

Marland School

VISITS AND OFF-SITE ACTIVITIES POLICY

**This policy was adopted by the Governing Body
of
Marland School
on
19th November '24**

Review Date: 19th November 2024

To be reviewed: November 2026

Policy for the Management of Outdoor Education, Visits and Off-Site activities

1. Introduction

1.1 The policy covers all off-site visits and activities organised through the school and for which the Governing Body and Executive Principal are responsible. **The governing Body endorses the Devon County Council/Torbay Council policy document “Outdoor Education, Visits and Off-Site Activities Health & Safety Policy September 2024” (OEVOSA) as the basis for the school’s policy for the management of visits and off-site activities.**

1.2 The purpose of this policy is to explain *how* the overall OEVOSA policy will be applied in practical terms at a local level, and in particular, the specific roles, responsibilities and arrangements that will apply at *Marland School*

1.3 This policy also complements and should be read in conjunction with the School’s Health & Safety and Safeguarding Policies.

The Governing Body seeks to ensure every pupil has access to a wide range of educational experiences as an entitlement. As part of this entitlement the Governing Body recognises the significant educational and social value of visits and activities which take place away from the immediate school environment.

2. Responsibilities of the Executive Principal

2.1 The Executive Principal will:

- ensure all visits and off-site activities have specific and appropriate educational and / or social objectives
- have overall responsibility for the approval of all visits and activities, based on compliance with the OEVOSA document and recognised good practice, even where this task has been delegated to another named person: Headteacher of each site, or where applicable the Head of Pastoral Care,
- ensure all off-site visits, and especially residential visits, are carried out with reference to the Safeguarding Policy and Staff Code of Conduct
- ensure there are suitably experienced and competent Educational Visits Coordinators (EVCs) to oversee adherence to the OEVOSA policy and the tasks associated with this role are clearly outlined in this policy
- ensure off-site programmes are led by competent staff who are appropriately experienced to assess the risks, manage the activity and manage the specific group

- provide relevant induction, training and other Continuous Professional Development opportunities for staff involved in the provision of visits and off-site activities
- ensure for all off-site visits and activities risks have been assessed, the significant findings of these assessments recorded, and any appropriate safety measures implemented accordingly

3. Responsibilities of the Educational Visits Co-ordinators (EVC)

3.1 Although holding the ultimate responsibility, the Executive Principal, via each respective site's Headteacher, has delegated specified tasks to suitably experienced and competent EVCs.

3.2 The EVCs are responsible for carrying out the following agreed tasks and attending the relevant training and update training provided by the Local Authority (LA).

Name of EVCs: . *EVC's: Harry Hobbs, Dave Craker, Allan Lawrence, James Scothan, Jamie Sanders*

3.3 The functions delegated to the EVCs are:

EVC Lead (EVC's function plus):

- To draw up the Standard Operating Procedures for 'routine and regular' visits and activities
- To provide staff with support, advice, and information they need to comply with OEVOSA requirements
- In conjunction with the Executive Teacher and Headteachers , to review accident and incident reports relating to visits and off-site activities to ensure any lessons are learnt
- To be the principal contact with the LA over planned visits

EVCs:

- To establish monitoring systems to ensure educational visits are undertaken in accordance with OEVOSA and the school specific arrangements named in this policy
- To ensure the management of visits and off-site activities is informed by an appropriate risk assessment
- To ensure approval and endorsement arrangements for all visits are in accordance with OEVOSA requirements
- To provide Visit Leaders with support, advice and information they need to comply with OEVOSA requirements
- To ensure leaders and staff have any relevant qualifications and are competent to lead and support particular visits and activities as outlined in OEVOSA

- To ensure procedures to inform parents and to obtain their consent where necessary are in place (Consent is gained from Parent / Carers when students first start at each school. Residential trips and out of the ordinary trips require further informed consent)
- To ensure appropriate emergency arrangements are in place for visits and off-site activities
- To ensure any third-party provider / contractor / coach has been vetted for competence in accordance with the requirements of OEVOSA

Admin:

- To manage and update the Evolve website, including updating staff lists and training records

4. Responsibilities of the Visit Leader

4.1 The Visit Leader will:

- have overall responsibility for the supervision and conduct of the visit or activity
- obtain the Head of that school site or Head of Pastoral Care's approval and, where appropriate, LA endorsement for the visit in line with OEVOSA and the specific arrangements of this policy prior to undertaking the activity
- assess the risk to students, staff, and members of the public presented by the visit or activity in order to identify and implement any safety measures. This process will be undertaken in line with the arrangements described in section 8 of this policy
- carry out specific activities in accordance with the detail of OEVOSA
- use the school planning checklist provided in OEVOSA to ensure all procedures have been followed
- vet any third-party provider / contractor / coach for competence in accordance with the requirements of OEVOSA
- Brief all supervising staff, volunteers and students in roles, responsibilities, and expectations
- inform parents/carers fully about visit and gain their consent if it is not covered by the 'activities consent list' that is originally sent out when the student starts at Marland
- establish appropriate emergency and contingency arrangements for the planned visit or activity which will include the identification of sufficient first aid cover
- continually re-assess risks during the activity and make adjustments accordingly

5. Responsibilities of Additional Members of Staff Taking Part in Visits and Off-site Activities

5.1 Members of staff and volunteers should:

- assist the party leader to ensure the health, safety and welfare of others including the students on the visit
- be clear about their roles and responsibilities whilst taking part in a visit or activity

6. Responsibilities of Students

6.1 Whilst taking part in off-site activities students also have responsibilities about which they should be made aware by the Visit Leader or other members of staff, for their own health and safety and that of the group. Students should:

- avoid unnecessary risks
- follow instructions of the visit leader and other members of staff
- behave sensibly, keeping to any agreed code of conduct
- inform a member of staff of safety concerns

7. Responsibilities of Parents / Carers

7.1 Parents / Carers have an important role in deciding whether any visit or off-site activity is suitable for their child. Subject to their agreement to the activity parent / carers should:

- support the application of any agreed code of conduct
- inform the school of any medical, psychological or physical condition relevant to the visit
- provide an emergency contact number
- provide consent in accordance with the school's procedures

8. Risk Assessment

8.1 The school is committed to a wide variety of outdoor activities, many of which will be repeated over each academic year, where the risks will be very similar or the same. Therefore, when visits are 'routine and regular', in that they occur repeatedly each academic year, the measures taken to control these risks are listed in the Standard Operating Procedures (SOP) documents in Appendix A.

8.2 These are the control measures that will apply to all such visits and off-site activities and have been drawn up by the Lead EVC and will be brought to the attention of anyone undertaking the role of Visit Leader.

8.3 In assessing the risks presented by a planned visit or activity, the Visit Leader must judge if the SOP is adequate for controlling the risks. For each visit/activity, the SOP document will be generated electronically and attached to the EVOLVE form.

The Visit Leader will either confirm these as adequate for the proposed visit/activity or the additional control measures needed will be listed in the final enhanced risk assessment column.

8.4 Any activities delivered by school staff falling within the definition of Category B (adventurous), will have a separate stand-alone risk assessment; Adventurous Activities Led by School Staff Risk Assessment.

8.5 This process will be undertaken by the Visit Leader who, whilst being supported by the EVC, will be competent and equipped to complete this task. To meet statutory requirements and to ensure sufficient communication with other staff involved, this risk assessment will be recorded using the risk assessment format on Evolve

9. Approval of Off-Site Activities

9.1 The Headteacher of the school site, or Head of Pastoral Care, and EVC's will be responsible for approving all off-site activities subject to assurances arrangements are in line with this policy and risks are adequately controlled. This includes approving the Visit Leader for each visit or off-site activity.

9.2 There are 3 categories of visit:

Category A:

- Non-adventurous visits i.e., visits to local places of worship, farms, public places etc
- Non-adventurous residential visits i.e., cultural visits to towns/cities etc

Category B:

- Adventurous visits where activities are *delivered* by school staff (i.e., Ten Tors, kayaking etc)
- Adventurous day visits led by external providers (i.e., visits to climbing centres, a pony trekking centre etc)
- Adventurous residential visits to outdoor centres

Category C:

- Visits of all types outside the UK

9.3 In-line with the requirements of OEVOSA, details of Category B and C visits will be uploaded to the Evolve on-line system to facilitate the approval by the Headteacher of the school site, or Head of Pastoral Care, and EVC ahead of final endorsement by the Local Authority Adviser for Outdoor Education.

9.4 The policy of *Marland School* is Category A visits will be uploaded to the Evolve system to allow Governors, the Senior Leadership Team, and EVC's to monitor the

management of off-site visits. The EVC admin will provide regular reports to the Governing Body about the off-site activities which have taken place

10. Safeguarding

10.1 The safety and welfare of students is paramount. In the event of a safeguarding issue or concern being identified during the trip or visit, the Visit Leader should follow the school's safeguarding policy and procedures. All staff and volunteers on the trip should be made aware of these before the trip or activity takes place.

10.2 Arrangements should be in place to enable contact with the school's Designated Safeguarding Officer outside normal school hours if necessary. Contact details should be communicated to all staff/volunteers on the trip (as well as the Visit Leader) in case the safeguarding concern is about the Visit Leader.

11. The Provision of Training and Information

11.1 A copy of this policy, along with the overall OEVOSA document, will be made available to all staff within the school who may be responsible for participating in off-site visits and activities, and to any parent / carer requesting a copy. Access will also be made available to the overarching OEVOSA policy, and additional guidance information, via the [Evolve System](#)

11.2 The Executive Principal (overseen by the Headteacher / Head of Pastoral Care) of each school site will ensure staff leading or participating in visits are competent for the activities involved. When required, specific training will be undertaken, and competencies maintained in accordance with the requirements of OEVOSA. This process will be overseen by the EVC Admin, and records of qualifications will be uploaded to the Evolve system.

12. Action in the Case of Emergency

12.1 The Headteacher of the school site, or Head of Pastoral Care, and EVC will ensure emergency arrangements are in place before approving visits. The Visit Leader will identify these arrangements via a process of risk assessment. Where necessary, this assessment must include the identification of contingency plans.

12.2 It will also include the identification of sufficient First Aiders, as well as emergency contact details which must include a school contact for outside normal hours if necessary.

12.3 Any accidents and incidents that occur during off-site visits and activities will be reported using an accident/incident form which is passed to the relevant admin staff (First Aid Coordinator at the Residential) who will record the incident on OSHENS, informing Devon County Council. Accidents and incidents will be subsequently reviewed within the school to identify any learning points.

13 Monitoring and Review

13.1 The Governing Body will monitor the application of this policy in operational practice.

13.2 The Governors will review this policy:

- every two years.
- after any significant changes to the management of outdoor education locally
- after any significant changes to the OEVOSA document
- after an incident

14. Submission of Visit Form Timescales

14.1 Visit forms must be submitted by the Visit Leader to the EVC in accordance with the following timescales. Failure to meet these timescales may result in the planned visit being postponed or cancelled

Category A Non-Adventurous visits – Two weeks

Category A Non-Adventurous Residential visits – Two weeks

Category B Adventurous Day Visits – Four weeks

Category B Adventurous Residential visits – Six weeks

Chair of governing Body: Faith Butler

Date: 19th November '24

Executive Principal: Keith Bennett

Date: 19th November '24

APPENDIX A – STANDARD OPERATING PROCEDURE – DAY VISITS WALKING FROM SCHOOL USING STANDARD OPERATING PROCEDURES TEMPLATES

The following Standard Operating Procedures (SOPs) are designed to make the risk assessment process more straightforward for ‘routine and regular’ visits which involve walking from your school, whereupon the school’s base line procedures would not change for these types of visit. The original document below has been pre-populated with typical hazards and their associated control measures which would apply in these types of routine visits and off-site activities undertaken.

The Head and Educational Visits Coordinator should review the generic controls (third column) against the specific aspects of the schools ‘routine and regular’ base line procedures for this type of visit and activity and amend them accordingly. Specifically:

- delete anything that does not apply / add anything local that you have in place but is not listed / amend each bullet point so that it best describes exactly your situation

The final SOPs document is then school specific and represents the control measures which should be applied by staff for all ‘routine and regular’ visits. The SOPs forms part of the School’s Outdoor Education, Visits and Off-Site Activities Policy document and copies of the school specific SOPs should be uploaded to the ‘Establishment Documents’ in the resources section of Evolve.

Staff should be briefed in the content and purpose of these SOPs.

The Visit leader should take the most appropriate school specific SOPs and name it and date it for the visit and then judge if the baseline procedures (third column) adequately controls the risks.

The Visit leader should where required add any additional comments in the enhanced risk assessment section (fourth column) specific to the visit. For example, this could be individual medical issues relating to a pupil or a concern about the behaviour of a specific class. However, if the SOPs are judged sufficient, then no further actions are required beyond confirming the statement at the top of the document. The visit/activity should then proceed in accordance with the SOPs.

For further advice and support contact the Devon Health & Safety Service on 01392 382027.



Marland School

Marland School, Peters Marland, EX38 8QQ

Marland School, Chanters Road, Bideford, EX39 2QN

Marland School, Springfield Court, Barnstaple EX31 3TD

Marland School, Alverdiscott Road, Bideford EX39 4PL

DAY VISITS WALKING FROM SCHOOL / ESTABLISHMENT

Name of assessor / Visit Leader		Signature	Date or risk assessment:
Proposed Activity / Visit			Date/s of visit/activity:
Risk assessment declaration: The below Standard Operating Procedures are <u>sufficient / insufficient</u> (delete as appropriate) to control the risks presented by the above activity/visit.			
Identify the hazard	Identify who might be harmed	Standard Operating Procedures <i>These control measures will apply to <u>all</u> routine and regular visits when they are relevant.</i>	Enhanced Risk Assessment <i>The Visit Leader should consider if the SOPs are adequate for the proposed visit/activity. Where they are not, any additional control measures should be recorded below.</i>
Management Arrangements			
		Visit Leader should NOT amend this column	Visit Leader should add additional comments in this column

<p>Management arrangements for all visits</p> <p>Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management arrangements / incompetent external providers</p>	<p>Pupils</p>	<ul style="list-style-type: none"> • All activities are undertaken in accordance with the general requirements of the <i>Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2024</i>. • Planning Checklist has been used to check that all reasonable steps have been taken to manage the risks. • Visit Leader identified above has assessed if these Standard Operating Procedures are adequate for the activity/visit. • Visit leader is competent for the scope of the specific visit undertaken. Where visits require the Visit Leader to have additional specific competencies, this is detailed in the enhanced risk assessment column. • Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals • Where visits require a higher level of supervision, this will be detailed in the enhanced risk assessment column. • Where visits involve any degree of 'remote supervision', this will be detailed in the enhanced risk assessment column. • Group control measures used to supervise pupils will be recorded in the enhanced risk assessment column. Appropriate parental consent is obtained • Arrangements overseen by Educational Visits Coordinator: <ul style="list-style-type: none"> ○ Residential (H. Hobbs & D. Craker) ○ Primary (A. Lawrence) ○ Barnstaple Secondary (James Scothan) ○ Bideford Secondary (Jamie Sanders) • All visit approved by the Head: <ul style="list-style-type: none"> ○ Residential (Matt Tithecott & Gareth MacIver) ○ Primary (Ross Davage) ○ Barnstaple Secondary (Matt Walder) ○ Bideford Secondary (Mark Bithell) • Arrangements for Category B and C Visits endorsed by the Adviser for Outdoor Education 	<p>Specify the minimum staff/pupils' ratios;</p> <p>Specify the procedures for supervision, (e.g. buddy systems, large groups split into small groups each with named leaders, coloured caps for identification)</p>
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<p>Emergency arrangements</p> <p>Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements</p>	<p>Pupils and staff</p>	<ul style="list-style-type: none"> • At least two members of staff are competent First Aiders • Sufficient staffing to allow for dealing with emergencies • Consent process includes specific medical/medicinal information. Any specific medical needs are considered and recorded in the enhanced risk assessment column. • First Aid kit and mobile phone carried. Emergency procedure card carried with First Aid kit. • Visit Leader has staff/pupil list plus parent/guardian contact details with them • Emergency contact available to assist both in and out of school hours and will include two out of hours emergency contact numbers for designated SLT. • Visit timetable, location and staff/pupil list known to this emergency contact • Visit Leader has staff/pupil list plus parent/guardian contact details with them • Pupils briefed in what to do should they become separated from the group. 	<p>Specify pupils with additional medical needs and summarise action to be taken (full Education Health Care Plans can be referred to and do not need to be included in full here)</p> <p>Specify what information/instructions are provided to pupils (emergency actions cards etc.)</p>
<p>Using external providers</p> <p>incompetent external providers / failure to coordinate supervision with external provider</p>	<p>Pupils</p>	<ul style="list-style-type: none"> • The Visit Leader will ensure that the proposed locations for the visit are suitable for the activity and manageable for the group. Wherever practicable, this will be achieved by undertaking a preliminary visit to the location. Where this is not possible, the method of assessing locations/venues will be detailed in the enhanced risk assessment column. • Where an external provider controls or determines activities, including accommodation, the SOE5 form has been used to vet this provider unless this provider has the LoTC accreditation. 	

		<ul style="list-style-type: none"> • SOE5 or LoTC accreditation to verify that DBS checks undertaken for all external coaching or centre staff who have regular contact with children. • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. • Staff, including volunteers, have been briefed about their roles, responsibilities and any specific risks about which they should be aware. Emergency contact information shared. • External providers briefed on roles and responsibilities and handover procedures. Emergency contact information shared. • Pupils briefed about appropriate conduct and specific risks about which they should be aware 	
<p>Weather</p> <p>Cold, wet, sun exposure.</p>	Staff and pupils	<ul style="list-style-type: none"> • Spare clothing for pupils who may not come prepared with suitable clothing • Weather forecast checked ahead of visit and programme adjusted accordingly. Any specific controls for extreme weather will be considered and recorded in the enhanced risk assessment column. • Ongoing dynamic risk assessment will be undertaken to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, sun block carried (at least SPF 30). Access to drinking water ensured for all group. Loose fitting clothing with head covering will be worn. Suitable breaks out of the sun ensured in the timetable for the day. 	
Travel on foot	Staff supervising at front and rear / pupils – especially young pupils / staff	<ul style="list-style-type: none"> • Pupils briefed on which side of the road to walk on. • Brief pupils on hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other pedestrians 	

Vehicle pedestrian conflict / pupils separated and lost in crowds	leading on road walking routes	<ul style="list-style-type: none"> • Staff briefed on roles and responsibilities for walking route. • Means of communication between staff arranged and understood. • Emergency plan is in place for eventuality of separation of child from group • Route planned to avoid fast roads, blind spots and other hazards. Pavements used wherever possible • Designated crossing points used wherever possible • When walking on road, group will walk facing traffic or on most appropriate side depending on conditions. • Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers. Other staff evenly spread throughout the group • Ongoing dynamic assessment by Visit Leader and/or staff at front of group controls varied accordingly • Means of identification used to identify members of group quickly in crowded environment • Regular headcounts taken • When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing is worn. 		
Name of Head:		Sign:	Date:	
Name of Designated Safeguarding Lead:		Sign:	Date:	

APPENDIX B – STANDARD OPERATING PROCEDURE – DAY VISITS USING TRANSPORT

	<p><i>Marland School</i></p> <p>Marland School, Peters Marland, EX38 8QQ</p> <p>Marland School, Chanters Road, Bideford, EX39 2QN</p> <p>Marland School, Springfield Court, Barnstaple EX31 3TD</p> <p>Marland School, Alversdiscott Road, Bideford EX39 4PL</p>
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DAY VISITS USING TRANSPORT

Name of assessor / Visit Leader		Signature	Date of risk assessment:
Proposed Activity / Visit			Date/s of visit/activity:
Risk assessment declaration: The below Standard Operating Procedures are <u>sufficient / insufficient</u> (delete as appropriate) to control the risks presented by the above activity/visit.			
Identify the hazard	Identify who might be harmed	Standard Operating Procedures <i>These control measures will apply to <u>all</u> routine and regular visits when they are relevant.</i>	Enhanced Risk Assessment <i>The Visit Leader should consider if the SOPs are adequate for the proposed visit/activity. Where they are not, any additional control measures should be recorded below.</i>
Management Arrangements			
		Visit Leader should NOT amend this column	Visit Leader should add additional comments in this column

<p>Management arrangements for all visits</p> <p>Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management arrangements / incompetent external providers</p>	<p>Pupils</p>	<ul style="list-style-type: none"> ○ All activities are undertaken in accordance with general requirements of the <i>Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2024</i>. ○ Planning Checklist has been used to check that all reasonable steps have been taken to manage the risks. ○ Visit Leader identified above has assessed if these Standard Operating Procedures are adequate for the activity/visit. ○ Visit leader is competent for the scope of the specific visit undertaken. Where visits require the Visit Leader to have additional specific competencies, this is detailed in the enhanced risk assessment column. ○ Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals ○ Where visits require a higher level of supervision, this will be detailed in the enhanced risk assessment column. ○ Where visits involve any degree of 'remote supervision', this will be detailed in the enhanced risk assessment column. ○ Group control measures used to supervise pupils will be recorded in enhanced risk assessment column. ○ Appropriate parental consent is obtained ○ Arrangements overseen by Educational Visits Coordinators: <ul style="list-style-type: none"> ○ Residential (Harry Hobbs & Dave Craker) ○ Primary (Allan Lawrence) ○ Barnstaple Secondary (James Scothan) ○ Bideford Secondary (Jamie Sanders) <p>All visit approved by the Heads:</p> <ul style="list-style-type: none"> ○ Residential (Matt Tithecott & Gareth MacIver) ○ Primary (R. Davage) 	<p>Specify the minimum staff/pupils' ratios;</p> <p>Specify what information/instructions are provided to pupils (emergency actions cards etc.)</p> <p>Specify the procedures for supervision, (e.g. buddy systems, large groups split into small groups each with named leaders, coloured caps for identification)</p>
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		<ul style="list-style-type: none"> ○ Barnstaple Secondary (Matt Walder) ○ Bideford Secondary (Mark Bithell) ○ Arrangements for Category B and C Visits endorsed by the Adviser for Outdoor Education. 	
<p>Emergency arrangements</p> <p>Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements</p>	Pupils and staff	<ul style="list-style-type: none"> • At least two members of staff are competent First Aiders • Sufficient staffing allow for dealing with emergencies • Consent process includes specific medical/medicinal information. Any specific medical needs are considered and recorded in the enhanced risk assessment column. • First Aid kit and mobile phone carried. Emergency procedure card carried with First Aid kit. • Visit Leader has staff/pupil list plus parent/guardian contact details with them • Emergency contact available to assist both in and out of school hours and will include two out of hours emergency contact numbers for designated SLT. • Visit timetable, location and staff/pupil list known to this emergency contact(s) • Visit Leader has staff/pupil list plus parent/guardian contact details with them • Pupils briefed in what to do should they become separated from the group. 	<p>Specify pupils with additional medical needs and summarise action to be taken (full Education Health Care Plans can be referred to and do not to be included in full here)</p> <p>Specify what information/instructions are provided to pupils (emergency actions cards etc.)</p>
<p>Using external providers</p> <p>incompetent external providers / failure to coordinate supervision with external provider</p>	Pupils	<ul style="list-style-type: none"> • The Visit Leader will ensure that the proposed locations for the visit are suitable for the activity and manageable for the group. Wherever practicable, this will be achieved by undertaking a preliminary visit to the location. Where this is not possible, the method of assessing locations/venues will be detailed in the enhanced risk assessment column. • Where an external provider controls or determines activities, including accommodation, the SOE5 form has been used to 	

		<p>vet this provider unless this provider has the LoTC accreditation</p> <ul style="list-style-type: none"> • SOE5 or LoTC accreditation to verify that DBS checks undertaken for all external coaching or centre staff who have regular contact with children • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. • Staff, including volunteers, have been briefed about their roles, responsibilities and any specific risks about which they should be aware. Emergency contact information shared. • External providers briefed in roles and responsibilities and handover procedures. Emergency contact information shared. • Pupils briefed about appropriate conduct and specific risks about which they should be aware 	
<p>Weather</p> <p>Cold, wet, sun exposure.</p>	Staff and pupils	<ul style="list-style-type: none"> • Spare clothing for pupils who may not come prepared with suitable clothing • Weather forecast checked ahead of visit and programme adjusted accordingly. Any specific controls for extreme weather will be considered and recorded in the enhanced risk assessment column. • Ongoing dynamic risk assessment will be undertaken to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, sun block carried (at least SPF 30). Access to drinking water ensured for all group. Loose fitting clothing with head covering will be worn. Suitable breaks out of the sun ensured in the timetable for the day. 	

Travel Arrangements

<p>Travel by coach</p> <p>Road traffic collisions / injuries sustained by failure to wear a seatbelt / pupil left behind</p>	<p>Staff and pupils</p>	<ul style="list-style-type: none">• Staff briefed on roles and responsibilities during journey and any stops made.• Pupils briefed in expectations• Head counts when getting on and off coach plus before departure from any stop or location.• One staff member embarks first, with other staff ensuring order outside the coach; reverse process for disembarkation.• Suitable embarkation points are used such as coach park or area with wide pavement.• Visit Leader will determine staff seating arrangement to best manage supervision. Double decker buses will have staff on each deck. Staff/pupil supervision ratio will disregard driver.• Departure and return times made known to pupils, staff and parents• Visit Leader to liaise with driver to plan rest stops/breaks.• Arrangements for travel sickness in place• Contingency plans in place in the event of lateness or incident• Communications with transport provider available in case visit needs to be curtailed early.• Mobile phone communication available• Coach is hired from reputable company• Coaches have seat belts - pupils instructed to wear seatbelts and staff check to make sure that they do so.	<p>Specify 'N/A' if coach not being used</p>
<p>Travel by car / use of private vehicles</p> <p>Road traffic collisions / injuries sustained by failure to wear seatbelt / safeguarding concerns</p>	<p>Staff and pupils / members of the public</p>	<ul style="list-style-type: none">• Driver ensures that pupils wear seatbelts.• Pupils briefed about behavioural expectations and not distracting the driver• Departure and return times made known to pupils, staff and parents• Route planned and agreed with all parties. Expected travel times known to all parties.	<p>Specify 'N/A' if cars not being used</p>

		<ul style="list-style-type: none"> • Drivers will not diverge without good reason and without communicating change • Contingency plans in place in the event of lateness or incident including allowing extra time for delays • Where multiple vehicles used, a lead vehicle will be identified, and vehicles will not overtake. • Each car to carry: - emergency contact details, charged mobile phone, sick bag. First Aid kit to be available in any convoy. • Driver confirms that they are insured for work related journeys via self-declaration • Self-declaration obtained that vehicle is taxed and MOT is valid. • Standard letter and self-declaration have been sent out and returned for volunteer drivers • Volunteer drivers considered for the suitability by Visit Leader and Headteacher • Child protection issues are addressed by not having any pupil alone with driver other than their own child. If this is unavoidable, then the child must not ride in the front of the car. • DBS checks undertaken for those who drive pupils • DBS checks undertaken for those who regularly transport children. (DCC/Torbay recommends that DBS checks undertaken for all drivers] 	
<p>Travel by minibus</p> <p>Road traffic collisions / lack of driver competence / injuries sustained by failure to wear seatbelt / driver fatigue</p>	<p>Staff and pupils / members of the public</p>	<ul style="list-style-type: none"> • Minibus driver(s) are competent to drive and have the correct licence for the minibus being used and has passed DCC test or appropriate training • Minibus is maintained in accordance with manufacturer's requirements and checked prior to each journey: lights/horn/seatbelts/windscreen/tyres/spare tyre/jack/fuel etc. • First aid kit and fire extinguisher carried. • Pupils instructed to wear seatbelts and staff check to make sure that they do so. 	<p>Specify 'N/A' if minibus not being used.</p> <p>Specify minibus drivers' licence category;</p>

		<ul style="list-style-type: none"> • Vehicle loading is within maximum permitted as described by manufacture and aisles are not blocked. • Towing only undertaken when side emergency exit is available and D1 exemption not being used. • Head counts when getting on and off minibus plus before departure from any stop or location. • Suitable embarkation points from nearside door are used such as car or coach park or area with wide pavement • Staff/pupil supervision ratio will disregard driver unless recorded in enhanced risk assessment column. • Sufficient stops planned for longer journeys to avoid driving when tired (max 4.5 hours with 45-minute break or 3 x 15-minute breaks. Maximum of 9 hours in one day) • Arrangements for travel sickness in place. • Luggage stored without obstructing aisles. • All exits unlocked when carrying passengers 	
<p>Service stations and other breaks in journey</p> <p>Injury through poor behaviour / pupils being separated or left behind / vehicle pedestrian conflict in car/lorry park</p>	Pupils – especially young pupils	<ul style="list-style-type: none"> • Brief pupils re purpose and timings of stop • Staff briefed on roles and responsibilities during stop • Clear expectations for behaviour established • Pupils briefed on how and where to contact staff – establish permanent meeting point in service area and ensure that it is manned until final departure • Brief pupils to remain in pairs or small groups • Remind pupils about moving traffic and other hazards and establish no go areas. These to be established via dynamic risk assessment by staff at the service area. • Careful headcount before departure. 	
<p>Road vehicle breakdown or road traffic collision</p> <p>Secondary collision from passing vehicles /</p>	Staff and pupils	<ul style="list-style-type: none"> • <i>Coach:</i> • Liaise with coach driver on safest place for group; either to stay on the coach or evacuate to an area behind barriers and away from road. On motorway, the only reason for not evacuating the coach would be that the area beyond the crash barrier created a greater danger. 	

vehicle/pedestrian contact		<ul style="list-style-type: none"> • Visit Leader has over-riding decision until arrival of emergency services when instruction will be taken from them. • <i>Minibus:</i> • Visit Leader to judge safest place for group; either to stay on the minibus or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. • Visit Leader to take instruction from emergency services upon their arrival • <i>Car:</i> • Driver to judge safest place for group; either to stay in the vehicle or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. • Driver to take instruction from emergency services upon their arrival. • If travelling in convoy, the Visit Leader to be notified at earliest opportunity. • Contact the emergency contact at the school base with details of what has happened and what your plan is. Arrange regular updates. School to contact parents/guardians to inform them of incident and of changes in expected timetable. • Make a careful check of all individuals in party. If you suspect that there may be shock or delayed shock seek the advice of emergency services present and if desirable take pupils to hospital for check-up. • Ensure that a competent member of staff accompanies any injured pupils to hospital • Ascertain extent of injuries and of release times for the uninjured/lightly injured. 	
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		<ul style="list-style-type: none"> • Ensure regular updates fed back to school and hence parents/guardians. • 	
<p>Travel on foot</p> <p>Vehicle pedestrian conflict / pupils separated and lost in crowds</p>	<p>Staff supervising at front and rear / pupils – especially young pupils / staff leading on road walking routes</p>	<ul style="list-style-type: none"> • Pupils briefed on which side of the road to walk on. • Brief pupils on hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other pedestrians • Staff briefed on roles and responsibilities for walking route. • Means of communication between staff arranged and understood. • Emergency plan is in place for eventuality of separation of child from group • Coach/minibus disembarkation point chosen to avoid busy traffic routes • Route planned to avoid fast roads, blind spots and other hazards. Pavements used wherever possible • Designated crossing points used wherever possible • When walking on road, group will walk facing traffic or on most appropriate side depending on conditions. • Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers. Other staff evenly spread throughout the group • Ongoing dynamic assessment by Visit Leader and/or staff at front of group controls varied accordingly • Means of identification used to identify members of group quickly in crowded environment • Regular headcounts taken • When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing is worn. 	
	<p>Pupils – especially young pupils</p>	<ul style="list-style-type: none"> • Route planned to identify potential for problems and to account for delays 	<p>Specify 'N/A' if public transport not used.</p>

<p>Use of public transport, including trains and underground</p> <p>Injury through poor behaviour / pupils being separated or left behind / pupils lost in crowded environments</p>		<ul style="list-style-type: none"> • Timetables considered ahead of time to ensure particular trains/connections will not be missed. Contingency plan for alternatives if train /connections missed. • Brief pupils in hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other public transport users and to be aware of dangers • Staff briefed on roles and responsibilities for travel route. • Means of communication between staff in place. • Party to move through crowded areas with adult in lead and adult at back of the group. • Meeting points established and staffed throughout time in station concourse and pupils briefed accordingly. • Brief pupils to remain in groups of at least 3. • Means of identification used to identify members of group quickly in crowded environment i.e. high vis vests, coloured caps etc. • Regular headcounts taken • Large groups divided into small groups with adequate staffing for ease of management • Emergency plan is in place for eventuality of separation of child from group. 	<p>Specify the procedures if the group is accidentally separated.</p>	
Name of Head:		Sign:		Date:
Name of Designated Safeguarding Lead:		Sign:		Date:

GUIDANCE – RISK ASSESSMENT FOR CATEGORY B VISITS (where adventurous activities are led by school staff)

ADVENTUROUS ACTIVITY LED BY SCHOOL STAFF RISK ASSESSMENT

The risk assessment of off-site visits and activities is simply the careful identification of what could go wrong or cause harm during the visit. The Visit Leader has to make a judgement to see whether the planned precautions reduce the risks to an acceptable level or whether other actions may be needed.

Every educational visit must be subjected to a risk assessment process. Given the greater levels of risk involved, Category B activities delivered by the school staff themselves, will need its own specific recorded risk assessment, signed and dated by the Visit Leader. The Visit Leader must be competent to undertake this task.

The risk assessment form consists of a table with 3 columns. The left-hand column should be used to list significant hazards presented by the activity and what consequences could arise from these hazards. The next column should be used to identify who might be harmed and if any specific group or individual is especially vulnerable. The final column headed 'Control Measures in Place' is where the Visit Leader should identify the controls needed to bring the risk down to an acceptable level. These control measures must be completed before the planned visit / activity goes ahead.

This risk assessment should be completed with reference to the *DCC Outdoor Education, Visits and Off-site Activities Policy 2024*. For further advice and support contact the Devon Health & Safety Service on 01392 382027.

Marland School, Peters Marland, EX38 8QQ

Marland School, Chanters Road, Bideford, EX39 2QN

Marland School, Springfield Court, Barnstaple EX31 3TD

Marland School, Alverdiscott Road, Bideford EX39 4PL

**ADVENTUROUS ACTIVITY LED
BY SCHOOL STAFF
Risk Assessment**

Date of Visit

Name of Visit Leader

Proposed Activity/Visit

Evolve reference

Identify the hazard
*List significant hazards
which could result in
serious harm*

**Identify who
might be harmed**
*List groups of people
who are especially at
risk*

Control Measures in Place
*List existing controls or note where
the information may be found (such
as information, instruction training,
systems or procedures).*

Signed: Visit Leader

Date of assessment.....

Signed: Designated Safeguarding Lead