must be completed for all Category B and C visits. Category A visits are covered by the generic off-site risk assessment, but this should be reviewed to ensure it remains appropriate.

Principles of Risk Assessment

Risk assessment should be:

- **Proportionate:** Focus on significant risks, not trivial ones
- **Dynamic:** Reviewed on the day and adjusted if conditions change
- **Practical:** Based on sensible measures that can actually be implemented
- **Risk-benefit focused:** Consider the educational benefits alongside the risks

Remember: The goal is not to eliminate all risks, but to manage it to an acceptable level while enabling valuable learning experiences.

What to Include

Your risk assessment should identify:

- **Hazards:** What could cause harm?
- **Who might be harmed:** Students, staff, members of the public?
- **Existing controls:** What measures are already in place?
- **Risk level:** Is the risk high, medium, or low with existing controls?
- **Additional controls needed:** What else should be done?
- **Emergency procedures:** What will you do if something goes wrong?
-

Using Provider Risk Assessments

- **Do not duplicate the provider's risk assessment** - this is unnecessary and time-consuming
- Instead, request a copy of the provider's risk assessment and review it
- Check it covers the activities your students will do
- Reference it in your own planning documentation
- Your risk assessment should focus on:
 - Getting to and from the venue safely
 - Student-specific risks (behaviour, medical needs, SEND)

- Supervision arrangements
- What you'll do in an emergency

Student-Specific Risk Assessments

Some students may require individual risk assessments due to:

- Complex medical needs
- Significant behavioural challenges
- SEND that creates additional risks
- Safeguarding concerns

These should:

- Be completed in addition to the general risk assessment
- Involve the student (where appropriate) and their parents
- Identify specific control measures
- Be shared with all supervising adults (with appropriate confidentiality)
- Consider whether the student requires additional adult support

Dynamic Risk Assessment

On the day of the visit, the group leader must:

- Review the risk assessment before departure
- Check weather conditions and adjust plans if necessary
- Assess any changes to the group (e.g., student absences, additional students)
- Be prepared to modify or cancel activities if risks become unacceptable
- Brief all supervising adults on key risks and controls

Remember: If conditions change significantly and you're unsure whether to proceed, contact the EVC or Headteacher for advice.

Inclusion:

Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate, irrespective of special educational or medical needs, ethnic origin, sex, religion etc. All young people should be encouraged to participate in as wide a range of activities as possible.

If a visit is to cater for pupils with special needs, a suitable venue should be selected.

Pupils with special educational and medical needs:

Head teachers should make every effort to include pupils with special educational or medical needs in school visits, whilst maintaining the safety of everyone in the group.

Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

Pupils with medical needs:

Additional safety measures to those already in place in the school may be necessary to support pupils with medical needs during visits. Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required.

Health and Safety:

No amount of planning can guarantee that a visit will be totally incident free, but good planning and attention to safety measures can reduce the number of accidents and lessen the seriousness of those that do happen nonetheless. The management of health and safety on visits is part of a school's overall policy on health and safety.

Whether the visit is to a local park, museum or swimming pool, or includes a residential stay in the UK or abroad, it is essential that formal planning takes place before setting off.

A formal assessment of the risks that might be met on a visit should have the aim of preventing the risks or reducing them. Pupils must not be placed in situations which expose them to an unacceptable level of risk.

Safety must always be the prime consideration. If the risks cannot be contained then the visit must not take place.

When taking trips related to the subject, staff should follow planning and risk assessment procedures laid down in the school policy. Health and safety risk assessments should be carried out on all activities and visits. These should be included with the initial planning for activities and visits. A risk assessment for a visit need not be complex, but it should be comprehensive. It does not generally require technical formulae or professional health and safety expertise.

Frequent visits to local venues such as swimming pools may not need a risk assessment every time. Nevertheless, it is essential not to become complacent. A generic assessment of the risks of such visits should be made at regular intervals, and careful monitoring should take place.

First Aid Provision

First aid provision must be included in the risk assessment for every visit. The level of first aid required will depend on:

- The nature and duration of the visit
- The distance from emergency medical services
- The number and age of students
- Students' individual medical needs
- The activities being undertaken

Minimum Requirements:

All visits:

- At least one adult with a good working knowledge of first aid
- An adequate first aid kit appropriate to the visit
- All adults must know how to contact emergency services
- Mobile phone(s) with emergency contact numbers

Category B and C visits:

- At least one adult with a **current First Aid at Work qualification** or equivalent (e.g., Emergency First Aid at Work, Paediatric First Aid)
- Enhanced first aid kit appropriate to the activities and location

Adventurous activities, residential visits, and visits abroad:

- At least one adult with a **current First Aid at Work qualification** (minimum 3-day course) - **this is a requirement**
- Consider whether additional first aid trained staff are needed based on group size and activities

Remote or high-risk locations:

- Consider whether staff need additional training (e.g., Remote Emergency Care, Outdoor First Aid)
- Ensure communication devices work in the location (mobile phones may not have signal)
- Consider carrying additional emergency equipment (e.g., emergency shelter, additional medical supplies)

Medical Needs:

- Check all students' medical records before the visit
- Ensure all necessary medication is available and properly stored
- Brief all supervising adults on students' medical needs
- For students with complex medical needs, consider whether a healthcare plan needs updating or whether additional support is required
- Ensure at least two adults know how to administer any emergency medication (e.g., EpiPens, inhalers, diabetes medication)

Pupils who are involved in a visit planning and organisation, and who are well prepared, will make more informed decisions and will be less at risk. Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should clearly understand what is expected of them and what the visit will entail. Pupils 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 cause of accidents. Pupils should also be told about any potential dangers and how they should act to ensure their own safety and that of others.

Pupils should also be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This should include considering any health and safety issues.

Mobile Phones and Communication

Staff Mobile Phones

- The **group leader must have a mobile phone** with emergency contact numbers programmed in
- At least **one other adult should have a mobile phone** as backup
- All supervising adults should have the group leader's mobile number
- The school office must have the group leader's mobile number
- Check mobile signal will be available at the destination (if not, alternative communication arrangements must be made)

Note: It is not necessary for every member of staff to have a mobile phone, but sufficient communication devices must be available to ensure safety and contact with school.

Student Mobile Phones

- The school's mobile phone policy applies during off-site visits

Transport Safety

Minibus Use

When using a school minibus:

Driver requirements:

- Drivers must hold a valid and verified MIDAS training certificate, dated within 4 years
- Drivers must hold the appropriate driving licence and be aged over 21.
- If the minibus in use is over 3.5 tonnes (or 4.25 with an accessibility ramp), then the driver must also have a D1 category on their licence.

Vehicle checks:

- Check the minibus maintenance records are up to date
- Complete a visual check before departure (tyres, lights, fuel, etc.)
- Ensure the vehicle has valid insurance, MOT, and road tax
- Check maximum capacity is clearly displayed and never exceeded

During the journey:

- All passengers must wear seatbelts at all times
- Staff should be seated near doors to supervise boarding/alighting
- A seating plan must be completed and kept by the driver
- Students must be counted on and off the vehicle at every stop
- Safety rules for travelling on a minibus must be followed (see Appendix 2)

Private Cars

If staff or volunteers use private cars to transport students:

- Prior written permission from the Headteacher is required
- The driver must have appropriate business use insurance
- The vehicle must be roadworthy with valid MOT and tax
- The driver must hold a full, valid UK driving licence
- Students must not be transported alone - minimum of two students per car
- Seatbelts must be worn by all passengers
- Appropriate child car seats/booster seats must be used where required by law
- The driver must have valid business use insurance.

Hired Coaches

When hiring coaches:

- Use reputable companies with appropriate safety certifications
- Confirm the company has public liability insurance
- Ensure seatbelts are fitted and working
- Brief students on coach safety rules before boarding

All members of staff should be aware of established procedures in the event of problems arising whilst off-site.

Individual students who have been identified as posing a particular health and safety concern will be provided with alternative arrangements.

Health and Safety on Educational Visits, published 26 November 2018 identifies that there are 2 main types of school visit:

Routine visits:

These involve no more than an everyday level of risk, such as for slips and trips, and are covered by a school's current policies and procedures. They only need a little extra

planning beyond the educational aspect of the trip and can be considered as a lesson in a different classroom. Typically, a routine visit would be walked to from school and would not involve activities out of place in a classroom, examples may be walking to a shop next to school to buy a small item.

Trips that need a risk assessment and extra planning:

These are trips not covered by current policies. This could be due to things like:

- the distance from school
- the type of activity
- the location
- needing staff with specialist skills

Sometimes a school may just need to review its current plans or arrangements that were successful on previous trips. However, some trips will need risk assessments, detailed planning and informed approval of headteachers or governing boards. The person given the job of managing this should:

- have the skills, status and competence needed for the job
- understand the risks involved
- be familiar with the activity

Plans should be proportionate and sensible, focusing on how to manage genuine risks. There cannot be feasible expectancy for school staff to know what constitutes 'safe practice' on all adventurous activities and who their relevant National Governing Body is. The H&S executive have issues appropriate providers with either ALLA licences or LOTC badges that can help trip organisers understand which organisations meet safety requirements and who does not. This can be seen in appendix 5.

Delays:

If there are delays, then school need to be contacted asap.

It may be that students will have to be dropped home if students miss their transport.

Incidents:

Major Incidents:

- **Ensure the safety and welfare** of all the members of your party.
- **Get Emergency attention.** Notify and request assistance from Police, Fire, Ambulance, or Coastguard Services as required. **Call 999 or 112**
- **In the event of an Emergency during normal office hours, RING the North Star Academy Trust Central Team on:**

0117-3772275

THEN ADOPT THE FOLLOWING PROCEDURES:

- **Contact and inform your Headteacher / Manager/EVC** with all relevant details of the incident. They must activate your communication plan and will contact parent/carers as necessary.
- **Write down accurately all relevant facts**, times, witness details, and preserve any vital evidence.
- **Make contact again with your school site** as regularly as necessary, informing them of any changes to your programme and further information resulting from the incident.

Minor incidents:

Incident report completed on return to school.

Student Risk assessment updated.

Tutor team / Head Teacher

Procedure:

	Action:	By Whom:
	Decision made to organise a trip.	Staff
	Clear aims and purpose of the trip is identified	
	"School Visits" form. (Appendix 1) is completed	
	Expenditure Request Form completed (if required)	
	Form passed to SLT / EVC / Activities co-ordinator for approval. If this is a Residential or Category C activity, then SLT must agree.	
	Letter sent home to Parents / Carers requesting permission (and if appropriate) financial contribution. This letter should contain key information such as date of trip, arrival and departure times, location, staff attending etc	
	Check medical records	
	Arrange medication (if necessary)	
	Ensure a First Aider will be present	
	Complete Risk Assessments	
	Arrange transport	
	Inform the kitchen	
	Sort out invoicing (if a cost)	

	Arrange for petty cash using the school procedure and in advance.	
	Arrange cover work (if applicable)	
	Arrange provision for students not going on the trip.	
	Collect relevant contact details.	
	Leave a copy of the School Visits form with the Office.	
	Inform Governors of any Category C visits.	
	Ask EVC re any concerns.	
	Brief staff	
	Get provider to complete Provider Standards Questionnaire if necessary	
	Ensure staff have emergency contact details	
	Brief participants and agree code of conduct	
	Health and Safety is a priority.	

Appendix 1

Visit Information	
Destination(s) and Category	
Departure date	
Return date	
Number of Children	
Names of students	
Teacher in Charge	
Other adults	

Is one of these staff a First Aider?	Yes / No
For Cat B/C: Does at least one adult hold First Aid at Work qualification?	Yes/ No
DSL contact if out of school hours (name and number):	
Have all supervising adults completed enhanced DBS checks?	Yes/No
Transport (Circle)	Minibus Private car Public transport Hired Coach
Educational objective	
Cost of Visit	
Transport costs	
Admission costs	
Accommodation Costs	
Other... please specify	
Proposed Cost to Parents	

What lessons need to be covered?(Lesson plans need to be provided for cover)								
Staff	Pd 1	Pd 2	Break	Pd 3	Pd 4	Lunch	Pd 5	Pd 6

Things to do								
Discuss with SLT and get approval.								
Check diary.								
Consider whether this trip will have implications for the staff / students left on site.								
Arrange transport and driver.								
Inform kitchen.								
Book Tickets (if applicable).								
Ensure permission has been granted from Parents / carers.								
Ensure all staff are aware of medical needs and medication is available.								
Check all supervising adults have enhanced DBS checks								
Brief all adults in safeguarding responsibilities								
Confirm out-of-hours DSL contact (Category C Trips)								
Check provider safety standards using appendix 5 (if using external provider)								
For minibus use: check driver has appropriate licence and training								
For private car use: Obtain headteachers approval.								
Attach the following documents								
Proposed timings for the day								
Letter for parents								
List of students								

Risk Assessment	
Has a preliminary visit been conducted	Yes / No
Have arrangements been made to get the students home?	Yes / No
Trip approved by: Date:.....	

POST VISIT REPORT	
Transportation	
Any issues	
Venue	
Any issues	
Behaviour:	
Has Educational objective been achieved?	
Are there any changes you would make for subsequent visits?	
Any Further Comments	

Signed: _____ Date: _____

Please print name: _____

Appendix 2

North Star Academy Check list for Visits & Activities.

	ITEMS TO CHECK/TAKE ON VISIT	YES	NO	N/A	ACTION REQUIRED
1	Complete lists of names, medical & consent forms, emergency contact details, any special needs information for all P/C/YP, staff and voluntary helpers.				
2	Staff ID				
3	Have these lists be duplicated for all staff plus copies deposited with the 'home base' contact person?				
4	P/C/YP's medicines and details of dosages required for each individual?				
5	Are First Aid kits available?				

6	Is a Travel sickness kit required?				
7	Vouchers for accommodation, activity sessions, entry coupons etc. for events				
8	All personal luggage, rucksacs, 'day' bags				
9	Bottled water for journey				
10	High visibility jackets				
11	Phone numbers for the venue, transport company, local doctor, dentist, NHS drop-in centre etc.				
12	Mobile phone, school/centre digital camera				
13	Contingency funds/petty cash				
14	Procedures in the event of transport delays or breakdowns				
15	Food & drinks for the journey				
16	Any specialized equipment required for project work				
17	Copy of Insurance details – School Journey Policy etc.				
18	Recreational kit, - footballs, board games, DVD's				
19	Passports, visas, travel documents for participants & vehicles				
20	Copy of Risk Assessments.				
	Are staff sat near doors if using a minibus?				
	Is there a seating plan?				
	Are students counted on and off the bus?				
Please add other relevant items below:					

Safety rules for traveling on a mini-bus.

- arrive on time and wait for the transport in a safe place;
- do not rush towards the transport when it arrives;
- wear your seatbelt and stay seated whilst travelling on transport;
- never tamper with any of the vehicle's equipment or driving controls;
- bags must not block aisles or cause obstructions;
- never attempt to get on or off the moving transport;
- never lean out of or throw things from the window of the transport;
- never get off a vehicle held up by traffic lights or in traffic;

- never run about or pass someone on steps or stairs while transport is moving;
- never kneel or stand on seats;
- never distract or disturb the driver or impede the driver's vision;
- stay clear of doors after boarding or leaving the transport;
- after leaving the vehicle, always wait for it to move off before crossing the road;
- if you have to cross roads to get to the transport in the UK always use the Green Cross Code;
- if you feel unwell tell a teacher or supervisor.
- avoid bickering with or winding up peers. This could cause a distraction to the driver or a serious incident on the bus.

I have read the rules / have had the rules read to me.

I understand them and agree to abide by them.

Signed:.....

Date:.....

Category A	Category B	Category C
- Walking to the local shops - Visiting a local attraction within Bristol with no extra risks i.e. the M Shed or a library - Walking to the local shops - Visiting a café or restaurant - Visiting a public park	- Visits with extra risk associated – walking near a water edge - Cycling on the road - Ice-skating - Swimming in a swimming pool with a life guard present - Indoor laser - Bowling - Manhunt in the woods	trips with increased risk of harm i.e. climbing/caving/canoeing trips getting into water motorsport trips out of school hours trips out of county or neighbouring counties trips where a student's personal risk assessment adds risk - Trips with increased risk of harm (e.g., climbing, caving, canoeing) - Trips getting into water - Motorsport - Trips out of school hours (significantly beyond normal school day) Residential visits (overnight stays) Trips abroad - Trips where a student's personal risk assessment adds significant risk - Trips with potential political risk (e.g., visits to London where a protest could affect the trip)
IF COVER IS NEEDED SPEAK TO HEADTEACHER BEFORE PLANNING YOUR TRIP		
Read the individual student risk assessments, generic off-site risk assessment. (if they are not comprehensive make another)	Read the individual student risk assessments, generic off-site risk assessment.	Gain permission from the Head Teacher before planning anything (HT to notify CEO)
Check student's requirements – meds etc – share risk assessment	Complete an individual risk assessment for the activity	Read the individual student risk assessments, generic off-site risk assessment.
Ensure you have a mobile phone and have school's number and they have yours. Sign in/out using the folder in the office	Gain verbal permission from parents and notify of any extra kit needed, record on arbour	Complete an individual risk assessment for the activity
	Complete trip form and have it signed by EVC 3 weeks before the visit	Complete trip form and have it signed by EVC 4 weeks before the visit. Keep a copy and save a copy in the sign in/out folder in front office
GROUPS OVER 6 are a category B	Check student's requirements – meds etc – share risk assessment	Permission must be gained by parent's/carers at least 4 weeks before the trip Written permission must be gained from parents/carers at least 4 weeks before the trip

	Ensure you have a mobile phone and have school's number and they have yours. Sign in/out using the folder in the office	Check student's requirements – meds etc share risk assessment
		Ensure you have a mobile phone and have school's number and they have yours. Confirm out-of-hours DSL contact details At least one adult must hold First Aid at Work qualification Sign in/out using the folder in the office
REVIEW THE TRIP		

Appendix 4

Appendix 4: Emergency Procedures

This Appendix must be copied, laminated, and taken on all off-site visits along with student medical and emergency contact details. Copies must also be displayed in all vehicles being used.

In the Event of an Emergency:

1. Ensure immediate safety

- Ensure the safety and welfare of all members of your party
- Move the group to a safe location if necessary
- Account for all students and adults

2. Get emergency assistance

- Call **999 or 112** for Police, Fire, Ambulance, or Coastguard as required
- Provide clear information about your location and the nature of the emergency

3. Contact the school

During normal school hours (8am-5pm, Monday-Friday):

- Contact North Star Academy Trust Central Team: **0117 3772275**
- Ask to speak to the Headteacher or EVC

Outside normal school hours (evenings, weekends, holidays):

- Contact the designated out-of-hours DSL (contact details must be agreed and documented before the trip)
- The out-of-hours DSL will then notify the Headteacher and Trust Central Team

4. Provide full information

When contacting the school, provide:

- Your name and the name of the visit leader
- Location of the incident
- Nature of the emergency
- Number of students and adults involved
- Any injuries or immediate risks
- Actions already taken
- Contact number for updates

5. Activate communication plan

- The Headteacher/EVC will activate the school's emergency communication plan
- **Do not contact parents/carers directly** - this will be coordinated by the school
- **Instruct all students and adults to refrain from posting on social media or contacting others** until official communications have been made

6. Document the incident

- Write down accurate details of:

- Timeline of events
- Names of witnesses
- Actions taken
- Any statements made
- Preserve any physical evidence if relevant
- Take photographs if safe and appropriate to do so

7. Maintain regular contact

- Contact the school regularly with updates
- Inform them of any changes to your programme
- Follow instructions from the Headteacher/EVC
- Do not speak to media - refer all enquiries to the Trust Central Team

Emergency Contact Numbers

School contacts:

- North Star Academy Trust Central Team: **0117 3772275**
- Headteacher: **[INSERT MOBILE NUMBER]**
- Out-of-hours DSL: **[INSERT MOBILE NUMBER - TO BE CONFIRMED BEFORE EACH TRIP]**

Emergency services:

- Emergency: **999 or 112**

Important: Verify all contact numbers are current before each trip. The out-of-hours DSL contact must be confirmed and documented in your trip planning paperwork.

Appendix 5: Assessing External Provider Safety Standards

When using an external provider for off-site visits, you must verify they meet appropriate safety standards. Follow this process:

Step 1: Check for LOTC Quality Badge

The **Learning Outside the Classroom (LOtC) Quality Badge** is the nationally recognised quality indicator for providers of educational visits and learning outside the classroom.

- **If the provider holds a current LOTC Quality Badge:**
 - Include evidence of this in your risk assessment
 - Proceed with planning
 - You do not need to complete further provider checks
- **If the provider does not hold a LOTC Quality Badge:**
 - Move to Step 2

How to check: Ask the provider directly, or search the LOTC Quality Badge directory at www.lotc.org.uk

Step 2: Check for Activity-Specific Accreditation

For adventurous activities, check if the provider holds accreditation from the relevant **National Governing Body (NGB)** for that activity.

Examples of activities and their NGBs:

Activity	National Governing Body
Climbing/mountaineering	Mountain Training UK
Watersports (canoeing, kayaking)	British Canoeing
Sailing	Royal Yachting Association (RYA)
Caving	British Caving Association
Walking in remote areas	Mountain Training UK
Mountain biking	British Cycling or similar
Forest school activities	Forest School Association

- **If the provider holds appropriate NGB accreditation:**
 - Include evidence in your risk assessment
 - Proceed with planning

- **If the provider does not hold NGB accreditation:**
 - Move to Step 3

Step 3: Request OEAP Provider Statement

If the provider has neither a LOtC Quality Badge nor appropriate NGB accreditation, they must complete an **OEAP Provider Statement** (Document 8p, available at oeapng.info).

This statement requires the provider to declare:

- Their safety management systems
- Staff qualifications and training
- Insurance arrangements
- Emergency procedures
- Risk assessment processes

The completed Provider Statement must be reviewed and approved by the EVC before the visit can proceed.

Important Notes:

AALA Licensing:

- Schools should not rely solely on adventure activity licensing. Where applicable, providers should hold any required HSE adventure activity licences and/or appropriate NGB accreditation, alongside suitable safeguarding, insurance and risk management arrangements

For non-adventurous activities (e.g., museum visits, theatre trips, workshops):

- Check the provider has:
 - Public liability insurance (minimum £5 million)
 - Appropriate safeguarding policies
 - Risk assessments they can share with you
 - Enhanced DBS checks for staff working with children

You should not duplicate the provider's risk assessment:

- Review it and reference it in your own planning
- Your risk assessment should focus on travel, student-specific risks, and supervision

Provider Assurance Flowchart

START: Using an external provider?



Does provider hold LOtC Quality Badge?

↓ YES → Include in risk assessment → PROCEED

↓ NO

Does provider hold relevant NGB accreditation?

↓ YES → Include in risk assessment → PROCEED

↓ NO

Request OEAP Provider Statement (Document 8p)

↓

EVC reviews and approves statement

↓ APPROVED → PROCEED

↓ NOT APPROVED → DO NOT PROCEED - find alternative provider

Appendix 5

