



EDUCATIONAL VISITS AND OFF-SITE ACTIVITIES POLICY

Learning outside the Classroom (LOtC)

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

Legal Status:

- ✓ **Complies with** the Education (Independent School Standards) Regulations 2014 (as amended), and has regard to the DfE's *Independent School Standards – Guidance for independent schools* (2025). [Click here](#)
- ✓ **Has regard to** DfE *Health and safety: advice for schools* (most recently updated 5 April 2022). [Click here](#)
- ✓ **Has regard to** HSE *School trips* (including "Tackling the health and safety myths", updated 9 October 2024). [Click here](#)
- ✓ **Has regard to** OEAP **National Guidance** for outdoor learning and educational visits (current edition, 2025). [Click here](#)
- ✓ For EYFS outings, **complies with** the **Early Years Foundation Stage (EYFS) Statutory Framework** in force from 1 September 2025. [Click here](#)
- ✓ **Has regard to** *Keeping Children Safe in Education (KCSIE 2025)* where visits interface with safeguarding (e.g., volunteers, residentials, allegations). [Click here](#)
- ✓ For transport and minibus use, **has regard to** DfT guidance on **Section 19 permits** and *Driving school minibuses*. [Click here](#)

Applies to:

- ✓ the Whole School including Early Years Foundation Stage (EYFS) who have appendix to this policy entitled 'EYFS Appendix – Educational Visits and Off-site Activities' and guidance for staff conducting risk assessments for EYFS outings;
- ✓ out of school care - the before school care, the afterschool care and clubs, the holiday clubs and all other activities provided by the school, inclusive of those outside of the normal school hours;
- ✓ all staff (teaching and support staff), the proprietor and volunteers working in the school.

Related Documents:

- ✓ EYFS Appendix for Educational Visits and Off-Site Activities
- ✓ Essential Guidance by OEAP
- ✓ Behaviour Discipline and Sanctions Policy
- ✓ Personal, Social, Health and Economic Education (PSHEE) and Citizenship
- ✓ Single Equalities Policy
- ✓ Critical Incident/Crisis Management
- ✓ Health and Safety policies
- ✓ Other related policies together with EYFS.

Availability:

This policy is made available to parents, staff and pupils on the school website and on request, a copy may be obtained from the Office.

Monitoring and Review:

- ✓ This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- ✓ The Headteacher will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Last reviewed: September 2025

Next review: September 2026

Learning Outside the Classroom Educational Visits and Off-Site Activities Policy

At Broomfield House School, we offer our children a broad and balanced curriculum that promotes their spiritual, moral, cultural, intellectual and physical development, and prepares them for the opportunities and experiences of adult life. We seek to deliver an appropriate curriculum to all children, regardless of social background, race, gender or differences in ability. All children are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for our children, we also offer a range of educational visits and other activities that add to what they learn in our school.

All visits have clear, relevant and achievable aims and objectives, supporting our practices and policies, and allowing our children and staff to interact less formally than usual, thus improving child/staff relationships. In order to promote safe practice, the school monitors, and where necessary challenges, the educational objectives that have been stated for a visit. Before the school decides to arrange an educational visit, we consider educational objectives and how they are to be achieved.

The National Guidance (NG) document **“Basic Essentials MUST Read - Status and Remit”** clarifies the range of employees whose work requires them to use the guidance. In summary, it applies to employees whose work involves any one of the following:

- ✓ direct supervision of young people undertaking experiences beyond the boundary of their normal operational base
- ✓ direct supervision of young people undertaking experiences that fall within the remit of Educational visits and Learning Outside the Classroom;
- ✓ facilitating experiences for young people undertaking experiences beyond the boundary of their normal operational base
- ✓ deploying staff who will supervise or facilitate experiences of or for young people undertaking experiences beyond the boundary of their normal operational base

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods. For a more expansive explanation of legal expectations, all users of the guidance are strongly recommended to read the NG document: [Click here](#)

The purpose of this policy is to ensure that trips are planned in an organised and responsible fashion, and that the health, safety, and welfare of pupils and staff are maintained. We ensure that our school fulfils its responsibilities for visits, including:

- ✓ pupils' behaviour
- ✓ plans visits to include risk assessments and first aid and safe guarding arrangements
- ✓ ensures appropriate supervision including ratios and vetting checks;

- ✓ prepares pupils for visits including those with special and medical needs;
- ✓ communicates with parents;
- ✓ plans transport;
- ✓ has insurance in place;
- ✓ makes appropriate arrangements for the range and types of visit;
- ✓ has emergency procedures, including contact details and permission for emergency medical treatment if a parent cannot be contacted.

The school ensures that it follows both DfE and Health and Safety at Work guidance and regulations (including those issued by the LA and the Headteacher of the School) concerning activities that take place off school premises.

Parents are informed where their child will be at all times and of any extra safety measures required. Written consent is requested for activities which require a higher level of risk management.

Equal Opportunities and Inclusion

We are an inclusive school. The challenge is to make activities available and accessible to all who wish to participate or are required to take part. This is to be achieved whilst maintaining the safety of all those concerned, the integrity of the activity and the ability to manage the visit or venture. The school recognises that there are significant factors to be managed which may override other considerations. Our risk assessments are within the context of the school's Equality and Diversity Policy.

Special Educational Needs, Disability and Learning Outside the Classroom

Where pupils are identified as having particular special needs this is reflected in a higher staffing ratio, which is never less than that which applies in the school and in most cases is higher. Our three year Accessibility Plan takes into consideration the environment, the curriculum and the provision of information.

We do not discriminate against a disabled pupil either intentionally or unintentionally where such discrimination can be prevented by taking reasonable measures. All our children are included in all off-campus visits. Where their inclusion appears to require special adjustments, a risk assessment is undertaken.

This is in two parts:

- ✓ firstly in terms of a whole visit or activity
- ✓ secondly in relation to the inclusion of the individual pupil. The risk assessment includes details of any special aids and equipment that the pupil may need and, in particular, details of any such items to be brought from home or obtained prior to the visit. This will usually entail discussion with the pupil, parents, Group Leader and other supervisors, the manager of the venue to be visited, the tour operator etc. Where a child has a statement of special educational needs which requires support in school for access to the curriculum, this is taken into account.

Where appropriate, Broomfield House School ensures:

- ✓ one to one supervision whilst being appropriate in the classroom or during less complex activities outside the classroom, may not be enough during activities that are more complex;
- ✓ two to one supervision may be advisable when, for example, a participant has a history of wandering or otherwise leaving the area of supervision;
- ✓ the adult assigned to the supervision or care of one particular participant should not be included in the ratio for the group as a whole.

The decision on the ratio and additional requirements to meet the need of the child, will involve discussion with others including the pupils, parents, Group Leader, other supervisors, the manager of the venue to be visited and the tour operator. Refer to NG document: [Click here](#)

Responsibilities and the Health and Safety at Work Legislation

Legislation is enforced by the Health and Safety Executive, which has set out to clarify the position in its Health and Safety: Responsibilities and Powers (2001) document. Overall responsibility is with the Proprietor to ensure the health and safety of:

- ✓ teachers, non-teaching staff and other leaders;
- ✓ children and young people, both in their establishments and when undertaking off-site visits and ventures;
- ✓ visitors to the educational establishments and volunteers involved in approved activity.

Mobile Phones and Cameras

School mobile phones are provided by the school for educational purposes.

Recognising the benefit of learning away from the school

'Well-managed school trips and outdoor activities are great for children. Children won't learn about risk if they're wrapped up in cotton wool.'

In striking the right balance between protecting pupils from risk and allowing them to learn from educational visits we:

- ✓ provide learning opportunities for all our pupils;
- ✓ focus on real risks when planning educational visits and manage these risks during the off-site activities;
- ✓ ensure those running the activity understand their roles, are supported and are competent to lead or take part in them.

What our staff should expect from our school

'Teachers should expect their schools to have procedures that encourage participation, are proportionate to the level of risk and avoid bureaucracy.'

Our school ensures that the precautions proposed are proportionate to the risks involved, and that our paperwork is easy to use. We also take account of assessments and procedures of any other organisations involved, and ensure that communications with others are clear.

Our arrangements also ensure that;

- ✓ risk assessment focuses attention on real risks – not risks that are trivial and fanciful;
- ✓ proportionate systems are in place – so that trips presenting lower-risk activities are quick and easy to organise, and higher-risk activities (Such as those involving climbing, caving or water-based activities) are properly planned and assessed;
- ✓ those planning the trips are properly supported – so that staff can readily check if they have taken sufficient precautions or whether they should do more;
- ✓ Staff are given the training the need to keep themselves and children safe and manage the risks effectively.

What our school, pupils and parents should expect from the staff

'Those running school trips need to focus on the risks and the benefits to people – not the paperwork.'

Our staff running school trips should clearly communicate information about the planned activities to colleagues and pupils (and parents where appropriate).

This should explain what the precautions are and why they are necessary. Those running school trips act responsibly by:

- ✓ putting sensible precautions in place, and making sure these work in practice;
- ✓ knowing when and how to apply contingency plans where they are necessary;

- ✓ heeding advice and warnings from others, for example those with local knowledge or specialist expertise (especially in respect of higher-risk activities).

What does assessing managing risks mean?

Health and safety law often refers to risk assessment and risk management. These are terms used to describe the process of thinking about the risks of any activities and taking steps to counter them. A written assessment is not required for every activity. Our teachers should assume they only need to carry out a written risk assessment in exceptional circumstances. Where a risk assessment is carried out, the Proprietor must record the significant findings of the assessment.

Some activities, especially those happening away from school such as mountaineering, canoeing sailing, involve higher levels of risk. In these cases an assessment of significant risks should be carried out. Our Head of Operations ensures that the person assessing the risks understands the risks and is familiar with the activity that is planned. However, a risk assessment is certainly not needed every time our school takes pupils to a local venue such as a swimming pool, parks or museums.

Our school will always take a commonsense and proportionate approach, remembering that in schools the purpose of risk assessment and management is to help children to undertake activities safely, not to prevent activities from taking place. We cannot remove risk altogether and we do not require needless or unhelpful paperwork.

Tackling myths about legal action

We understand that some schools and teachers worry about being prosecuted if an accident occurs. The HSE *policy statement School trips and outdoor learning activities: Tackling the health and safety myths* explains that HSE's main interest is in real risks arising from serious breaches of the law, such as a trip leader taking pupils canoeing but not ensuring they were all wearing buoyancy equipment.

The Statement makes clear that HSE wants to encourage all schools and local authorities to remove wasteful bureaucracy – so that they focus only on real risks and not on paperwork. It also explains what HSE takes into account when deciding whether to prosecute following an accident. This might include the severity of the injury, how far good practice was followed, the seriousness of the breach of the law and whether it is in the public interest to prosecute. More details can be found at [click here](#).

Criminal cases relating to accidents in schools are very rare. Sometimes civil proceedings in negligence can be taken against an employer or an individual member of staff. However, legal action for negligence against schools is only likely to be successful if:

- ✓ the school has not taken care of a child in a way that a prudent parent would have done;
- ✓ as a result, the child has been injured; and
- ✓ the injury was a foreseeable consequence.

Risk Assessments

Risk assessment and risk management are legal requirements. For educational visits, they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill. The control measures should be understood by those involved. Risk assessments should explicitly cover how special educational needs and medical needs are to be addressed. The programme of a visit should include details of contingency measures. The Group Leader in consultation with the Headteacher assesses potential risks of a proposed visit, and concludes the necessary safety measures which need to be put in place to minimise these risks. Risk assessment/s will be drawn up before the activity, if relevant adapted from a generic model, agreed with the Headteacher and signed off by the Headteacher and copies given to all staff involved.

Risk assessment for educational visits can be usefully considered as having three levels:

- **generic activity risk assessments**, which are likely to apply to the activity wherever and whenever it takes place;

- **visit/site specific risk assessments** which will differ from place to place and group to group; and
- **ongoing risk assessments** that take account of, for example, illness of staff or children, changes of weather, availability of preferred activity.

The risk assessment should take into account the type of visit, location, means of transport, number of children, staff ratios required, competence and first aid experience of participating staff, required level of first aid equipment, age of children, safe guarding measures, possible weather conditions, participation of children with particular medical requirements, emergency procedures in the case of a child requiring medical treatment, insurance for the visit, appropriateness, insurance cover of any external providers and operators involved in transport, ensuring that all transport providers have the required Public Service Vehicle operators' licence. For all trips a pre-visit will be undertaken to enable the Group Leader to identify any potential hazards. Issues identified by exploratory visits must be satisfactorily resolved within the risk assessment.

Staff/pupil ratios

The ratio of school children to adults varies according to the age of the children, the nature of the activity and the special educational needs. The school will err to the side of caution on this matter. There are no circumstances under which the staffing ratios are less generous than those to be found in school. With very young children, and those with special needs, it may be necessary to have a one to one staffing ratio. There will be times when the following staffing ratio is appropriate:

- ✓ Early Years Nursery – 1 adult for every 4 children;
- ✓ Early Years Reception – 1 adult for every 6 children;
- ✓ Years 1 and Year 2 - 1 adult for every 8 children;
- ✓ Years 3 – 6 – 1 adult for every 10 children.

The above are examples only and Group Leaders should assess the risks and consider an appropriate safe supervision level for their particular group.

All groups on a visit outside the school grounds will be accompanied by a minimum of two adults and that where groups contain both boys and girls, wherever possible there is an adult of each sex. This is essential on residential visits.

Regular contact must be kept with pupils who are enjoying non-direct supervision e.g. at a theme park or on a visit to a town. Pupils should only be allowed non-direct supervision within a strictly defined area and should be given firm guidelines as to the behaviour expected. They should be aware of where members of staff may be found. Pupils are instructed to remain in groups of at least 3 at all times.

Preparation for an off-site educational activity

Pupils should, as far as possible, be involved in the planning of the activity within their curriculum by, undertaking appropriate roles whilst it is in progress and be involved in identifying Health and Safety issues that may arise. They should know the expectations of the Leader and have a full understanding of the parameters covering all aspects of the trip or activity.

Duties and Responsibilities of the Proprietor (Employer)

Under the Health and Safety at Work etc. Act 1974, the Proprietor, as the employer in an independent school, must, so far as is reasonably practicable, ensure the health, safety and welfare of employees and protect pupils, visitors, volunteers, contractors, and members of the public who may be affected by the school's activities. This duty applies to all school operations, including educational visits and off-site activities.

- ✓ In addition, the Management of Health and Safety at Work Regulations 1999 set out more detailed requirements. In particular, the employer must:
- ✓ Assess the risks to employees and to others affected by school activities, on and off site, in order to identify the measures necessary to ensure health and safety.

- ✓ Record the significant findings of those risk assessments where required, and review and update them regularly or if circumstances change.
- ✓ Implement and manage control measures to reduce risks to an acceptable level.
- ✓ Inform and instruct employees about the risks identified and the measures in place to manage them.
- ✓ Provide appropriate information, instruction, and training to ensure staff can carry out their duties safely and competently.
- ✓ Appoint one or more competent persons to assist in complying with these health and safety duties.

Our School sets out health and safety arrangements in a written health and safety policy.

The Headteacher must be made aware of all off-campus visits. It is for the Headteacher to arrange for the most appropriate method of the communication for this. It is the responsibility of the Headteacher to ensure that:

- ✓ the off-campus activity or visit is appropriate and relevant;
- ✓ the establishment can be run efficiently in the absence of staff engaged in the activity or visit.

Employer Guidance sets out clear and detailed responsibilities and functions of specific roles that relate to roles to be found the establishment.

Responsibilities of the Headteacher

This is the key role for ensuring that the management of visits and ventures meets the regulations and guidance offered by the LA, DfE and others, as well as conforming to Broomfield House School Health and Safety policy.

This management process is in conjunction with the expectations and standards that are to be achieved by making the most of the positive learning opportunities presented. Our delegation of responsibilities is done with a clear rationale, derived from a good knowledge of the people concerned; the visits and activities; the aims and objectives; and the risk assessments they require

Duty as an employee

The law requires employees to:

- ✓ take reasonable care of their own health and safety and that of others who may be affected by what they do at work;
- ✓ co-operate with their employers on health and safety matters;
- ✓ do their work in accordance with training and instructions;
- ✓ inform the employer of any work situation representing a serious and immediate danger, so that remedial action can be taken.

In addition, all staff in our school have a common law duty to act as any prudent parent would do when in charge of pupils. Employees should follow any health and safety procedures put in place by their employer. However if they feel that the procedure is inappropriate (e.g. it is too bureaucratic) they should discuss this with their employer and request that it is reviewed. Usually the Headteacher will work with the employee to ensure that the procedures at the school are proportionate, effective and appropriate.

Our Teachers on school-led visits act as employees of the Proprietor, whether the visit takes place within normal working hours or outside those hours, by agreement with the Proprietor. Our Teachers will do their best to ensure the health and safety of everyone in the group and act as any prudent and reasonable parent would do in the same circumstances.

They will:

- ✓ follow the instructions of the Group Leader and help with control and discipline;
- ✓ consider stopping the visit or the activity, notifying the Group Leader, if they
- ✓ think the risk to the health or safety of the pupils in their charge is unacceptable;

- ✓ be aware of potential conflicts of interest if their own children are members of the group and discuss beforehand with the Group Leader.

Training

Our Headteacher ensures that staff are given the health and safety training they need for their job. This certainly doesn't mean that all employees have to attend a training course. It may simply mean providing them with basic instructions or information about health and safety in the school. Staff who do work which involves a greater element of risk, such as using woodworking machines, will need more training. There is more information available at [click here](#).

Responsibility

Responsibility within our school for the approval of visits remains with the Headteacher, who will ensure that all necessary actions have been completed before the visit begins. This includes, as needed, that a pre-trip visit has taken place, risk assessments and appropriate safety measures are in place, suitably competent instruction is available for the activity, the ratio of supervisors to children is appropriate and that arrangements have been made for the medical needs and special educational needs the children. It is good practice for a member of staff leading a group to visit the site beforehand to gain first-hand knowledge of the area and route. This knowledge will then inform the risk assessment and pre-planning. This includes:

- ✓ producing an annual cycle educational visits with an agreed rationale for the 'when and how they occur' as well as the implication for the curriculum and management of the school diary;
- ✓ being involved in educational visit management in order to ensure that the guidance and regulations are followed;
- ✓ working with Group Leaders to ensure that the aims of the educational visit are achievable and in line with those of the establishment;
- ✓ to recommend and organise the training of Group Leaders and help organise the induction of staff new to the venture and volunteers;
- ✓ to ensure that Broomfield House School management of behaviour and other relevant policies are able to be transferred off site successfully and are consistently used.

The Headteacher has overall responsibility for:

- ✓ they have appointed a suitable group leader for each visit;
- ✓ all necessary actions have been completed before the visit begins. (This applies even when the head is not going on the visit);
- ✓ the risk assessment is complete and that it is safe to make the visit;
- ✓ training needs have been met;
- ✓ the group leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- ✓ the group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity;
- ✓ all supervisors on the visit are appropriate people to supervise children and have appropriate clearance;
- ✓ parents have signed consent forms;
- ✓ arrangements have been made for all the medical needs and special educational needs of all the children;
- ✓ the mode of travel is appropriate;
- ✓ travel times out and back are known;
- ✓ there is adequate and relevant insurance cover;
- ✓ they have the address and phone number of the visit's venue and have a contact name;
- ✓ that they have the names of all the adults and pupils in the travelling group, and the contact details of parents and the staff's and volunteers' next of kin.
- ✓ to confirm that the leadership of the visit is appropriate and to check staff qualifications, this to include accompanying staff and volunteers;
- ✓ to confirm that adequate risk assessments have been carried out;
- ✓ to ensure that liaison with parents and obtaining consent are effective.

The Group Leader

The Group Leader, who is the person with overall responsibility for the administration, programme, supervision and conduct of the venture, is an important part of the health and safety and good practice support system. Our Group Leaders should demonstrate the ability to undertake a comprehensive review of the needs of the venture and in particular be able to risk assess the locations, groups travelling and leader competencies, in order to put good risk management procedures in place, that they can monitor and use. Relevant experience is essential along with accepting the need to:

- ✓ agree specific roles, responsibilities and communications systems;
- ✓ agree incident and emergency procedures, the who, where and what of such situations;
- ✓ agree what will happen if the practicalities of the day require a major adaption of the programme (ongoing risk assessment);
- ✓ have high expectations of what the children, young people and the venture can achieve.

It is the Group Leader's responsibility to ensure that all accompanying adults have group lists. Group Leaders and accompanying staff must carry these with them at all times. These lists should show:

- ✓ Who is in their group
- ✓ Who is travelling in each vehicle
- ✓ The name and telephone number of the contact person/s who can be contacted in an emergency
- ✓ Full details of pupils names, telephone numbers and any medical issues
- ✓ For overseas visits, a copy of all pupil and staff passports should be taken prior to departure and kept with the Group Leader during the visit.

The Group Leader must also ensure that there is a contact person available throughout the period that the group is off-site. In addition, an accurate list of participants with the Group Leader's mobile telephone number must be forwarded to the EVC prior to the visit. However, as an exception to the above, Ofsted and DfE guidance prescribe ratios for Early Years.

See link here: [click here](#)

Refer to NG document: [click here](#)

Refer to NG document: [click here](#)

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 young people. It is a vital dimension of risk management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. The EVC will advise on this in each specific case. A pre-visit is usually required for visits where there is a high complexity factor and the visit has not happened previously, or when the visit is adventurous and led by staff. Residentials, visits abroad, exchange visits, adventure led by school staff all have aspects of complexity. If the visit is led and managed by a provider, then a variety of approaches can reduce the need to pre visit. It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy. Examples of such schemes include:

- ✓ The LOTC Quality Badge
- ✓ AALS licensing
- ✓ Adventuremark
- ✓ School travel forum

NGB centre approval schemes (applicable where the provision is a single, specialist activity). Broomfield House School takes the view that where a provider holds such one of the above accreditations, there should be no need to seek further assurances. Refer to: NG document [click here](#)

Points of Contact

For all off-site activities, the school will organise a 'Point of Contact' at the school or with a member of the SLT at the school. This will often be the Headteacher if the trip is during school hours. If the visit involves an overnight stay, there must be two contact people. The contact person/s must have:

- ✓ Details of how and where the Group Leader may be contacted
- ✓ The names of all participants, including adults
- ✓ The distribution of pupils and staff if in separate groups or vehicles
- ✓ The itinerary
- ✓ The names and telephone numbers of any travel company (including coach company) involved
- ✓ Access to parental home contacts for all involved (including adults)
- ✓ Details of the Designated Safeguarding Officer in the event of an emergency
- ✓ A copy of the Risk Assessment and the Emergency Plan.

Collection from a Trip

In order to exercise their duty of care, the Group Leader must ensure the pupils' safe dismissal and departure from their supervision, at the end of a trip or activity.

If arrangements for the safe return home of a pupil breaks down, (e.g. a parent fails to arrive, or late bus fails to arrive at appointed time etc.) the Group Leader must attempt to telephone the pupil's home to make alternative arrangements. The pupil will be placed in the care of the School Site Supervisor/Assistant who will allocate them a safe area in the school until the parent arrives. The Site Supervisor will liaise with SLT as necessary if problems remain unresolved.

Parents

The Group Leader will ensure that parents are given sufficient information in writing and are invited to any briefing sessions, so that they are able to make an informed decision on whether their child should go on the visit. This should include proposals for alternative activities in case, for example, adverse weather conditions prevent the intended activity taking place. Reasonable adjustments will be made for disabled children.

The Group Leader will also tell parents how they can help prepare their child for the visit by, for example:

- ✓ reinforcing the visit's code of conduct;
- ✓ understanding the clothing and footwear that will be required and ensuring that this is provided;
- ✓ parents will be informed of the arrangements for sending a pupil home early and will normally be required to meet the costs of such arrangements;

Parental consent to offsite activities

Written consent from parents is not required for pupils to take part in the majority of off-site activities organised by our school, with the exception of Early Years Foundation Stage (EYFS) Children, as most of these activities take place during school hours and are a normal part of a child's education at our school. However, parents should be told where their child will be at all times and of any extra safety measures required.

Written consent is usually only requested for activities that need a higher level of risk management or those that take place outside school hours. We have adapted the DfE "one-off" consent form which we ask parents to sign when a child enrolls at our school. This will cover a child's participation in any of these types of activities throughout their time at the school. These include adventure activities, off-site sporting fixtures outside the school day, residential visits and all off-site activities for nursery schools which take place at any time (including during school holidays or at the weekend). The form is available at:

<http://www.education.gov.uk/schools/adminandfinance/healthandsafety>

Our parents are told in advance of each activity and must be given the opportunity to withdraw their child from any particular school trip or activity covered by the form. Parents contribute to the success of the visit by;

- ✓ understanding the objectives of the visit;
- ✓ giving written consent to transport arrangements;

- ✓ giving written consent to all emergency and other medical or dental treatment necessary for the safety and well-being of the child;
- ✓ giving clear information where relevant on their child's ability or inability to swim;
- ✓ providing clear information on their child's health and any special needs;
- ✓ giving permission for medical attention or medication if required;
- ✓ ensuring that there are clear contact arrangements.

Our School has a written policy setting out the behaviour expected of parents on the premises and the procedures that will happen when the school wishes to restrict a parent's access to school premises. A parent who has been banned from entering school premises is trespassing if he or she does so without permission.

Volunteers and other Responsible Adults

Volunteers, including parents and other responsible adults, can provide valuable support during educational visits but are not included in the minimum supervision ratios unless they have been fully vetted and approved by the school.

All volunteers must:

- ✓ Undergo an appropriate vetting process, including an Enhanced DBS check.
- ✓ Undergo a Barred List check if their role constitutes Regulated Activity (for example, if they will have unsupervised, frequent, intensive, or overnight contact with pupils).
- ✓ Be subject to a written risk assessment if they are supervised and do not meet the criteria for Regulated Activity.
- ✓ Attend a pre-trip briefing, usually in the morning before a trip or earlier, to ensure they understand the visit risk assessment, itinerary, safeguarding and emergency procedures, codes of conduct, and their specific responsibilities.

Volunteers must never be left in sole charge of a group of pupils unless their role has been risk assessed and they have completed the necessary checks. During residential visits, volunteers are expected to maintain appropriate professional boundaries and follow all school safeguarding and child protection policies.

The school retains the right to refuse the participation of any volunteer if it considers that the safeguarding of pupils might be compromised.

Vetting and DBS Checks

Broomfield House School follows 'Keeping Children Safe in Education' (KCSIE 2025), the Safeguarding Vulnerable

Groups Act 2006, and relevant DBS legislation when recruiting staff, engaging volunteers, or working with external providers.

All employees who work with children or have regular access to them must undergo an Enhanced Disclosure and Barring Service (DBS) check as part of the safer recruitment process. Where an individual's role constitutes Regulated Activity under the law, an Enhanced DBS check with a check of the Children's Barred List is required.

For the purposes of Regulated Activity:

- ✓ Frequently means working with children once a week or more.
- ✓ Intensively means working on 4 or more days in a 30-day period, or overnight between 2am and 6am.
- ✓ Other requirements include:
- ✓ Supervised volunteers who do not meet the definition of Regulated Activity will usually undergo an Enhanced DBS check *without* a Barred List check, subject to a written risk assessment.

- ✓ All teaching staff are subject to a prohibition check to confirm they are not barred from teaching.
- ✓ Overseas checks (including criminal record checks or certificates of good conduct) are obtained for anyone who has lived or worked outside the UK.
- ✓ Identity verification, right to work checks, and references are completed before employment begins.

The school understands that a DBS certificate alone does not guarantee suitability. All adults working with children are expected to uphold the highest standards of professional conduct, and the school remains vigilant to any behaviour that might raise safeguarding concerns during employment or voluntary engagement.

Children and Young People

An essential aspect for the school policy is that all groups are made aware and active in the process of managing the visit or venture as they can be. Procedures, group and supervision strategies must be explained and understood. Individual and group responsibilities need to be clear, as well as the rewards and sanctions for ensuring they are kept to. A code of conduct, negotiated and agreed in an acceptable way, is a key component of educational visits e.g. communication, behaviour, dress, group supervision and 'down time'. The standard of behaviour expected of staff will be no different from behaviour expected within school. It may be necessary to have individual behaviour contracts with some young people, signed by themselves and their parents. Everyone should be as risk aware as is realistic.

Children Accompanying Staff

All staff must be aware of the problems that can arise when their own children accompany them on a particular visit or activity. In these situations a conflict of role may occur. Where our staff do take their own children on a visit or activity the member of staff should not be included in the staffing ratios unless they are supervising at all times a group which does not include their own child.

Approval

The Headteacher's approval must be sought before any bookings, letters or deposits are made. This should be done using the 'Offsite Activities Proposal Form'. This is done by completing the Form and passing this to the member of the Senior Leadership Team (SLT) with responsibility for this area. This Senior Leader will then seek the Headteacher's approval. Only the Headteacher, is able to approve the organisation of such activities. Assessment, training and support of visit leaders is a priority of the Headteacher. Refer to NG document: **"Assessment of Competence"**

Information collected and distributed prior to trips and visits

Parents/guardians will be fully informed in writing about the trip or visit well in advance Care will be taken to ensure that those accompanying the trip are fully informed about the special or medical needs of any pupils participating. Parents/guardians should also be advised that the school reserves the right to exclude a pupil from a visit on behavioural grounds. Trip organisers will ensure that all pupils involved in the excursion have been properly prepared and briefed.

Letters to Parents

As part of the information provided to parents about residential trips:

- ✓ Dates
- ✓ Times of departure and return
- ✓ Method of travel (if appropriate)
- ✓ Destination with full address and telephone number
- ✓ The name of Group Leader
- ✓ The aim and purpose of the visit, the activities planned, any hazardous or adventurous activity clearly specified
- ✓ The nature of supervision
- ✓ Any extra costs

- ✓ A request for parental consent

Insurance

The Proprietor, as employer, ensures that the school maintains appropriate insurance cover as required by law and best practice.

This includes:

- ✓ Public liability insurance, which indemnifies the school against claims for compensation arising from bodily injury to persons not in its employment and from accidental loss of or damage to third-party property where the school is deemed to have been negligent.
- ✓ Employers' liability insurance, which provides cover for claims by employees arising from injury or illness sustained in the course of their employment.
- ✓ Professional indemnity insurance, where relevant, covering advice and guidance provided by staff.

Employees acting in the course of their duties, as well as volunteers under their supervision, are indemnified against claims provided they act within the scope of their responsibilities. This cover extends to off-site visits and activities, residential trips, and overseas travel organised by the school.

For residential and overseas visits, the school also arranges appropriate travel insurance, which includes emergency medical treatment, repatriation, cancellation, and personal accident cover. Parents are informed of the scope of this insurance and are advised to consider any additional cover they may wish to arrange for their child.

When external providers, transport companies, or activity centres are used, the school will verify that they hold appropriate public liability and professional indemnity insurance before any booking is confirmed.

Refer also to OEAP National Guidance

Transport

Before departure, pupils will receive clear safety instructions appropriate to the type of travel. Pupils must sit two to a seat, wear seat belts at all times, and use an appropriate child seat or booster if required by law. On longer journeys, opportunities for rest and exercise will be built into the schedule. A fully stocked first-aid kit must be carried and easily accessible throughout the trip.

The school operates its minibuses and vehicles in line with current legislation and Department for Transport (DfT) guidance. Most vehicles designed to carry nine or more passengers are operated under a Section 19 Permit, which allows non-profit organisations such as schools to provide transport without holding a commercial operator's licence. Drivers must hold the correct licence entitlement (usually Category D1 or D1(101)) and are expected to complete appropriate minibus driver training (for example, the MiDAS scheme).

All vehicles used for school visits must be roadworthy, properly maintained, and appropriately insured, and all external transport providers must meet legal and safety standards.

Adventurous Activities

Where adventurous activities are involved it is important that those leading and instructing the activities are appropriately qualified and competent. Such activities will usually be undertaken at a licensed and approved centre. This could include caving, abseiling, high ropes, rock climbing, etc.

First Aid

Most School employees will as a minimum hold the 'Appointed Person' one day course of emergency first aid. Ideally a 'Full First Aider' who holds the full (3-day) course with a training establishment approved by the Health and Safety Executive will be in attendance. There will always be an EYFS member of staff on a trip who has

completed the one day paediatric first aid training. A First Aid Kit should be carried at all times by the group leader. The Group Leader should check the kit is complete.

Critical Incident/Emergency Procedures

The Group Leader and other members of staff have a duty of care to ensure that all pupils are safe and healthy. They also have a common law duty to act as a reasonably prudent parent would. In an emergency there should be no hesitation to act and to take life-saving action if necessary. All necessary steps should be taken in advance of any visit to assess all risks and take necessary precautions. The detailed actions to be taken by the Group Leader in the event of a serious accident/incident forms an appendix to this policy.

Day Trips

A copy of the risk assessment (often generic), including pupil details and Group Leader contact details will be held in the School Office which will act as a contact point. The Group Leader will have a school mobile phone.

Residential Trips

Every group will have a named contact in the UK, and this will normally be the Headteacher or Deputy, with the Bursar as reserve, with whom they will have exchanged telephone numbers and all relevant information about the trip. As stated on the Risk Assessment, the School Office should also have a number where the party can be reached while away from home.

Complaints

Where complaints are received these should follow the school's complaint procedure. Where complaints are made by the school concerning provision made on behalf of our school these should be in writing from the Headteacher to the supplier of the service. All complaints are best dealt with as and when they arise.

Accounting for Individual Pupils

The Group Leader will ensure that each pupil who is not under visual supervision is accounted for. This means the Group Leader will know the identity, whereabouts and expected time and place of return of the pupil.

Mobile Phones/Pupils' Property

Mobile phones can be very useful in emergencies. However, there are reasons why their use by pupils should be restricted on educational visits, for example: mobile phones can act as distractions, carrying such phones can expose pupils to the risk of mugging and street violence and homesickness may be made worse by frequent use of mobile phones.

For each visit, the Group Leader will formulate a clear policy if necessary on the use of mobile phones which will be circulated to parents and pupils well in advance of the visit. Such a policy may vary depending on the type of visit, from a total ban on pupils' phones to a system of phones being left with adults during the day, to be used for a restricted time in the evening. The Group Leader and at least one other adult supervisor will carry a fully charged mobile phone at all times and will ensure that an emergency contact at the school has the relevant numbers. Similar rules will apply to all items of personal property including for example, cameras. Parents are requested not to send pupils on visits carrying expensive equipment that may attract thieves or be lost or broken. In any event, pupils will be responsible for all items of personal property taken on the visit.

Child Protection

Broomfield House School Child Protection Policy and Procedures (available on the website and on request from the school office) will apply during educational visits. The Group Leader will carry out the duties of the Designated Person or will name an appropriate adult supervisor to do so. Any incident amounting to an allegation or suspicion of abuse which occurs whilst on the educational visit will be dealt with appropriately at the time and will be reported to the Headteacher immediately on return.

Responsibilities of Pupils

The Group Leader will make it clear to pupils that they must:

- ✓ not take unnecessary risks;
- ✓ follow the instructions of the Group Leader and other supervisors including those at the venue of the visit;
- ✓ dress and behave sensibly and responsibly, using safety equipment as instructed;
- ✓ be sensitive to local codes and customs;
- ✓ look out for anything that might hurt or threaten themselves or anyone in the group and tell the Group Leader or supervisor about it.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. Reasonable adjustments will be made for disabled children.

Illness When Abroad

The UK now issues the Global Health Insurance Card (GHIC), which replaces the former European Health Insurance Card (EHIC) for most travellers. The GHIC entitles UK residents to access state-provided, medically necessary healthcare at a reduced cost or sometimes free of charge when visiting European Union (EU) countries.

Existing EHICs remain valid until their expiry date, after which travellers should apply for a GHIC. Applications are free and can be made online through the official NHS website: www.nhs.uk/ghic.

Families should be aware that GHICs do not cover all countries, particularly Iceland, Liechtenstein, Norway, and Switzerland, where healthcare arrangements may differ. In all cases, comprehensive travel insurance should be arranged to cover medical costs, repatriation, and any additional expenses incurred due to illness or injury abroad.