

Educational trips and visits Policy

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Aims and scope

Educational visits will be defined in this policy as visits that occur away from DevonPathways main site. DevonPathways Community Mentoring conduct educational visits each session.

Educational visits are a valuable way to expand young people’ education, provide enriching social and cultural experiences, teach life skills, and promote independent learning, provide a foundation for lifelong learning, and form an integral part of our approach to furthering our young people’ education and personal growth. Mentors work side by side with young people providing experiences that enable learning and development of social emotional skills that help the young people reintegrate or transit to new settings. Within the sessions mentors also highlight and develop opportunities for the young person to engage in numeracy, literacy or with an academic focus.

This Policy sets out our approach to planning and operating educational visits, to ensure the health and safety of our young people and staff and the roles and responsibilities of staff and young people.

This Policy applies to activities taking place within and outside of normal session hours. Visits to places of interest in the local area, that meet the needs of the young person in the session and enable progress towards their targets.

Legislation and guidance

The principal piece of health and safety legislation is the Health and Safety at Work, Etc Act 1974 (‘the Act’) and the specific Regulations made under it appertaining to outdoor adventure activities. The Act requires that employers must do all that is reasonably practicable to ensure the health, safety and

wellbeing at work of employees and non-employees, including young people, who are affected by their work.

This Policy is based on the Department for Education's guidance on [health and safety on educational visits](#), and the following legislation and statutory guidance:

- [Equality Act 2010](#)
- [SEND Code of Practice](#)
- [Keeping Children Safe in Education 2022](#)

Equality Legislation

- Planning for visits and activities must also take account of the Special Educational Needs and Disability Regulations 2014, The Equality Act 2010 and Supporting Pupils at School with Medical Conditions Statutory Guidance 2015. Schools should seek to anticipate the needs of pupils who are disabled as well as the needs of specific pupils.
- Treat a disabled pupil less favourably than another for a reason related to their disability and without justification
- Fail, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage in comparison with their non- disabled peers.

In essence, equality legislation requires establishments to:

- plan ahead to meet the needs of all disabled pupils.
- identify potential barriers to inclusion.
- work collaboratively with disabled pupils, their parents and others.
- identify practical solutions through a problem-solving approach.
- ensure that staff have the necessary skills to respond effectively.
- monitor the effects of adjustments on a pupil's progress.

Adventurous Activity Legislation

The Adventurous Activities Licensing Regulations 2004 dictates a list of adventurous activities for which providers and venues must be licensed in order to be able to deliver them and this list is available at; <https://www.hse.gov.uk/aala/activities.htm> (see appendix 1)

The Activity Centres (Young Persons Safety) Act 1995 made it a legal requirement for all providers of adventure activities to obtain a license if these were intended for persons under 18 years old when parents are not present, and payment is made.

The Adventure Activities Licensing Authority (AALA) is the body which oversees adventurous activities in the UK. AALA is part of the Health and Safety Executive (HSE), the HSE has issued the following guidance document "Guidance from the Licensing Authority on the Adventure Activities.

Roles and Responsibilities

DevonPathways staff have a responsibility to make sure all young people and staff who take part in visits are kept safe and understand the proper way to prepare for trips, as well as how to act while taking part. Staff will:

- Carry out risk assessment.
- Communicate with parents and carers at pick up and drop off where possible.
- Look out for the health and safety of mentors and young people and those around them
- Be aware of any safeguarding or issues highlighted in the young person's individual Risk assessment
- Share any concerns or worries with line managers and write up in the session reports so commissioning bodies are aware.
- Identify and engage the young person in as many learning experiences as present themselves during the session as well as those planned for.

DevonPathways behaviour Policy also applies to all educational visits. This includes the expectation that young people will:

- Follow instructions given to them while on the trip
- Dress and behave as expected for the length of the trip (appropriate clothing for weather etc)
- Take responsibility for their own safety and the safety of others
- Staff are aware of any issues that may affect the above and are recorded on the individual risk assessment and added to the session Risk Assessment.

Young people will be expected to uphold the DevonPathway's Behaviour Policy at all times.

External Providers

External providers are third parties contracted to provide instruction or coaching for 'adventurous' activities, residential accommodation, travel packages, or overseas expeditions.

Employees of external providers are usually responsible for technical instruction; but overall supervision is DevonPathways responsibility and as such DevonPathways retains the Duty of Care of the children at all times.

Mentors will request risk assessments prior to the visit and ensure providers hold a Learning Outside the Classroom Quality Badge (LOCQ)

Venue

Venues such as; theme parks, water parks, fun fairs, museums, theatres, zoos, shops, skate parks etc are NOT classed as providers. They may have chosen to gain the Learning Outside the Classroom (LOT) Quality Badge, but this is not requirement of the Local Authority for such venues.

All venues open to the public or providing services to customers are bound by the Health and Safety at Work Act (1974) to provide a safe working environment for the public, visitors and customers.

DevonPathways staff will not take young people to an adult environment. Many bars now have game facilities that may seem suitable for mentees. If the venue has a adult focus i.e. contains the word bar or pub then this is not a suitable environment to conduct sessions. There may be exceptions such as bowling venue have bar areas. Mentors and mentees should not enter these areas during sessions. There may be some venues that are appropriate ie The Waie inn incorporates a Waie to play and additional sporting facilities that make it an appropriate venue. Mentors will check with their line manager if unsure of a venues suitability.

Planning and preparation

The decision on whether or not a visit will take place will be made by the mentors, (See venues section) with the following criteria

- Educational purpose and value
- Relevance towards progress for targets set
- Health, safety, safeguarding and behavior and need considerations
- Any other factors deemed appropriate and relevant

As part of the planning stage, information will be gathered:

- Location and travel distance
- cost breakdown, including multiple options where available
- Resources
- Risk assessment plans and first aid provision
- What safety measures can be put in place in order to reduce any risks

Risk assessment

DevonPathways mentors will carry out a full risk assessment of the planned session activity and visit. Risk Assessments can be obtained from centers if available.

This will be completed using the DevonPathway's risk assessment template (Appendix 2).

Where practical, staff may make a preliminary visit to the trip destination as part of the planning and risk assessment process, but this is not mandatory.

Mentors will raise any concerns or questions about potential risks and safety measures with their line manager and, where appropriate, third-party vendors.

- Staff focus on significant hazards when planning visits
- Those running visits understand their roles, are supported, and are competent to lead or take part in them
- The real risks are managed during the visit
- Learning opportunities are experienced to the full

The risk assessment of off-site visits is simply:

- Identification of what could go wrong or cause harm during the visit
- Making a judgement to see whether the planned precautions reduce the risk of significant harm to an acceptable level
- Deciding what else needs to be done if the risk has to be reduced further
- Making a balance judgement between risk and benefit

Staff ratios and first aid

Risk assessments for each session/visit will ascertain the safe level of supervision required. On all educational visits, we will make sure:

DevonPathways operate 1-2-1 or 2-1 support for students. This ratio is directed by the initial agreement with referring body that inform safe ratios. There may be sessions where these ratios are altered and mentors may have different students accessing different activities.

All supervising adults will be made aware of any medical issues or allergies at the start their work with YP and are available on the referral form.

Transport

Young people will be transported in the ratios agreed by DevonPathways and the commissioning body

Staff will make sure young people, are transported safely and efficiently, with the required first aid provision.

Unless previously agreed with parents/carers, transport for visits will leave and return from the young person home address as given on the referral form. Mentors will not drop young people to a different address without express permission from the parent/Guardian. This should be either face to face and confirmed in a written form or in exceptional cases mentors will contact parents and carers using the numbers on the referral forms. Mentors will not make arrangements through the young person or through the young persons phone or if they are contacted by a person different to that on the referral form or through a phone number not given on the referral form.

Communication and consent

DevonPathways asks parents to sign a consent form at the initial meeting where activities and session content are described. At the initial meeting information will be provided to parents and carers that include the offer provided for the young person and discuss possible venues that would be of interest and also enable progression towards targets. DevonPathways mentors will communicate with parents/carers on any trips that are considered to be adventurous.

- Consent will be given through a parental/carer consent form that DevonPathways, parents carers and young people will sign.
- Copies of relevant policies and procedures will be given or links available to parents/carers for sessions and visits.

Because most visits during the school day will be part of the curriculum, we will not need written consent for every session.

Parents/carers will also be asked to provide current and relevant medical information and dietary requirements, as well as emergency contact numbers where they can be reached on the referral form and will be checked at the initial visit as being correct.

Emergency procedures and incident reporting

Generally, emergency planning will be defined as planning for:

- Serious and unexpected risk
- Serious and life-threatening injury
- Individuals going missing
- A serious breach of safeguarding expectations

The mentor will be familiar with these plans for each visit.

In the case of an emergency, the mentor will contact their line manager or director (if line managers are unavailable).

staff will always accompany a student seeking medical treatment.

In a case of a student Absconding, the individual student RA will inform the best course of action.

All incidents and accidents will be reported in line with our health and safety Policy, including required reporting to Ofsted and the Health and Safety Executive (HSE).

Smaller incidents, accidents or near misses that do not require external reporting will still be covered by an internal report, to include steps that can be taken in the future to avoid similar incidents.

There will also be a clear process for evaluating all visits and trips once they have been concluded from the planning (where necessary) through to the visit itself (session reports). This will help with evaluating whether planning worked and to learn from any incidents that took place.

Charging

Parents/carers may be asked to pay for sessions or educational visit if they agree and the cost exceeds the budget session spend limit.

Review

This Policy will be reviewed every 2 years by Directors

Links with other Policies

This Policy links with the following policies and procedures:

- Behaviour Policy
- Safeguarding and Child protection Policy
- Equality Policy
- Health and Safety Policy
- Accessibility Plan
- First Aid Policy (currently being written)

These Policies are available on Teams

Appendix 1

Activities that mentors must not engage in with mentees unless there is a qualified instructor working for a licensed provision.

Licensable Activities

There are four broad groups of activities that are covered by licensing. They are defined in the Adventure Activities Licensing Regulations 2004, regulation 2(1):

Caving

Caving is the exploration of underground passages (other than those principally used as show-places open to the public) in parts of mines which are no longer worked; or in natural caves where the exploration of those passages requires, in order to be carried out safely, the use of rock climbing or diving equipment or the application of special skills or techniques. Caving is sometimes also known as pot-holing.

Mine exploration is different from caving. Some of the techniques are the same but the hazards can be quite different.

Climbing

Climbing is climbing, traversing, abseiling or scrambling over natural terrain or outdoor man-made structures (other than structures designed for such activities) which requires, in order to be carried out safely, the use of equipment for, or the application of special skills or techniques in, rock climbing or ice climbing.

The most commonly encountered climbing activities are rock climbing, abseiling, ice climbing, gorge walking, ghyll scrambling and sea level traversing. Climbing walls are exempt from licensing, as are abseiling towers and ropes courses.

Trekking

Trekking is journeying on foot, horse or pedal cycle or skiing over terrain which is moorland or more than 600 metres above sea level; and from which it would take more than 30 minutes travelling time to reach any accessible road or refuge; but it does not include skiing on a prepared and marked-out ski-run.

The most familiar trekking activities include hill walking, mountaineering, fell running, orienteering, pony trekking, off-road cycling and off-piste skiing.

Watersports

Watersports are the use on specified waters of:

- canoes, kayaks or similar craft propelled or steered by paddles held in the hand (but excluding rowing-boats propelled or steered by oars);
- rafts (including those which are inflatable or which are improvised from various materials but excluding those propelled by means of a motor or towed by a motor-boat); or
- sailing boats, windsurfers, sailing dinghies or other craft whose principal means of propulsion is the wind but excluding craft whose construction, equipment and use of

which require a certificate in line with the Merchant Shipping Act 1995 or any regulations made under it.

The most familiar watersport activities include canoeing, kayaking, dragon boating, wave skiing, white-water rafting, improvised rafting, sailing, sailboarding and windsurfing. This list is not exhaustive and you should contact your line manager if you are unclear if a particular activity is licensable.

For any of these activities to be licensable, they need to be done on 'specified water' – this means:

- the sea,
- tidal waters (eg estuaries),
- inland waters at a location where any part of those waters is more than 50 metres from the nearest land, excluding any island, or
- inland waters where the surface of the water is made turbulent because of weirs, rapids, waterfalls or fast-flowing curr

Appendix 2: Risk Assessment Template

Devon Pathways

Risk Assessment Form –for assessment of individual students, activities

Ensure you read the notes for completion before you complete this assessment and seek guidance if you are uncertain of assessing risk or creating a risk management plan. Do not start work until the assessment has been signed off.

If in doubt contact Chris Kenny 07715563182

Notes for completion of this risk assessment.

Use the following measures when assessing risk rating and residual risk.

Consequences (Y)	Catastrophic	5	5	10	15	20	25
	Major	4	4	8	12	16	20
	Moderate	3	3	6	9	12	15
	minor	2	2	4	6	8	10
	Insignificant	1	1	2	3	4	5
Risk Matrix Likelihood X Consequence			1	2	3	4	5
			Rare	Unlikely	Possible	Likely	Almost Certain
			Likelihood/Probability (X)				

When recording the Risk Rating ensure that both the Likelihood and Consequence scores are included

Extreme	Improve control measures; stop work. Do not undertake this activity. Conducting work at this level of risk is to be reported up the Line Management
High	Improve control measures, consider alternative ways of working.
Medium	Maintain control measures, review and improve if reasonably practicable to do so.
Low	Maintain control measures and review if there are any changes



Hazards		Who is at Risk?	Control Measures <i>What are we doing now</i>	X rating	Y rating	Risk Rating	Additional Controls to reduce risk to an acceptable level <i>Do we need to do anything else to control risk</i> If risk rating is amber or red.	Action by who and when

Assessment Review							
Review Date:		Review Date:		Review Date:		Review Date:	
Name:		Name:		Name:		Name:	
Position:		Position:		Position:		Position:	
Signature:		Signature:		Signature:		Signature:	

Appendix 3: volunteer behaviour and code of conduct

This code of conduct sets out the expected behaviour for volunteers attending. Volunteers should read and sign this form, showing that they understand and agree to follow this code while acting on behalf of the school. If you feel you cannot agree with this code, please speak to the Trip Leader at the earliest opportunity and withdraw from the trip. Trip Leaders should raise any concerns with the EVC.

A copy of this form will be kept in Visitor Reception, and you may ask for a photocopy to keep for yourself.

This volunteer code of conduct will be used alongside the following policies and protocols:

- Safeguarding and Child Protection Policy
- Supporting Young people with Medical Conditions Policy

The link below will take you to the relevant page on the school website:

<https://www.smrt.bristol.sch.uk/key-information/policies>

- First Aid Policy (currently being written)

This Policy is available on request from the School Business Manager.

Volunteers agree to:

- Remain professional and respectful with staff and young people at all times
- Listen to and act on instructions from staff
- Dress appropriately for the trip
- Arrive at the agreed time and remain until the trip is concluded and they are told they may leave by staff
- Pay attention to potential dangers and raise concerns with staff
- Act responsibly and demonstrate good behaviour to young people
- Report any concerns about the safety or wellbeing of a student to staff as soon as possible

- Volunteers agree not to:
 - Exchange contact details with young people unless told to by a member of staff
 - Engage in physical contact with young people unless appropriate or required
 - Share inappropriate personal information (i.e. personal beliefs, religious views, relationship status)
 - Use demeaning, offensive, abusive or insensitive language
 - Smoke, drink alcohol, or use drugs (other than those required for medical reasons) or be under the influence of alcohol or drugs (other than those required for medical reasons) for the duration of the visit
 - Allow themselves to be left alone with a student unless previously agreed with staff
 - Take photographs or record young people without the permission of young people and staff

As a volunteer, I have read and agree to this code of conduct and will follow the rules set out above.

Signed: Date:

Appendix 4: template letter for parents/carers and consent form

Activity consent form

We would be grateful if you would fill in this form to give us permission for your child to take part in activities organised by Devon Pathways – These included visits to activity venues and travel to and from these venues.

I grant permission for the child named below to **take part in activities organised by Devon Pathways** – These included visits to activity venues and travel to and from these venues.

Name of child	
Name of parent / guardian	
Signature of parent / guardian	
Date	

