



MacIntyre Academies  
Endeavour Academy

## Off Site Visits Policy

Version	Purpose/Change	Responsibility	Date
V2	<ul style="list-style-type: none"><li>-Updated Scope, added new information on value of outdoors learning</li><li>-Changed "Group Director for Education and Children's Services" for "Executive Leader for Education"</li><li>-Added Personnel Matters section</li><li>-Updated Emergency Planning</li><li>-General update</li><li>-Changed terminology from 'students' and 'children and young people' (where appropriate) to 'learners' throughout</li></ul>	Principal	Sept 2025

**Person Responsible:** Principal  
**Type of Policy** Non-Statutory  
**Date of first draft:** November 2023  
**Date of staff consultation:**  
**Date adopted by LAB:** April 2024  
**Date of implementation:** April 2024  
**Date reviewed:** Sept 2025  
**Date of next review:** Sept 2026

## Rationale

### 1. Purpose

This policy details the specific responsibilities for the management and control of Offsite Educational Visits at Endeavour Academy.

### 2. Scope

The learners at Endeavour Academy can take part in offsite activities. This is to offer a variety of experiences that will make learning relevant, introduce them to new events and people, increase their physical exercise and form community connections. This policy applies to all activities away from the school site.

The positive impact of outdoor learning for neurotypical learners is well understood, and mainstream schools make generalised use of a wide range of offsite options to enhance their pupils' learning and development. It is only logical that the same benefits apply to learners with a diagnosis of autism and those with an intellectual disability. Although there is a need for further research on the matter, Blakesley et al. (2013) found that gardening projects, summer camps, or fields trips had positive effects on autistic children.<sup>1</sup> In the same line, Zachor et al. (2016) identified a reduction on the most severe symptomology of autistic children after taking part on an outdoor program<sup>2</sup>.

At Endeavour Academy we wholeheartedly embrace the benefits of outdoor learning and refuse to allow our learners' disability to deny them their right to have a fully inspirational and complete school experience. We recognise the barriers they face and the risk associated with accessing the local community, and are committed to do everything in our power so they can do so safely.

### 3. Introduction

This policy is intended for all learners at Endeavour Academy, regardless of their diagnosis or personal idiosyncrasy. It covers all educational visits that occur outside of the school premises. This ranges from walks around the locality to residential visits of several days' duration. It also includes Outdoor and Adventurous Activities. This policy has been developed to ensure that the school is compliant with statutory, local, and best practice guidance, including;

- Health and safety: Advice for School (DfE 2013)
- OEAP
- Oxfordshire County Council policies
- A policy such as this cannot cover all eventualities which might be encountered but seeks to put in place a framework within which group leaders and/or the EVC's can seek to apply their own decision-making process. This policy relates to the following documents:
- Endeavour curriculum
- PBSP policy
- Missing child protocol.

### 4. Aims and objectives for educational visits

Educational visits are essential to the curriculum at Endeavour. We aim to:

- Provide our learners with first-hand experiences.
- Develop an awareness and knowledge of our local community.
- Provide opportunities for learners to undertake sporting / physical fitness activities offsite
- Make the most of opportunities which are offered locally and beyond

<sup>1</sup> Blakesley, D., Rickinson, M., and Dillon, J. (2013). Engaging Children on the Autistic Spectrum with the Natural Environment: Teacher Insight Study and Evidence Review. Natural England Commissioned Reports, NECR116.

<sup>2</sup> Zachor, D. A., Vardi, S., Baron-Eitan, S., Brodai-Meir, I., Ginossar, N., and BenItzhak, E. (2016). The Effectiveness of an Outdoor Adventure Programme for Young Children with Autism Spectrum Disorder: A Controlled Study. *Dev. Med. Child. Neurol.* 59, 550–556. doi:10.1111/dmcn.13337

- Ensure that all such visits are conducted in a safe manner.
- Prepare learners for adulthood.
- To comply with the relevant legislation and Health and Safety Executive (HSE) guidance for school trips and outdoor learning activities.
- To comply with and adopt current National Guidance for outdoor education.
- To comply with the MAT and Endeavour Health and Safety policies.
- To comply with the MAT Driving at Work policy.
- To have competent responsible persons as detailed within this policy.
- To ensure our risk assessment / management process is sensible, proportionate and focuses on the real risks, as directed by the HSE.
- To ensure all off-site visits have a recordable educational value that can contribute to learner's progress.
- To ensure all off-site activities are well planned and appropriately staffed.
- To ensure that all off site activities are safe and appropriate for the Academy's population of learners.

## 5. Procedural requirements

Endeavour Academy has agreed a policy of organising trips/visits.

Level	Description	Authorisation	Staged plan completed
Level 3	Adventurous, for example adventurous activities.	Must be approved by the Group Director and Principal.  Consent required from parents / carers	Non-residential 1 month prior to event
Level 2	Day visits not in Endeavour's offsite activities list, for example a trip to the Pantomime.	Approved at school level by the Principal	2 weeks prior to the event.
Level 1	Local and regular visits where there are generic risk assessments and standard operating procedures.	Approved at school level by the Principal or SLT.	(Good practice)1 week prior to the event.

Trips and visits that typically fall into Level 1 include Swimming trips to a local farm, walks in the local community, shopping trips, some outdoor and indoor sports (this list is not exhaustive). There may be occasions where an extraordinary trip is required to meet learners' needs and they will be considered by SLT on a case-by-case basis.

## 6. Objectives

- To provide all staff with appropriate guidance relating to off-site activities.
- To provide annual training to support the guidance and to help ensure that it is understood.
- To ensure that suitable systems and processes to ensure that those trained are kept updated.
- To provide staff with access to advice and support from appointed advisers that have proven expertise and professional understanding of the guidance, the training and expectations set by current good practice.

## 7. Responsibilities

### The MacIntyre Academies Trust Board

- Delegate the authorisation of all visits to the Principal (up to level 2) and Executive Leader for Education (level 3).
- Delegate the approval of this policy to the Local Advisory Board (LAB)

### The Local Advisory Board (LAB)

- Have oversight of the visits process in accordance with the policy and guidance but will not be required to approve individual visits.
- Ensure that an appropriately competent EVC is in place who is adequately supported in their role.
- Arrange for individual members of the LAB to check the off-site visit risk assessments (past, present and future) as part of their annual Health and Safety report.

### Executive Leader for Education

- Approve all Level 3 visits.
- Manages the performance of the Principal to ensure that: all staff and volunteers involved in the visit process are appropriately competent to carry out responsibilities allocated to them; all staff and volunteers have received training as appropriate; and that the Off-Site Visit policy is fit for purpose and implemented.

### Principal

- Ensure that an appropriately competent EVC has been designated and supported in accordance with this policy.
- Delegate approval to the Lead EVC but retain responsibility for approval.
- Ensure that training is available, where appropriate, to support this policy.
- Have oversight of all visits and manage the performance of the EVC to ensure that staff and volunteers involved in the visit process are appropriately competent to carry out responsibilities allocated to them and have received appropriate training.
- Approve all Level 2 visits and refer all Level 3 visits to the Executive Leader for Education for authorisation.
- Ensure all visits are approved prior to departure in line with this policy.
- Ensure suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers.
- Ensure that they have assigned sufficient time for staff to organise visits properly.
- Support the EVC to meet their duties.
- Ensure that they promote a staffing culture that encourages gaining formal accreditations in first aid, so enabling a visit culture that makes access to first aid more readily available.
- Ensure that suitable transport arrangements are in place and meet any regulatory requirements.
- Ensure that insurance arrangements are appropriate and, wherever possible, are set up to reduce the burden of bureaucracy for all concerned.
- Ensure that, where the activity involves a third-party provider, appropriate assurances have been sought. Ensure that the Emergency Plan makes provision for any serious incidents on an off-site visit.
- Report all critical incidents to the Executive Leader for Education without delay.

### Educational Visits Coordinator (EVC)

- Is involved in the planning and approval of all off-site visits.
- Ensure that all visits are approved prior to departure in line with this policy.
- Assign competent staff to lead and help with trips (being competent means that the Visit Leader

has demonstrated the ability to operate to recognised standards of good practice and has sufficient relevant experience and knowledge of the group, the activity and the venue).

- Check that Visit Leaders are competent and record details of necessary training and qualifications and/or reviewing verified evidence of relevant experience.
- Ensure that risk assessments are completed by competent trained staff.
- Check visit plans and sign-off risk assessments.
- Organise related staff training.
- Ensure that regular volunteers and those assisting with overnight/residential stays have had satisfactory DBS checks carried out. Volunteers used for one off activities, who are not left alone at any time (out of sight/ear shot of a member of staff) to supervise learners, do not necessarily need DBS checks completing. The EVC should maintain a list of up to date First Aiders and send relevant reminders to staff, copy to the School Business Manager, when updates are required.
- Make sure that all necessary consent and medical forms are obtained.
- Support the Principal and Executive Leader for Education in their decisions on approval.
- Ensure that all visits are recorded.
- Ensure that risk assessments for frequent/regular visits are routinely reviewed.
- Ensure that all visits are evaluated with regard to best value, teaching and learning, quality experiences, and address issues raised by any serious incident that might inform the operation of future activities/visits.

### **Visit Leader(s)**

- Ensure all off-site activities take place in accordance with Academy procedures.
- Conduct/review risk assessments and ensure management to reduce risks including site specific, general and dynamic risk assessments are undertaken and recorded.
- Ensure that the details of the visit and risk assessments are submitted to the EVC with standard forms attached where appropriate to show the arrangements that have been made.
- Ensure that arrangements have been made for the medical needs and special educational needs of all learners and also address any inclusion issues.
- Ensure that any last-minute changes to a trip are re-evaluated and communicated to the EVC for approval before a trip leaves the academy. If necessary, communicating this to Parents / Carers.
- Ensure that there are familiar, sufficient staff for the visit and that they (including any volunteers) are briefed throughout the visits.
- Ensure that visit information has been shared with parents and that consent has been sought where necessary.
- Ensure that any volunteers have the right level of experience and DBS check (as above).
- Where appropriate and when considered necessary undertake exploratory visits or seek references from other schools if using new venues; and reassess from time to time.
- Ensure any accidents / incidents and near misses are reported.
- Feedback any learning points from visits to the EVC, and other colleagues where appropriate.
- Where possible, contact place of trip/visit on the day in order to be able to consider any possible risk assessment changes and then share information with EVC/SLT/Principal.

### **School Business Manager**

- Ensure that best value principles are used when selecting providers, appropriate checks are made, insurance and financial support procedures are followed.
- Ensure appropriate transport arrangements are in place i.e. reputable coach company, driver insurance, following specific legal requirements.

### **School Office Manager and Admin**

- Support the EVC and trip leaders by carrying out specific administrative tasks to support the smooth running of a trip.

## All staff and volunteers

- Visit Leaders and staff involved in arranging (or in any way involved) off-site activities must read thoroughly the guidelines published within this Policy.
- Where staff are proposing to arrange a level 2 or 3 off-site activity, they must first seek and obtain the initial approval of the Principal before any commitment is made on behalf of the Trust. Staff should discuss the basic details with the EVC and when initial approval is granted, a risk assessment should be completed for submission to the EVC and on to the Principal and/or Group Director.
- Once the initial risk assessment has been completed staff must adhere to the specified timeframes. These guidelines have been produced as the Trust considers its responsibility for the safeguarding of children engaged on trips to be of paramount importance. Therefore, failure to adhere to these guidelines could lead to investigation and possible disciplinary action.

## 8. Procedures

### Approval Procedure

The Trust Board has delegated the consideration and approval of off-site trips and activities to the Principal and Executive Leader for Education. The EVC has received training by the Local Authority.

#### Approval for Level 1 trips:

- Trip Leader reads and shares with staff the off-site trip risk assessment
- Any member of SLT or EVC must authorise the trip prior to it taking place.
- All trips must take an appropriate First Aid kit.

#### Approval for Level 2 trips:

- Before a new trip is advertised to parents and learners the Principal will approve the initial plan in advance.
- Competent staff to lead and help with the trips will be assigned and approved at this stage - this should include a trained member of staff to administer medication to specific learners if required.
- A letter will be sent to parents explaining the details of the trip, venue, date, times of departure and arrival and cost (where relevant). Consent will be sought where required.
- An off-site trip risk assessment will be completed by the trip lead.
- Consent forms will be collated.
- A meeting will take place between the staff member organising the trip and the Principal to receive any updates on planning, parental consent and travel arrangements.
- The Principal / EVC will approve the completed plan and risk assessments for the trip the day prior to departure.
- On the day of the trip staff must amend the paperwork submitted, including the risk assessment, to reflect any last-minute changes.
- A First aid kit must be taken on the trip.

#### Authorisation for Level 3 trips:

- Before a new trip is advertised to parents/carers and learners the Executive Leader for Education will approve the initial plan.
- A letter will be sent to parents/carers explaining the details of the trip i.e., venue, date, times of departure and arrival back and cost (where relevant) and consent sought.
- An in-depth off-site trip risk assessment will be completed by the trip lead with support from the EVC or Principal
- Staffing of the trip will also be assigned and approved at this stage (to include one First Aid trained person)
- At least one member of the Senior Leadership Team will be designated to attend each Level 3 trip in case of emergency.

- Packs are produced for the teacher in charge and SLT member(s) remaining at school, containing copies of the consent forms, Risk Assessments, next of kin details for the staff who are going on the trip along with a mobile phone number, the learners “my medication profile and healthcare plan” Off-site visit Policy and current insurance certificates.
- A catch-up meeting should take place between the Visit Leader organising the trip, the EVC, Principal and Group Director to receive up-dates on planning, parental/carer consent, and travel arrangements.
- The Executive Leader for Education will approve the completed plan and risk assessments for the trip before departure.

#### **Approval of staff to lead activities and trips:**

The Principal will have the responsibility to approve staff who lead or accompany activities and trips. This will be based on experience of the activity, knowledge of the activity and knowledge of the needs of the learners and staff on the trip.

If establishment staff are to lead adventurous activities, they must be properly assessed as competent to do so. See OEAP national guidance 3.2d “Approval of Leaders” and 6h FAQ - “Adventure Activity Qualifications”.

#### **Personnel matters**

While supporting an offsite visit all staff will be expected to uphold the highest level of behaviour and conduct. The consumption of alcohol, drugs or any other substances that may affect a person’s decision-making ability is completely prohibited.

When necessary and appropriate staff supporting Level 2 and Level 3 visits will be allowed time off class for planning and preparation. When a trip involves continuous supervision of learners, thus not allowing a proper break, staff will be compensated in a manner that is acceptable for both the Academy and staff. This will always be discretionary to SLT approval.

#### **Insurance**

Endeavour Academy is covered by the Risk Protection Arrangement (RPA) insurance cover. In addition to this, all vehicles are properly insured and Visit leaders will ensure any additional insurance policies, including those of external providers, are in good order and available on demand.

#### **Financing Educational trips:**

The school does not charge for Level 1 trips. Principals, EVCs and visit/activity leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

## **9. Policy Review**

As with all policies it is the responsibility of the LAB to evaluate the effectiveness of this policy and the practice that it describes. On a day-to-day basis this responsibility is delegated to the Principal who will report back to the LAB as appropriate.

#### **Appendices:**

1. Policy Guidance
2. Off-Site Visit Risk Assessment Pro-Forma
3. Off Site Visits form

#### **Appendix 1 - Policy Guidance**

##### **Risk management**

The Management of Health & Safety at Work Regulations require employers to assess risks in the workplace. A risk assessment is simply a careful examination of what potential harm could be caused

to people within the working environment. It enables you to weigh up whether you have taken enough precautions, or should do more, to prevent a harmful incident.

Normally, the aim is to eliminate risk wherever possible, for instance in a workshop. However, removing all risk for an off-site visit could also remove many of the benefits associated with the activity, and hence be counterproductive. Consequently, whilst risk should be managed, and should be at 'acceptable levels', there needs to be a careful balance between the risk of the activity and the benefits of participation and the learning outcomes.

HSE endorse this approach through their [Principles of Sensible Risk Management](#) and advocate that it is important for learners to be exposed to well-managed risks, so that they learn how to manage risk for themselves. Refer also to the Health and Safety Executive (HSE) '[School trips and outdoor learning activities: Tackling the health and safety myths](#)'.

Risk assessments should be recorded and should identify appropriate controls, to minimise the risk of serious harm to learners or staff. This is the same risk assessment process that we undertake for assessing the risk(s) with other school activities (refer to and comply with the MAT Risk Assessment Policy).

It is, therefore, necessary to undertake a risk assessment for all activities and visits, however, the EVC will need to decide whether a 'generic' risk assessment is sufficient or whether a 'visit-specific' assessment is required.

### Planning

At an early stage of the planning process, it is good practice to carry out a brainstorming exercise, in order to identify the benefits and learning outcomes that the activities might achieve. If the outcomes are to be evaluated with any rigor (an Ofsted expectation), then it will be essential that these outcomes are prioritised, and appropriately targeted. A record of these outcomes will help keep the plan focussed and can also provide some objectivity for the risk-benefit assessment.

Once the targeted outcomes have been recorded, it will then be possible to identify appropriate ongoing review and evaluation strategies, including indicators.

There should be procedures in place to ensure that parents are informed of the range of activities offered typically in a newsletter/ website at an appropriate time.

When planning a new trip the **STAGED** process is followed.

**S**taffing requirements – trained? experienced? competent? ratios?

**T**ransportation: how & why? How are we travelling to and from the venue and why are we using that type of travel, in an emergency how will learners be transported back?

**A**ctivity characteristics – specialist? insurance issues? licensable?

**G**roup characteristics – prior experience? ability? behaviour? medical needs? compatibility?

**E**nvironmental conditions – like last time? impact of weather? water levels? accessibility?

**D**istance from support mechanisms in place at the base – transport? First Aid?

### Preliminary visits and provider assurances

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third-party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of learners. It is a vital dimension of risk-benefit management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. Where a preliminary visit is not reasonably practicable, you should consider how you will gather sufficient information to make an adequate assessment of the risk-benefit management issues. One way to do this is to take advantage of the nationally accredited provider assurance schemes that are now

available. This will also reduce your workload and streamline bureaucracy.

Examples of such schemes include:

- The LOTC Quality Badge (which covers both quality and safety)
- Adventure Activities Licensing Authority (AALA) licence
- Adventuremark (AAIAC)
- NGB centre approval schemes (applicable where the provision is a single, specialist activity)
- If the provider holds such an accreditation, there should be no need to seek further assurances about the areas that it covers e.g. a clear management Statement of Competence.

### Monitoring

Monitoring by the Principal / EVC includes:

- Checks on procedures
- Checks on training
- Reviews following trips and sampling (field observation), to check that procedures are followed during trips.

### Emergency planning and critical incident support

A critical incident is defined when any member of a group undertaking an activity:

- has suffered a life-threatening injury or fatality
- is at serious risk;
- has gone missing or
- Is involved in a significant behavioural incident.
- If a critical incident occurs the visit leader will contact the emergency contact at the school base and then the emergency services, unless it is a life-threatening injury, in which case the emergency services will be contacted without delay. Additional information on how to proceed in the case of an emergency needs to be included in the visit risk assessment and reviewed by the appropriate senior leader before the visit is allowed to go ahead.

### Ratios and effective supervision

The law does not prescribe activity-specific staffing ratios; however, it does require that the level of supervision and group management is 'effective'. Effective supervision should be determined by a risk assessment that takes account of:

- The nature of the activity (including its duration)
- The location and environment in which the activity is to take place
- The age and gender (including developmental age) of the learners to be supervised
- The ability of the learners (including their behavioural, medical, emotional and educational needs)
- Staff competence

When off site, learners must be supported with the correct ratio of staffing, as stated by Positive Behaviour Support Plans and risk assessments. The Group leader in discussion with SLT needs to make the assessment of staffing numbers for the activity but also that all staff have the correct level of knowledge and skill to support appropriately.

Staff need to be aware they are representing Endeavour Academy therefore must lead by example by demonstrating an appropriate standard of conduct and behaviour whilst off site.

### Transport

When planning offsite trips, you should consider the transport activity. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it. All national and local regulatory requirements **must** be followed.

A number of factors should be considered as part of your driving/ transport risk assessment including, but not limited to: driver competence, suitability/maintenance of vehicles, insurance, seat belts, weather conditions and driver fatigue.

The level of supervision necessary should be also considered - remember, the driver of a vehicle transporting children and/or young people cannot drive and supervise at the same time. Therefore,

a key judgement needs to be made about the likely behaviour and individual needs of the passengers.

**Note:** in the interests of safeguarding, it is essential that a minimum of two adults travel in each vehicle.

Employees of Macintyre Academies Trust are strictly prohibited from transporting learners in their own vehicles, this is for reasons relating to safeguarding. In an extremely rare event, a learner may be transported in a staff members car, with a minimum of two staff members present for the entirety of the journey. Where this may (rarely) occur, it must be with the prior permission of the Principal and in each instance, this must be reported to the Group Director. In rare exceptions a Principal can obtain prior permission from the Group Director for a named staff member to transport a learner for a specific purpose, where there is a clear benefit in doing so. Such a request must be reported to the LAB. In such cases, evidence of vehicle maintenance and servicing in addition to the insurance documentation will be required.

### Parental Consent

Schools are not required to obtain written consent from parents for learners to take part in off-site activities that take place during school hours. For those that take place inside school hours, the Department for Education (DfE) has prepared a one-off consent form to be signed when the child enrolls in a school (Appendix 3). This would cover all types of trips and activities routinely organised by the establishment for which information has been given to parents (perhaps in the establishment's prospectus).

### Timeframes

Parents and carers should be given advanced notice of a trip so that they can plan for example, transport and childcare. Where possible parents and carers should be informed:

Level 3 trips – Non – residential 1 month

Level 2 trips – 2 weeks prior to the event

### Safeguarding

It is the responsibility of the Visit Leader and all other staff and adults involved, to safeguard and promote the welfare of learners during outdoor learning, off-site trips and learning outside the classroom.

### DBS checks

Employees who work **frequently** or **intensively** with or have **regular access** to children and young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process. For the purposes of this policy:

**Frequently** is defined as 'once a week or more'

**Intensively** is defined as 4 days or more in a month or overnight

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.

If you are planning to place an adult within a situation of professional trust (where children and young people could be vulnerable to physical or mental exploitation or grooming), you should always carry out a common-sense risk-benefit assessment.

### Inclusion

The Equality Act 2010 replaced previous anti-discrimination legislation (such as The Disability Discrimination Act). The new Act uses different wording and some different concepts from those used previously but makes only a few changes to the substance of existing law.

The Act states that the responsible body of a school must not discriminate, harass or victimise a learner to whom one of the protected characteristics applies: disability; gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, in the way that it affords (or not) the learner access to a benefit, facility or service. There is a duty to make reasonable

adjustments.

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender, religion or any of the other protected characteristics. If a visit needs to cater for learners with special needs, every **reasonable** effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Establishments should take all **reasonably practicable** measures to include all learners. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility, through direct or realistic adaptation or modification
- integration, through participation with peers

Further information on inclusion, including circumstances where it is reasonable to exclude a young person, e.g. on grounds of behaviour, is available in the National Guidance.

### **Adventure Activities Licensing Regulations**

Employers, Principals, EVCs and visit leaders should have a basic understanding of where and when the provision of adventurous activities is legally regulated.

The Activity Centre (Young Persons' Safety) Act established the Adventure Activities Licensing Regulations and the Adventure Activities Licensing Authority (AALA) and made it a legal requirement for certain providers of adventure activities to be licensed by the Authority (a role undertaken by the HSE since 2007).

Only activities specified in the regulations come under the scheme. These **'in scope' activities** are: **caving**, **climbing** (except on climbing walls or abseiling towers), **trekking** (as defined) and **water sports** (as defined).

HSE state - *'The aim of adventure activities licensing is to provide assurances to the public about the safety of those activity providers who have been granted a licence. In this way it is expected that children and young people will be able to continue to enjoy exciting and stimulating activities outdoors, without being exposed to avoidable risks of death or disabling injury.'*

*A licence indicates that the provider has been inspected by the Adventure Activities Licensing Authority, with particular attention being paid to their safety management systems with children and young people, and has been able to demonstrate compliance with nationally accepted standards of good practice in the delivery of adventure activities to children and young people, with due regard to the benefits and risks of the activity.'*

Note: an AALA license is an assurance of safety. It does not accredit educational or activity quality.

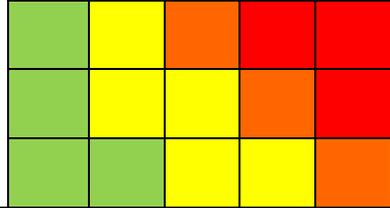
## Appendix 2 – Off-Site Visit Risk Assessment Pro-Forma

 MacIntyre Academies	Risk Assessment
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A risk assessment is used to identify hazards in the school environment and their associated risks. It is used by the school management team to assess existing control measures and if further actions are needed to eliminate, reduce or minimize the risks of loss, damage or injury in the workplace.

**Title:**

<b>Assessor name</b>		<b>Date</b>		<b>Time</b>	
<b>Job title</b>		<b>Work Area</b>			
<b>Academy</b>					
<b>Task being assessed</b>					
<b>Frequency of review required</b>					
<b>Next review</b>					

<b>L:</b> Increasing Likelihood Of The Hazardous Event Happening	<b>C:</b> Increasing Consequences	<b>R:</b> Risk Matrix	<b>Risk Key:</b>																
<b>1</b> = Very unlikely: 1 in a million chance <b>2</b> = Unlikely: 1 in 100,000 chance <b>3</b> = Fairly likely: 1 in 10,000 chance <b>4</b> = Likely: 1 in 1000 chance <b>5</b> = Very likely: 1 in 100 chance	<b>1</b> = Insignificant: no injury <b>2</b> = Minor: minor injuries needing first aid <b>3</b> = Moderate: up to three days' absence <b>4</b> = Major: more than 7 days' absence <b>5</b> = Catastrophic	<div style="border: 1px solid black; padding: 5px; margin: 0 auto;"> <b>Consequence →</b>   </div>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: red; color: white; text-align: center; width: 20px;">2</td> <td rowspan="5" style="padding: 5px;"> <b>STOP</b> activity and take immediate action         </td> </tr> <tr><td style="background-color: red; color: white; text-align: center;">0</td></tr> <tr><td style="background-color: red; color: white; text-align: center;">-</td></tr> <tr><td style="background-color: red; color: white; text-align: center;">2</td></tr> <tr><td style="background-color: red; color: white; text-align: center;">5</td></tr> <tr> <td style="background-color: orange; color: white; text-align: center;">1</td> <td rowspan="3" style="padding: 5px;"> <b>URGENT ACTION</b> – take immediate action and stop activity if necessary – maintain existing controls rigorously         </td> </tr> <tr><td style="background-color: orange; color: white; text-align: center;">5</td></tr> <tr><td style="background-color: orange; color: white; text-align: center;">-</td></tr> <tr> <td style="background-color: orange; color: white; text-align: center;">1</td> <td rowspan="2" style="padding: 5px;"> <b>ACTION</b> - - improve within specified timescale         </td> </tr> <tr><td style="background-color: orange; color: white; text-align: center;">6</td></tr> <tr> <td style="background-color: yellow; color: black; text-align: center;">8</td> <td></td> </tr> <tr><td style="background-color: yellow; color: black; text-align: center;">-</td></tr> </table>	2	<b>STOP</b> activity and take immediate action	0	-	2	5	1	<b>URGENT ACTION</b> – take immediate action and stop activity if necessary – maintain existing controls rigorously	5	-	1	<b>ACTION</b> - - improve within specified timescale	6	8		-
2	<b>STOP</b> activity and take immediate action																		
0																			
-																			
2																			
5																			
1	<b>URGENT ACTION</b> – take immediate action and stop activity if necessary – maintain existing controls rigorously																		
5																			
-																			
1	<b>ACTION</b> - - improve within specified timescale																		
6																			
8																			
-																			



What is the hazard?	Who might be harmed	How might people be harmed	Existing risk control measures	Risk Rating			Additional controls	New Rating			Risk	Action monitored by whom?	Action monitored by when
Assessor Signature				Competent Person Signature (SBM)									
Date completed				Date verified									
No. of pages		Pages initialled	Yes / No	No. of pages				Pages initialled	Yes / No				

# Event Specific Plan S.T.A.G.E.D

S - Staffing (who and roles)

T – Transportation (how & why)

A – Activity (what, where & when)

G – Group (who & specific needs)

E – Environment (where & possible problems)

D – Distance (how far & possible problems)



## S.T.A.G.E.D specific risk assessment

S.T.A.G.E.D	Issues	How to manage
Staffing		
Transportation		
Activity		
Group		
Environment		
Distance		

Date/s:

Visit Leader signature:

EVC signature:

SLT signature:

**Appendix 3****School Contact details: 01865 767766****Mobile:****LADO: 01865 810 603**

<b>Date:</b>	<b>Destination</b>
<b>Time out</b>	<b>Return time:</b>

<b>Walking</b>	<b>Endeavour Vehicle</b> <b>Driver:</b>	<b>Local bus</b>
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<b>Trip Phone Number:</b>
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<b>Seating plan notes</b>
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**Changes at previous review**

Version	Purpose/Change	Responsibility	Date
V1.	New Policy	Principal	April 2024