

Scope and Rationale

The purpose of this policy is to provide a framework of safe working practices for the leadership and management of all educational visits; specifically, to:

- Ensure the safety and welfare of every student and member of staff participating in an off-site visit or activity organized by the school
- Detail the procedures that must be followed in the planning and conduct of any off-site visit, to comply with both statutory regulations and the requirements of Magdalen College School.

This policy covers any journey or activity organised by or for Magdalen College School for a group of its pupils, which takes place away from the school premises. In planning and conducting such educational visits, the most important considerations are the safety of students and the promotion of their welfare. Specific procedures for individual roles, and guidance towards administration of educational visits, are contained within the appendices.

Magdalen College School provides a rich and varied programme of opportunities for pupils to learn outside the classroom - on the school site, the local area and further afield. The programme of visits is structured and progressive, to gradually develop young peoples' confidence, independence, responsibility, and specific learning objectives.

We believe that student and staff involvement in residential and non-residential visits adds significant value to school life and enhances our core values and ethos. First-hand experience adds breadth and depth to the Curriculum and enhances social, moral, spiritual, and cultural development.

We aim to:

- Provide a broad programme of visits
- Ensure access for all students including those with additional needs
- Develop continuity and progression throughout a student's school experience
- Enable students to discover a sense of community, social responsibility, initiative, resourcefulness, and self-reliance

For more detailed explanation of the leadership and management of sports fixtures, please see appendix 4.

Provision of Guidance for staff planning visits

Magdalen College School has formally adopted the OEAP *National Guidance (NG)* found on the following web site: www.oeapng.info

It is a legal expectation that employees must work within the requirements their employer's guidance; therefore, Magdalen employees must follow the requirements of National Guidance, as well as the requirements of this Policy

Systems for Managing this Activity

Magdalen College School has systems in place covering a range of key areas vital to the safe and successful delivery of off-site activity.

Specific Arrangements

Magdalen College School has a service level agreement for specialist advice from the Cambridgeshire County Council Outdoor Education Adviser. The school has Educational Visit Coordinators who are trained and updated regularly.

Visits are divided into 3 categories.

Zone 1 is defined as an activity that is organisationally straight forward and takes place geographically and temporally close to the school, and which takes place during the school day. Zone 1 visits include frequent & regular venues and activities where staff to know the venue and activity well and therefore risks are more easily managed. It is not defined by a geographical area. Additionally, in many cases these visits do not bear a cost to parents.

Zone 3 is defined as an activity which is complex and distant from school. It may involve outdoor and adventurous activities particularly visits involving water, residential visits, or foreign visits – in short, residential or adventure or abroad. It may involve organisationally complex visits or those involving OAA that are, however, quite close to school.

Zone 2 is defined as *other* activities which do not fit into either of these categories. New visits will almost certainly be zone 2 but may move to Zone 1 depending on their nature; irregular or infrequent visits with varying staff will also fall into zone 2, as will most trips requiring payment

Magdalen College school visits include but are not limited to:

Zone 1 visits	Zone 2 visits	Zone 3 visits
Sports fixtures	Theatre visits	Outdoor Adventurous Activities
Outreach work (SD)	Occasional sports fixtures	Camping
Subject fieldwork in Brackley, including Art, BS, Geography	ELP visits such as Oxford Museums, NEC, Compton Verney (at least initially, depending on context)	Foreign trips including Ski trip, Y7 Boulogne, Cern,
Support to primary schools		Geo fieldwork to Epping Forest
Student-services' lifts to students		DofE expeditions
Remembrance service		
MCS Oxford Scholarship visits		
Year 11 & Year 13 Proms		
ELP visits that are established and regular		

Specific requirements for trip category

The following table outlines the documents that must be produced in leading and managing a visit.

	Letter / information shared with parents	schedule	Emergency Contact sheet	Participant lists (group / coach / medical)	Risk benefit form	Dietary / medical risk assessment form	Written parental consent	Parents informed of visit (o/side sch day)	Medical consent Forms	EVOLVE documentation
Zone 1	✓	✓	✓	✓	✓	✓		✓		
Zone 2	✓	✓	✓	✓	✓	✓		✓		✓
Zone 3	✓	✓	✓	✓	✓	✓	✓		✓	✓

Rules and procedures relating to individual zone 1 visits are listed in Appendix 4. Specific **parental consent** for zone 1 visits and visits during the school day is not required. Parents & carers must, however, be informed that all trips are taking place in advance. It is the responsibility of parents to inform the school they wish their child to be withdrawn from the visit.

The Evolve website must be used for the planning, management, and approval of Zone 2 and 3 visits. Oversight is with the Head Teacher, with Governors receiving reports when appropriate and requested.

Specific **medical consent** from parents is required only for zone 3 visits ie visits abroad, residentials, and visits involving Outdoor & Adventurous Activities, tailored to the context of the visit. For zone 1 and 2 visits both during the school day and out of hours, when parents are informed of the visit, they must also be invited to update the medical information Magdalen retains about their child.

Insurance

Magdalen College School has insurance policies in place to cover this area of work. Specific activity may require further cover which should normally be with the insurers.

Managing Risks

Magdalen College School has a legal duty to ensure that risks are managed - requiring them to be reduced to an “acceptable” or “tolerable” level. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring the school to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an activity should be informed by the benefits to be gained from participating. A “Risk-Benefit Assessment” approach is adopted. This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e., the risk remaining after control measures have been put in place) is “acceptable”. As part of learning, young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

It is the responsibility of the trip leader and EVC to check and consider the risks caused by Covid, by travel restrictions and by terror threat levels, both before a trip is approved and at the time a trip takes place.

Emergencies and Critical Incidents

The School Critical Incident plan has been updated and reviewed. It covers the possibility of having to manage an offsite visit emergency. Senior staff who may have to implement the plan are trained and briefed. The Adviser service provides support and information, linked to the Visit Emergency Support Network, (VESN).

Monitoring

As an employer the school ensures that there is sample monitoring of the visits and outdoor activities undertaken by the staff. Such monitoring should be in keeping with the recommendations of National Guidance.

Charging

Heads/Managers, Curriculum Planners, 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, which are reflected in the Magdalen Charging Remissions policy.

Staff

All staff and helpers must be competent to carry out their defined roles and responsibilities. National Guidance sets a clear standard to which the visit leaders **must** work. The guidance states:

“a competent Visit / Activity Leader (or an Assistant Leader where they may take sole responsibility for a sub-group) requires:

- *Knowledge and understanding of their employer’s guidance supported by establishment-led training.*
- *Knowledge and understanding of the staff, the activity, the group and the venue.*
- *Appropriate experience*
- *In some circumstances (e.g. first aid, adventurous activities) a formally accredited qualification.”*

Staff participating in off-site activities and visits must be aware of the extent of their duty of care and should only be given such responsibilities as are in keeping with the above guidance. It is particularly important that careful consideration of competence issues is applied to both newly qualified and newly appointed staff.

Magdalen College School works to the principle that staff have been assessed as competent to undertake such responsibilities as they have been assigned, for leading or assisting on visits. This assessment may include a review of previous visits, leadership experience from other areas and for certain activities a formal qualification. The EVC will lead on this process but may involve other senior staff.

Appendix 6 covers the qualifications required to lead Duke of Edinburgh Award Expeditions.

The EVC should view the original documents and certificates when verifying leader's qualifications, and not rely on photocopies.

Advice is to be sought from the County Adviser when required.

Key roles of individual staff members are listed in Appendix 2, based on guidance from the NG website and staff taking on a specific role should read and understand the advice contained within defined documents associated with the role. Roles include, visit leader, assistant leader, EVC, Head and Governing Body and voluntary helpers.

Vetting

Staff, including volunteers, deployed are subject to the schools' safeguarding processes and arrangements.

Effective Supervision

Magdalen College School follows national guidance in that there are no specific and defined ratios for visits, but that the staff on the visit work to the principle of effective supervision, considering the context of the visit and the nature of the students and accompanying staff.

Planning

Magdalen College School works with the principle that educational visits are successful and have risk managed, not solely through risk assessments, but by good planning from the very start of the visit planning process.

Good planning for a visit should include a consideration of all the variable factors:

- **Staffing requirements** – trained? Experienced? Competent? Suitable ratios?
- **Activity characteristics** – specialist? Any insurance issues? Licensable?
- **Group characteristics** – prior experience? Ability? Behaviour? Learning and other additional needs? Any medical needs?
- **Environmental conditions** – like last time? Impact of weather? Water levels? Social factors?
- **Distance from support mechanisms in place at the home base** – any transport? Residential?

Working with outside providers

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third-party provision meet school expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people. This is a vital dimension of risk management. To reduce bureaucracy, it is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available.

Examples of such schemes include:

- The LOtC Quality Badge
- AALS licensing
- Adventuremark

- NGB centre approval schemes

Planning for Inclusion

Magdalen College School takes all *reasonably practicable* measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and outdoor learning thus ensuring an aspiration towards:

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

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, or religion. If a visit needs to cater for young people 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.

For curriculum-related but non-mandatory educational visits where educational advantage is likely to be gained by those students who participate, *all students* who study that curriculum subject must be able to attend should they wish to do so. It is possible an educational visit will not run if it is not possible to include all students on the course who wish to attend. The normal procedure in this situation will be to send parents a 'feasibility letter' to ask for an 'expression of interest' before a visit is confirmed and offered, in order that any problems can be anticipated and resolved before detailed planning takes place.

Students who present challenging behaviour in school, and who have a record of challenging behaviour such that they may put at risk the safety of themselves and others during an educational visit, may not be allowed to participate.

Transport

This policy supports groups travelling by the most appropriate means which can include, walking, public transport – buses, trains and tube, taxi and private cars, coach, and aircraft

Related documents

- *Health and Safety Policy*
- *Safeguarding Child Protection Policy*
- *Inclusion Policy*
- *Charging remissions Policy*
- *Policy on personal information*

Further guidance:

OEAP National Guidance: www.oeapng.info
 Stephen Brown (Outdoor Education Adviser)

Date agreed: 25NOVEMBER 2021 Forum: SLT meeting Review date: November 2022

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- 7 – Sample DfE annual consent form.

Appendix 1:

Roles and responsibilities

The role of the Headteacher is to:

- Ensure the leadership and management of all educational visits comply with current regulations and guidelines.
- Ensure that the educational visits coordinator is competent to oversee the coordination of all off-site educational visits.
- Alongside the senior leadership team, approve or reject initial applications for any zone 3, or for trips that take students out of lessons.
- Complete the final submission of Evolve documentation to NCC for any zone 3 high risk, foreign or residential visits.
- Act as secondary base contact for all educational visits.

The role of the AHT - Curriculum Manager is to:

- Manage the timing of all educational visits and how they integrate into other whole school events.
- Ensure appropriate provision for each year group, ensuring equality of opportunity in accordance with the school aims and objectives.
- Provide annual trip-training for potential visit leaders and for staff supervisors.
- Alongside the senior leadership team, approve or reject initial applications for any local, low risk educational visits that take place out of school hours.
- Complete the final approval of Evolve documentation for any zone 1 & 2 educational visits
- Complete the initial submission of Evolve documentation to the Headteacher for any zone 3 visits.
- Act as primary base contact for high risk, foreign or residential visits or where the EVC is undertaking a trip - act as 'point of contact' in the case of an incident between parents and visit staff.
- Review with the EVC and SLT procedures for all educational visits including those for zone 1 visits annually.
- Provide model generic risk assessments and procedure forms for staff.

The role of the Educational Visits Coordinator is to:

- Support trip leaders in each stage of the planning for any trip for which initial approval has been given.
- Ensure that all educational visits are planned meticulously using standardised forms which are uploaded onto Evolve at least 1 week prior to the event for zone 2 visits; 2 weeks for zone 3 visits.
- Ensure that all members of staff involved in the planning and execution of educational visits are aware of the support and guidelines available.
- Ensure that educational visits have appropriate staff student ratios based on risk-benefit analysis and cover for health and safety, first aid, medication, and behaviour management.
- Work with the group leader to provide full and timely details of the visit to parents, to obtain their consent or refusal, and to ensure that all relevant documentation and financial payments are received prior to the trip going ahead.
- Act as a primary base contact for visits – act as 'point of contact' in the case of an incident between parents and visit staff.
- Ensure that the visit evaluation is completed within Evolve and is used to inform future visits and staff training needs.

The role of the trip leader is to:

- Ensure adequate planning and safe conduct of the visit in accordance with this policy, and for ensuring that all staff and students are aware of their roles. Other supervising adults will also have a duty of care, but the trip leader retains overall responsibility.

- Submit a detailed educational visits proposal form to the AHT to identify the clear purpose, objectives, details, and costs of the visit *prior* to speaking with pupils.
- Once approval has been obtained, inform parents of the visit details, including its nature, purpose, and costs, and obtain written permission for their child to participate in the form of the medical consent form.
- Ensure that for any trip involving Outdoor or Adventurous activities, the provider holds the necessary licences and insurances.
- Ensure that parents are fully informed of the schedule for the collection of payments and the deadline for final payment. Additionally, ensure that for curriculum visits parents are also informed of the support offered to those facing financial hardship if appropriate.
- Monitor payments with reference to final payment deadlines and ensure that all students have paid all monies prior to participating in an educational visit.
- Plan the itinerary in sufficient detail to identify every period of the visit including meals, rest and recreational time.
- Carry out and upload to Evolve, for all zone 2 & 3 trips, a comprehensive, risk-benefit assessments for all activities identified in the itinerary at least 1 week prior to the visit for zone 2 visits, & 2 weeks prior to the visit for zone 3 visits
- For all visits, a review of medical needs for all participants must be completed, and for zone 2&3 visits a comprehensive medical risk assessment uploaded to Evolve.
- NB: individual consent forms do not need to be uploaded to Evolve or carried by supervising teachers for visits in UK.
- Ensure adequate levels of first aid, bearing in mind the nature of the visit, as part of the assessment of risk.
- For zone3, high-risk, foreign or residential visits, arrange a parents' information evening.
- Assess where possible the suitability and safety of any accommodation to be used. In addition, the policy for locking rooms and for staff supervision should be established and communicated with parents.
- Allocate supervisory responsibility to each adult accompanying the visit for named students, and ensure the adults understand they are responsible directly to the trip leader. Trip leaders should either have no group responsibility, allowing them to focus on the visit as a whole, or should have a small group.
- For all zone 2 & 3 trips it is the Trip leader's responsibility to upload all details and documents to Evolve (not admin staff) at least 1 week prior to the visit for zone 2 visits, & 2 weeks prior to the visit for zone 3 visits
- Ensure that all students and adults are fully aware of risk assessments, emergency plans and the expected standards of behaviour. Teachers need to be in possession of written risk assessment during the visit; students need to be made aware of specific risks.
- During the visit, continuously monitor and re-assesses risks to the group whilst the trip is taking place and as the need arises. Records should be maintained of any on-going risk assessments.
- Ensure that on return from a visit, all students are delivered, where appropriate, into the care of a parent / carer or their representative.
- In the case of an incident during the visit, communicate all information efficiently with the EVC, who will relay details to parents.
- Upload a review of the visit to Evolve on return, evaluating the extent to which its objectives were met, and reporting any 'near misses' to the Curriculum Manager.
- Support where necessary any insurance claims made by trip participants.

The role of supervising adults is to:

- Adults accompanying students are 'in loco parentis' and are responsible for their safety and well-being at all times. All adults taking part in off-site visits must therefore act in a professional and safe manner throughout.

- Ensure full awareness of the risks pertinent to the educational visit they are accompanying and the medical and dietary needs of their allocated group; actively monitor and reassess risks to the group whilst trip is taking place and inform group leader of any developments.
- Take responsibility for the safety and well-being of the students allocated to them specifically, and for the group.
- Monitor the behaviour of the students allocated to them specifically, and for the group, and intervene to support as necessary.
- Perform any extra supervisory duties as allocated by visit leader.

The role of parents and carers is to:

- Carefully read all information regarding the proposed visit before giving consent.
- Provide up to date medical and emergency contact details for the duration of the visit, by updating Magdalen of medical needs the visit commences.
- Ensure all payments are made by the deadlines given, taking note of when payments are non-refundable.
- Inform the school immediately if their child must withdraw for a visit for any reason.
- Arrange, where appropriate, for the prompt collection of their child on return from the visit.

Appendix 2a:

Procedures for zone 1 educational visits

1. NB – zone 1 visits are straightforward activities - Zone 1 is defined as activity that is organisationally simple and is close to the school; it will include regular venues and activities, which are generally free. This allows staff to know the venue and activity well and therefore risks are more easily managed.
2. Risk-benefit assessments for all zone 1 visits are prepared by faculty heads and visit staff alongside the EVC in advance of visits taking place, to ensure that all risks are reduced to an 'acceptable' or 'tolerable' level within the risk-benefit assessment. Procedures for the management of risk within specific zone 1 visits is agreed.
3. The EVC will finalise the risk-benefit assessment form for specific zone 1 visits, that can be added to by other staff at the time of the visit. These will be reviewed annually.
4. Parents are informed of educational visits that are taking place prior to the visit; specific consent for participation in zone 1 visits is not required. At the same time, parents are asked to inform the school of any extra medical / dietary needs additional to what is stored by Magdalen.
5. On the day procedures: the Visit Leader must ensure -
 - a. EVC plus Line-manager & reception are aware the visit is taking place
 - b. Details to be forwarded in line with risk benefit assessment and agreed procedures, include:
 - i. Who is going (staff and students, plus any medication required)
 - ii. Where they are going
 - iii. What time leaving / estimated time of return
 - c. Emergency contact plan (phone numbers and emergency cards) are carried by staff
 - d. Visits kit (to include first aid kit, emergency food, water) to be carried by staff.
 - e. School reception is updated on trip progress throughout visit.
 - f. EVC is notified of successful completion of trip
6. In the event that, due to an incident parents have to be contacted the EVC will liaise with the trip leader and Leader of learning regarding who will contact parents.
7. The risk-benefit assessment form for each zone 1 trip will be reviewed annually.

Appendix 2b:

Procedures for zone 2 & 3 educational visits

Planning

8. All educational visits should have clear learning objectives, and where possible should be proposed during the preceding academic year so that they can be placed on the school calendar.
9. Overall responsibility for curriculum visits is undertaken at Faculty level; Heads of faculties should retain an overview of progress, and support where necessary.
10. Visit leaders are responsible for the safe and effective organization and administration of the off-site activity. Admin support will be provided by the administration team such as booking transport & venues, printing letters and the use of Parentmail messages, recording receipt of consent forms, and photocopying paperwork in preparation for the activity itself. It is the Trip leader's responsibility to upload details and documents to Evolve.
11. Residential visits organised during the school holidays should be arranged to allow staff & students time for rest and recuperation. It is recommended that staff attend no more than one residential visit per academic year. Expensive foreign residential visits should, in order to reduce parental expense and staff commitment, be run on a 2-year cycle and where possible, visits from different faculties may be combined.
12. Any proposed off-site activity should be discussed first with the EVC and an educational visits proposal form completed. Estimates of costs must be completed and disadvantaged students identified before the visit can be sanctioned. No discussion of the proposed visit should take place with pupils or parents before a visit is sanctioned.
13. The Finance Manager will review the visit financial statement which shows initial estimates of payments and costs, prior to letters going to parents
14. Members of staff wishing to lead an educational visit must have completed the visit Training Course including use of Evolve, and should have participated in other similar visits.
15. Risk assessments must be carried out by the activity leader for all activities including 'down-time' and remote supervision and shared with all supervising adults prior to the visit; a specific RA must be included for known medical conditions. These must be shared with all accompanying staff and specific risks highlighted to students prior to the trip commencing.
16. For new visits, or to new venues, activity leaders should wherever possible visit the location in advance. Please note that the cost of investigatory visits must be borne by students through their total visit cost.
17. When organising visits, care must be taken to ensure enough supervising staff are familiar with the venue and experienced with leading visits, according to the risk assessment. For enrichment visits, with the exception of the visit and deputy visit leaders and any specialized staff, all other supervising staff should be selected through open ballot at an appointed time, while ensuring a balance between experienced staff and new staff gaining experience, potential leaders & subject specialists where necessary.
18. Once the visit has been sanctioned by SLT, a letter informing parents about the visit must be sent home prior to the activity, which outlines *all intended activities included within the visit*. Activities are either curriculum based / take place during school time, in which case voluntary contributions

are requested, or they are enrichment / take place outside of school time, in which case parents are required to pay. Examples of wording for letters are in the appendix.

19. For curriculum related visits that may lead to a subject for those students who participate, the expectation is that *all students* who study that curriculum area who wish to attend should be able to so. If not all students can be accommodated, the trip may not run. Therefore, send a letter to parents asking for an expression of interested must, in this situation, prior to confirmation of the visit and detailed planning.
20. The following paragraph must be included for all *enrichment* visits with limited places:

“In the event that this visit is oversubscribed all applications will be placed into a draw at 3.20pm (insert date). At that time applications will be drawn and allocated. Priority will be given to older year groups when more than one year groups is involved, on the basis that they may have a later opportunity to participate. **Please do not send payments until you have been notified that your child has secured a place on the visit.**”
21. All letters must be passed to EVC or member of SLT for checking. A parental consent form should accompany letters.
22. “Consent/ contact forms are required from all participants, students and staff, prior to participation in an off-site activity that takes place outside of the United Kingdom. Electronic copies of consent / contact forms for all participants are to be uploaded to Evolve for access during these visits by the trip leader and / or delegated staff via web-based devices, and saved to a password protected device carried by the trip leader. For longer, more remote visits, this device is to be used ONLY to access consent / contact forms. Paper copies are NOT to be carried during visits. Medical information / consent forms are NOT required for visits that take place in the UK; written consent is also not required.” A privacy notice relating to trips to non-EEA countries is to be included within paperwork shared with parents (a copy is on the school web-site).
23. Visit leaders are to upload all necessary documentation to Evolve 1 week in advance (zone 2 visits) 2weeks in advance (Zone 3 visits).
24. Admin staff are to ensure all necessary zone 2 & 3 visit documents uploaded to Evolve are also saved onto the password protected device for use by the trip leader.
25. Following the visit, all paper of medical consent / contact forms and other confidential documents are to be disposed in the confidential waste. Electronic documents pertaining to the visit are to be deleted following final evaluation of the visit in accordance with GDPR protocols (Details outlined on privacy notice on school website).
26. Regular school sports fixtures should only be arranged for outside of normal school lessons. Single events for Y7-9 may be authorised if they provide outstanding opportunities for students; Y10 and Y11 students are not to be taken on school fixtures during school lesson time. Elite athletes may attend specific competitions as part of their performance pathway, at the discretion of the EVC and LOL.
27. The Magdalen behaviour policy and procedures apply equally during educational visits including sports fixtures as for misbehaviour in lessons. Those students who present challenging behaviour in school, and who have a record of challenging behaviour such that they may put at risk the safety of themselves and others during an educational visit, may not be allowed to participate.
28. Regarding poor student behaviour at the time of booking, visit leaders will, in liaison with Leaders of learning, speak with both student and parents, explain Magdalen’s concerns, and explain that

continuing poor behaviour may result in the students not being allowed to participate in the visit. In this case, a full refund will be given by Magdalen.

29. Regarding student behaviour at the time of the educational visits, the following provisions apply:
 - a. Students on internal or external exclusion or channelled on day of visit – cannot participate.
 - b. Students externally excluded during the week before a visit – cannot participate.
 - c. Students on report to FT, LOL, or SLT – participation at discretion of the reported-to teacher.

RISK MANAGEMENT

30. Magdalen follows national guidance in that there are no specific and defined ratios for visits, but that the staff on the visit work to the principle of effective supervision at all times. Ratios of 1:15 for low risk visits / 1:10 for other visits, although out of date, are useful for guidance purposes. It must be remembered however, that it is the duty of the party leader to ensure adequate supervision for particular groups and activities depending on the risk assessment; further guidance is available from the school EVC or from CCC EVC. In most cases it is advantageous for a minimum of two staff to supervise a visit.
31. Comprehensive risk-benefit assessments must be conducted for every element of an educational visit, and reviewed regularly throughout the visit or whenever prevailing conditions or circumstances change. Risk assessments at Magdalen fall into three categories:
 - a. Generic – permanent risk assessments which exist within the school for a particular activity ie use of minibus
 - b. Visit specific – a risk-benefit assessment for any off-site visit. Additionally, a medical risk assessment will have to be written for each visit with a new group of students.
 - c. Ongoing – the visit leader regularly re-assesses risks to the group whilst the trip is taking place and as the need arises. Records should be maintained of any on-going risk assessments.
32. Group leaders are to follow a 5 stage process to conduct risk assessments:
 - a. Consider the variable factors identified in point 31.
 - b. Identify possible problems / issues for each activity to cover the duration of the visit.
 - c. Decide who might be harmed and how.
 - d. Identify probable benefits to students of participating in the activity.
 - e. Evaluate control measures that will be implemented to reduce the level of risk.
 - f. Record their decisions on a risk assessment form, upload to Evolve and share with staff.
 - g. Following the visit, review the assessments and revise them as necessary.
33. Good planning for a visit should include a consideration of all the variable factors:
 - **S**taffing requirements – trained? experienced? competent? ratios?
 - **A**ctivity characteristics – specialist? insurance issues? licensable?
 - **G**roup characteristics – prior experience? ability? behaviour? learning, and other additional needs? medical needs?
 - **E**nvironmental conditions – like last time? impact of weather? water levels? social factors?
 - **D**istance from support mechanisms in place at the home base – transport? residential?

FINANCE

34. A detailed analysis of all visit costs should be presented with the visit proposal form. Care should be taken to ensure visits are financially viable with fewer than expected students attending, without leaving excessive monies to refund.

35. When planning visits, consideration should be given to the final cost. The time and complexity of visits, costs including visit amount and essential equipment, and visit expenses, should be kept to the minimum necessary to achieve the visit intentions, in order to minimize costs to parents.
36. Where reduced or increased numbers may influence the final cost of the visit, initial costs to parents should be written "in the region of £xx." Once final numbers can be ascertained, the final cost can be shared with parents as the visit is confirmed.
37. The cost of visits may be subsidised for students who are disadvantaged. It is the responsibility of the visit leader to identify those students attending their visit, to liaise with the inclusion coordinator about the amount of support offered and final costs, and to confirm level of support to FAS team and LOL. For low income families, application for financial support may be considered.
38. It is the **responsibility of the visit leader** to ensure that all instalment payments are made at appropriate times. This includes checking that payments meet deadlines, and that all monies are paid prior to departure. Additionally, visit leaders need to check the visit cancellation policy, the deadline for confirming final numbers with penalty, and also deadline for non-refundable deposits, to ensure that these dates are met with no penalty to students.
39. Losses are borne by the organising Faculty from their capitation.
- 40. An additional administration charge of £1 per student for Parentpay costs should be added to the cost of any visit involving payments.**
41. In the event that an insurance claim needs to be made, the visit leader should contact the EVC for the forms and pass these to the family making the claim. It is the visit leaders' responsibility to ensure the forms are completed and the appropriate paperwork attached. Copies of completed forms should be passed to the EVC prior to posting.
42. All school visits are covered by school insurance. There is no need for parents to take out insurance with the tour company, except in exceptional circumstances. Please speak with the finance office or EVC for further guidance.

DURING THE VISIT

43. All supervising adults must be clear which students they are responsible for, their medical, DSEN & dietary needs and how they're to be managed.
44. Visit leaders must ensure that all supervising staff fully understand procedures outlined in the visit risk assessments and fully understand their roles. RA's are to be followed. In the event that unforeseen circumstances arise, on-going risk assessments must be performed in situ. Written evidence may be needed in this instance.
45. Photographs of students are not to be taken using personal phones / cameras. In the event that a teacher wishes to use their own photographic equipment, a school memory card should be used.
46. All employees using their own vehicle to transport students on educational visits are covered by the school's travel activities including transporting students between sites and home. Parents are also insured (please check they have appropriate car insurance) to transport students to and from a school event, however students are not insured to transport other students. Staff must ensure that their cars are roadworthy, they must not exceed the capacity of the car, and parents should be informed that this is the mode of transport.

47. Students are unable to transport other students to and from school activities or associated school events.
48. Communication with parents: in the event of an incident requiring specific parents to be contacted, visit staff will contact the EVC who will then contact parents, and will also then relay messages between parents and visit staff. In the event that *all* students' parents are to be contacted, ie late arrival of a coach, students can contact parents themselves, supported by visit staff.
49. No transport should leave a venue without a count of students being performed, and all students being accounted for and present.
50. Staff should not consume alcohol during any school visits, including residential visits.
51. During trips, the EVC must be regularly informed about the progress of the trip.

ACTIONS FOLLOWING TRIP

52. At the conclusion of any visit/trip involving payments the final budget statement should be completed and passed via the EVC to the Bursar. In addition, financial viability summary needs to be produced following the return of each trip for checking by external financial auditors as required.”
53. For all activities, intended learning outcomes should be evaluated on Evolve, for audit by the Governing body.
54. Admin staff are to delete any files and contact details pertaining to the previous trip from the school mobile phones in accordance with GDPR guidelines, in preparation for the next trip.

APPENDIX-3

Sport fixtures

When organising and leading sports fixtures, the following principles must be applied.

Student participation:

Regarding student participation in educational visits *including sports fixtures*, the following provisions apply:

- a. Students on internal or external exclusion or channelled on day of visit – cannot participate.
- b. Students externally excluded during the week before a visit – cannot participate.
- c. Students on report to FT, LOL, or SLT – participation at discretion of the reported-to teacher.

Parental consent:

Despite sports fixtures falling into the for zone 1 category of visits, specific consent from parents for students to participate is still required due to the after-hours nature of fixtures and because the risk of injury is high. Teachers managing sports fixtures are to put stickers in student planners with brief fixture details that must be then initialled by parents before a student participates.

Staff supervision:

Staff-pupil ratios for sports fixtures must take into consideration the following factors:

- The experience of the member of staffing leading the visit. Sports where there is an increased likelihood of injury to students must be managed by experienced staff.
- If a member of staff is required to officiate at a fixture adequate supervision within the usual staff: student ratios must be in place for the remaining pupils.
- If it is anticipated that a large number of parents are likely to spectate, staffing ratios are to be increased – effectively one member of staff supervises students, another supports more generally.

First aid cover:

As leaders of visits / sports fixtures, we have a duty of care to our students which cannot be delegated to others. Therefore:

- Staff accompanying students on sports fixtures should be first aid trained, carry a complete first aid kit, and take responsibility for any necessary first aid for Magdalen students.
- First aid cover for home fixtures taking place at Magdalen can be arranged via school first aiders if available, or by staff supervising the fixture.
- In the case of an injury, supervising staff are to contact the EVC who will contact parents on their behalf.

APPENDIX-4: WORDING FOR LETTERS:

If a visit takes place during school time we ask for voluntary contributions:

“...In order to facilitate these off-site visits, we must ask for a voluntary contribution which will be in the region of £60.00 per student. In the event that insufficient contributions are received the trip will be cancelled. Please contact Mrs J Creasey, School Business Manager, immediately, or if you are unable to make this voluntary contribution. All payments must be received prior to departure.

If a visit takes place for all students in a year group during an ELD, and the expectation is that all students attend:

“A voluntary contribution in the region of £XX will be required for students to participate in this visit, which may be cancelled if insufficient contributions are received. This cost covers all xxxx Please note that as the extended learning programme is an integral part of the Magdalen curriculum in the same way that English or Games lessons are, it is anticipated that all students will participate. Please contact your leader of learning in the first instance for support in removing barriers to participation, whether financial, physical, emotional or social for example.”

If a visit takes place outside of school time, even if it is related to the curriculum ie a theatre visit, it is therefore optional,

“...The cost of the trip will be in the region of £60.”

If an enrichment visit trip has limited places and is likely to be over-subscribed:

“In the event that this visit is oversubscribed all applications will be placed into a draw at 3.20pm (insert date). At that time applications will be drawn and allocated. Priority will be given to older year groups when more than one year groups is involved, on the basis that they may have a later opportunity to participate. **Please do not send payments until you have been notified that your child has secured a place on the visit.**”

Example of wording for payments:

“Payments for the trip may be made by cash or cheque and deposited in the payment box in Waynflete reception or payments can be made using ParentPay (Please see over for Terms and conditions). All cheques should be made payable to MCS.”

Example of wording for payment over time:

Please find below details of the payment plan, which we hope you'll find supportive:

- A deposit of £10 to be paid by Friday XXth January. The deposit becomes non-refundable once it is submitted to the activity provider.
- Balance to be paid by Friday XXth March
- The final cost will be confirmed at the beginning of XXX, when parental consent and medical forms will be collected.

Appendix 5:

Expedition Guidance and Leadership Standards 2018/19 - Hillwalking

(To be used in conjunction with the Academy Educational Visits Policy)

Section 1

Introduction

The Employer has to define leadership standards for key activities, and this is true of leadership in the outdoors with regard to D of E expeditions.

This guidance document and its standards are offered to Academies working with Cambridgeshire County Council Outdoor Education Adviser Service. It is for the Academy to fully adopt within their Educational Visits Policy. These standards have been in place and revised since 2004 within Cambridgeshire. Thus these standards have been tested and enabled the safe delivery and management of D of Expeditions.

The standards are regularly reviewed and adjusted accordingly.

All questions about this document and clarifications about this guidance should be directed to the Outdoor Education Adviser. Please use either the phone or email address below:

Stephen Brown
Outdoor Education Adviser

Outdoor.education@cambridgeshire.gov.uk
Phone 01480 379677

Address
Speke House
Stocks Bridge Way
St.Ives
Cambridgeshire PE27 5JL

Section 2

Expedition Season/Conditions

The expedition season will run from normally from March until October where summer conditions exist on the ground, but this can be extended under discussion with the outdoor education adviser.

Definition of Summer Conditions

Summer conditions exist where no snow or ice are lying on the ground requiring the use of winter mountaineering equipment (ice axe and crampons) to negotiate.

Leaders of expeditions who travel early and late in the expedition season must use judgement and take responsibility for deciding when such conditions exist or are likely to occur, and as appropriate abandon or postpone the planned venture.

Section 3

Roles and Responsibilities

This guidance establishes a common leadership framework which has been developed over many years in conjunction with neighbouring authorities, and guidance as taken from the Adventurous Activities Licensing Service (AALS) in particular where activities of which are deemed as licensable and in terrain classed as such under the Young Persons Safety Act 1995 and the

Adventurous Activities Licensing Regulations 2004. It is not a requirement of a school/centre to hold a license if delivering activities to the centres own enrolled students.

These are the requirements in place to ensure that the leadership and supervision of expeditions at all levels is carried out by individuals with measurable competencies, experience and qualifications relevant to the level of expedition.

All staff involved in the expedition section must:

- Be employed with the Academy or registered to volunteer with the Academy
- Be familiar with the aims and conditions of the expedition section.
- Be appropriately qualified and competent as this guidance including current first aid qualification.
- Be familiar with relevant health and safety and educational visits guidance according to their role.
- Have an enhanced DBS check and be up to date and aware of current safeguarding practices, procedures within their respect employment

Working with An AAP

If the Academy contracts with a D of E Accredited Activity Provider then the AAP must have a AALA license for activities which come under the above licensing regulations. Please ask the Adviser for advice before contracts are signed. Their leadership arrangements are not covered by this document

Section 4

Definition of Terms – Expedition skills progression

Training: Expedition skills specific training delivered by appropriate staff from school. As a minimum staff should be those who will be leading/supervising on the practise/assessed ventures and will have completed the Local Accreditation Scheme. This is not a practise expedition and should ideally be one of a series of sessions delivered before embarking on a practise venture.

Practise Venture: A practise venture is exactly that – practise, and lead/supervising staff should operate on a sliding scale of staff led close contact skills delivery and support, building on the training sessions, through to shadowed to remotely supervising their group. Refer to www.oeapng.info Document 4.2a Supervision and MLTE publication (current practise in the supervision of groups operating independently) for useful guidance for walking expeditions.

Assessed Venture: A qualifying venture, where the participants should be able to be remotely supervised having acquired the skills and supporting knowledge to do so in the required terrain, after having demonstrated this at appropriate stages to the leader/supervisor, prior to the qualifying expedition. An assessed venture may pose unforeseen challenges which groups will need to overcome, however if a group does not have the required abilities, attitude and aptitude to be in certain terrain at the start they should not be there.

Expedition Leaders: The person in overall responsibility for the expedition cohort of up to 3 groups (2 for paddlesport).

For practise ventures the leader may supervise one group in conjunction to their leadership responsibilities.

For assessed ventures involving a single group the leader may supervise one group in conjunction to their leadership responsibilities supported by at least a reliable adult.

The reliable adult should not be responsible for any groups and will operate as mobile support.

For assessed ventures involving a multiple group cohort, the overall visit leader should not be responsible for any groups and will operate as mobile support to the supervisors.

* For paddlesport cohorts see section 13, 14

Expedition Supervisors: The appointed person responsible for a particular expedition group. They will operate under the directions of the expedition leader as agreed at planning stages.

Assessed Qualification: A person who holds a National Governing Body qualification, Basic Expedition Leadership (BEL), Countryside Leader Award (CLA), Lowland Leader Award (LLLA), Hill and Moorland Leader (HML) (previously WGL), Mountain Leader Award (ML) (summer or winter), Mountain Instructor Award or Mountain Instructor Certificate or Mountain Guide. The

qualified leader has full responsibility for all groups under their direction. See Sections 13 onwards for guidance for canoe journeys and sail journeys.

Trained and Recognised: A person who has completed BEL, HML, or ML training or achieved exemption from training, and submitted a logbook to the Outdoor Education Adviser may recognise that their experience can gain for this leadership status. The log book must contain strong supporting evidence at the required standard or above which is to fulfil at least 80% of the minimum assessment criteria for the particular award. Emphasis for approval is given on current and relevant personal walking experience and not just the assisting on D of E ventures.

Trained and recognised status lasts for only Five years from the training course date. These criteria will be strictly adhered to and logbooks with less than the above experience will not be considered.

(Does not include the CCC CLA – participants are within an assessment only process)

Close Proximity: Any trained and recognised staff must work in close proximity to the qualified staff member who is ultimately responsible for them. Dependent on terrain encountered, Close Proximity should mean no more than 30 minutes walk apart. Staff operating in this capacity should exercise careful judgement and satisfy themselves that management systems are in place to deal and manage with varied scenarios and possible emergencies.

Local Expedition Accreditation: A person who has completed the CCC OEA 6 hour training course. The leader can operate with one group meeting the route/area conditions.

Reliable adult: a person who is deemed competent to carry out mobile support tasks as directed by expedition leaders or supervisors. They are not to train/lead groups in any capacity but can be used (for example) - to observe check points and see groups into overnight camps. For useful assistance in emergency scenarios it is recommended but not essential that the reliable adult holds the training endorsement of the award appropriate to the terrain encountered or personal "hill skills" which may be of direct relevance/use. A reliable adult must accompany the leader/supervisor on single group cohorts and is also recommended on all ventures.

First Aid: All qualified staff **must** hold a current first aid certificate, aligned with the requirements of their leadership award. This will either be 4 hours, 8 hours or 16 hours.

No NGB's at any level are recognised without the minimum first aid requirement.

Expedition Cohort: An expedition cohort is a maximum of 3 groups, where one qualified person is in charge of a cohort; working with 2 other groups, lead by appropriate staff. When adding a 4th group, then this addition is the start of a new cohort. Each Cohort is lead by a qualified member of staff.

Entry on Evolve: The overall expedition is logged as a single entry, with the leadership and cohorts clearly defined.

Group sizes: Group size is set at a recommended maximum number of participant's dependant on training sessions, practise or assessed ventures.

A Venture: is defined as a school operating expeditions in defined areas with Expedition cohorts.

Section 5

Expeditions Qualification Areas – Staffing Matrix

- The table below shows the Academy definition for Normal, Open and Wild Country.
- The minimum qualification or recognised competency level for staff leading groups in any given level of terrain.
- Staffing ratios.

The best way of attaining competence to lead groups is via personal interest, involvement and experience in the activity with the eventual gaining of the appropriate NGB award to support this. We recognise that this should be continually supported after a completed assessment via continued experience relevant to the award and leadership role.

The staffing matrix places the most experienced and qualified staff member in overall charge of an expedition cohort whilst still allowing for the development of staff who are working toward a finished assessment to gain the required experience.

The definitions on terrain are based on guidance taken from the MLTUK and as result the qualifications deemed appropriate to lead in this terrain determined from this. Clarification should be sought from the Outdoor Education Adviser as to where a planned venture is likely to be categorised as early as possible.

Terrain:

Normally start or finish in the County (Bronze Terrain)

Journey departs from or arrives back into your County, i.e. from Lincs back into Cambridgeshire, Cambridgeshire into Suffolk, Northamptonshire into Cambridgeshire. Not outside the defined remit.

Normal Countryside (Bronze Terrain, Silver Terrain)

Cultivated Land, low lying rural countryside, valleys or forest and gentle to moderate terrain with no steep slopes not more than 30 mins normal walking time from a refuge or road.

Areas commonly used by Cambridgeshire Groups –

Cambridgeshire within the county, mainly SE corner and Western Edge

Norfolk coastal paths coming inland

Suffolk Thetford area

Rutland campsites near Rutland Water

Open moor/fells / non mountainous wild country (Silver Terrain)

Uncultivated land, non mountainous, hilly terrain known as upland, moor, bog, fell or down, semi remote. Routes should not directly encounter steep rocky technical terrain, where routes or navigational errors are not easily reversed.

Mountainous, Wild Country: (Gold Terrain)

Mountainous and/or remote country, ML holders or above. Other awards are out of remit.

Areas commonly used by Cambridgeshire Groups –

Overseas Expeditions

Whilst not common, these should be discussed with the Outdoor Education Adviser at the earliest opportunity with regard to appropriate qualification and staffing levels.

**Valid from September 18 to
December 2019
Replaces all previous**

Duke of Edinburgh's Award
**Expedition Staffing Requirements - Walking
Practise Ventures**

Minimum staffing of 2 staff per venture

Terrain Encountered	Cohorts & Group(s)	Minimum experience requirements for group supervisors	Required qualification
Start or finish in Cambridgeshire or its immediate fringes	Each Group	Qualification	Local Area Accreditation/BEL/CLA/LLA or higher
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			
Normal Countryside Within 30 minutes easy walk of a village or well used road.	Group 1	Assessed Qualification	BEL/CLA/LLA or higher
	Group 2	Trained and recognised	BEL or LLA TRG or above
	Any 3 rd group	Assessed Qualification	
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			
Open moors/fells / non mountainous Wild Country	Group 1	Assessed Qualification	HML or higher
	Group 2	Trained and recognised	HML TRG or above
	Any 3 rd group	Assessed Qualification	
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			
Mountainous / Wild Country	Group 1	Assessed Qualification	ML or higher
	Group 2	Trained and recognised	ML TRG
	Any 3 rd group	Assessed Qualification	ML
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			

**Valid from September 2018 to
December 2019
Replaces all previous**

Duke of Edinburgh's Award
**Expedition Staffing Requirements - Walking
Assessed Ventures**

Minimum staffing of 2 staff per venture

Terrain Encountered	Cohorts & Group(S)	Minimum experience requirements for group supervisors	Required qualification
Start or finish in Cambridgeshire or its immediate fringes	Each Group	Qualification	Local Area Accreditation/BEL/CLA/LLA or higher
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			
Normal Countryside Within 30 minutes easy walk of a village or well used road	Group 1&2	Assessed Qualification	BEL/CLA or higher
	Group 3	Trained and recognised	BEL TRG or above
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			
Open moors/fells / non mountainous Wild Country	Group 1&2	Assessed Qualification	HML or higher
	Group 3	Trained and recognised	HML TRG or above
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			
Mountainous / Wild Country	Groups 1&2*	Assessed Qualification	ML or higher
	Group 3	Assessed Qualification	ML or higher
	*dependant on routes planned		
Each Group Cohort at max 3 groups, any 4 th group and a new cohort is started			

Section 6

Leadership Ratios (not D of E group sizes)

Training Sessions – One supervisor per group of up to 12 participants, delivering close contact skills training within the local environment to the D of E centre. Should training be planned in environments where practise ventures will take place then staffing levels and ratios should reflect the requirements of operating in this level of terrain.

Practise – one leader/supervisor to one walking group of up to normally 12 participants, eight for tandem modes of transport.

Assessed Expeditions

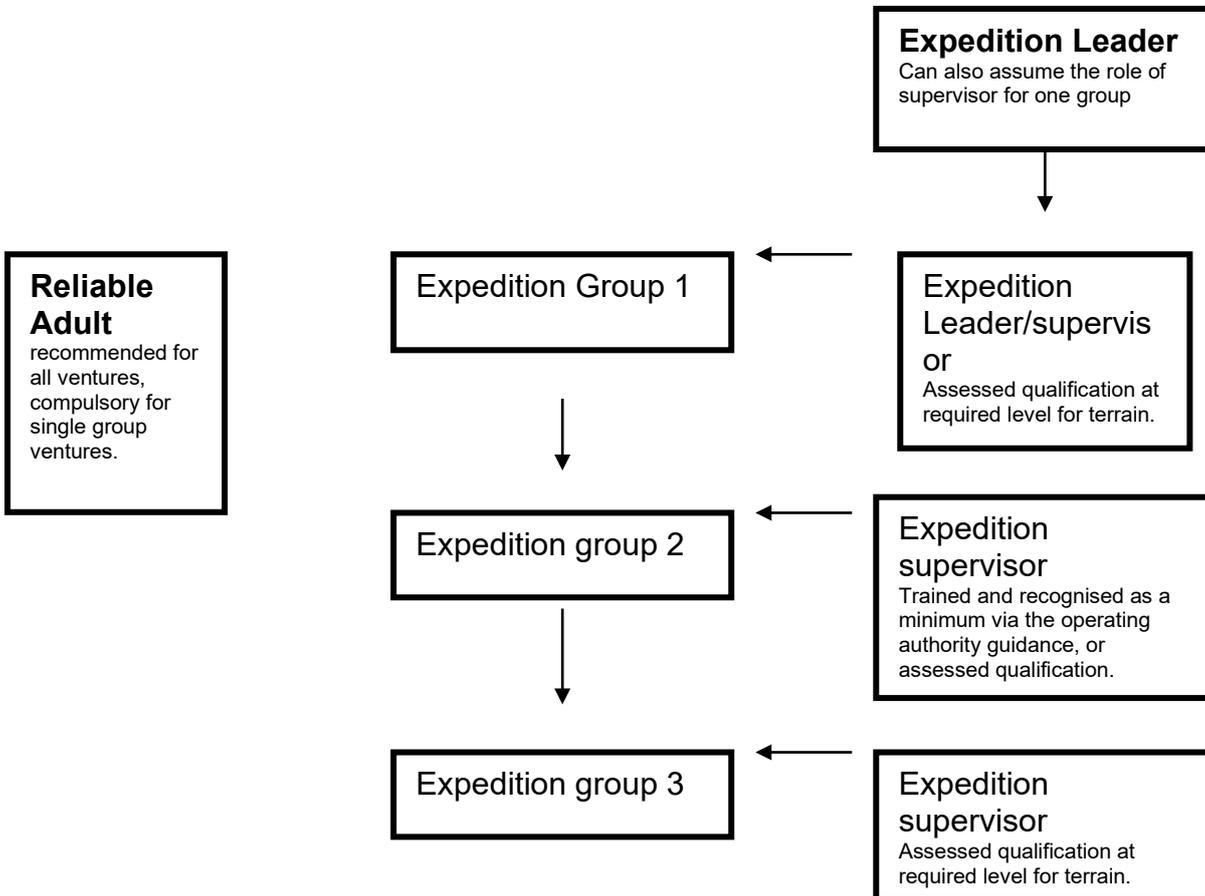
For expeditions in Cambridgeshire or the immediate fringes the ratio is 1:2 groups.

For all other expeditions elsewhere a ratio of 1:2 groups may be used.

All groups must be of four to seven participants, eight for tandem modes of transport.

Section 7

The Group Cohort Framework – Practise Ventures: Normal, Open Country, Wild Country

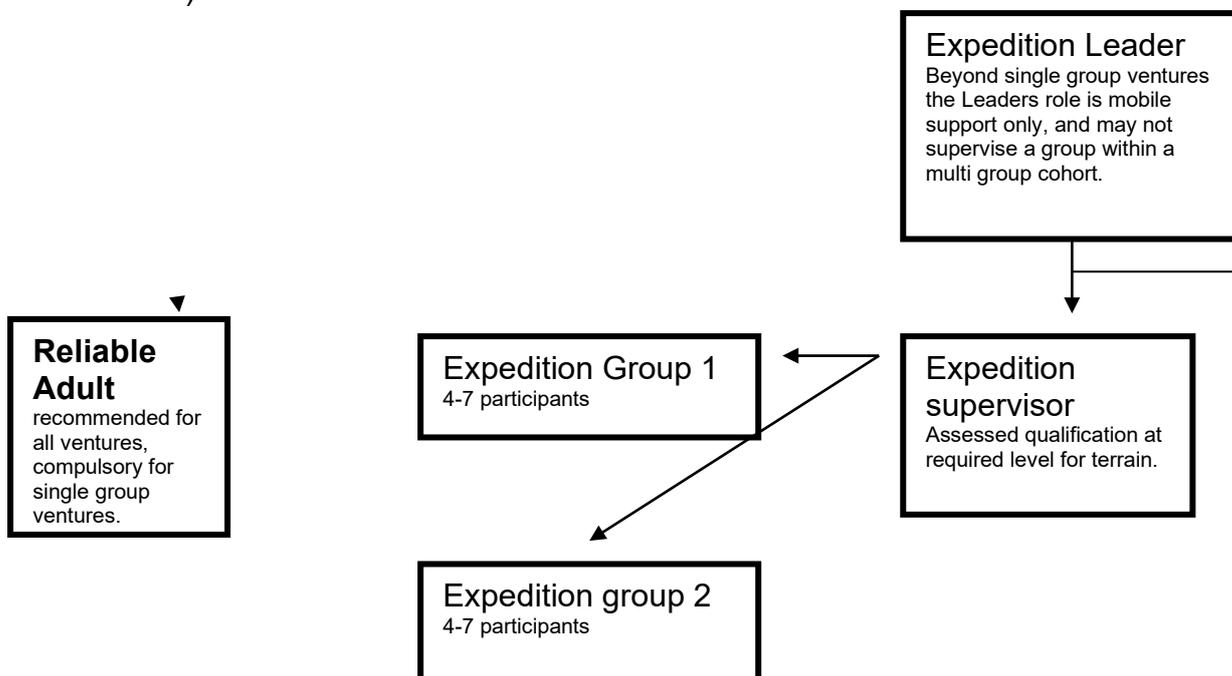


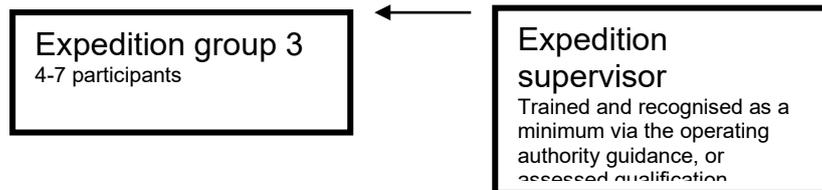
1. Minimum staffing of 2 per venture, in the instance of a single group the second staff member may be a reliable adult.

2. All leaders, supervisors, reliable adults must be enrolled at the school and have completed a DBS check. All leaders must hold a first aid qualification appropriate to their award. Volunteers should have DBS check but do not have to hold a first aid certificate, as they are not leading/supervising any groups.

Section 7

The Group Cohort Framework – Assessed Ventures: Normal, Open Country, (Wild Country see note 4)





1. Single Group Ventures: Minimum staffing of 2 per venture, in the instance of a single group the Expedition Leader may also assume the role of the supervisor, there must be however a second staff member at least a reliable adult.
2. More than Three Groups: These groups must be split into a number of cohorts and must be overseen by an Expedition Leader who is not directly supervising any groups.
3. All leaders, supervisors, reliable adults and *volunteers must be enrolled with school and have completed a DBS check. All leaders must hold a first aid qualification appropriate to their award (* advised but not compulsory)
4. Cohorts operating in wild country will be lead/supervised by assessed staff only at ML or above.

Section 8

Expedition Submission

Approval will only be given for ventures when information is received within the timescales and that satisfies the Outdoor Education Adviser. Failure to submit either the required information or within the timescales is the responsibility of the D of E centre and not the OEA.

Section 9

Changes after approval

The Outdoor Education Adviser will approve ventures based on the information given at the time, and therefore will reasonably expect the venture to be carried out as submitted. Any known changes before departure should be discussed and approved with the school's EVC and the OEA.

Once the venture has departed and begun it is the responsibility of the leader and supervisors to change routes as required if deemed necessary e.g. poor weather, tree felling, field sports and unforeseen circumstances that dictate this. Routes must not be changed to make them more challenging. Any routes that are changed can only be down graded.

Section 10

Monitoring

The OEA may wish to visit your ventures at stage from initial planning to expedition provision.

Section 11

Other forms of Travel

Standards for other means of travel

Horse, Cycling, Water – Kayak and Canoe and Sailing.

There may be other means of travel not covered by this document and the adviser can support and advise in this area.

Some Activities are clearly defined and other do not have such clarity. Therefore please apply the advice below before you commence your detailed plans or work with young people.

Early Preparation

Before staff start to plan ventures using other forms of transport with young people, please contact the Adviser for Outdoor Education to ensure that your early plans are appropriate.

If you intend to use an Outside Provider or Accredited Activity Provider (D of E) please contact the Adviser before making any booking. This is to ensure that the provider is appropriate and can meet the standards that are set within the document.

Contact

Outdoor.education@cambridgeshire.gov.uk

Phone 01480 379677

Speke House

Stocks Bridge Way

St.Ives

Cambridgeshire PE27 5JL

Appendix 6:

Exemplar Risk-benefit assessments;

Risk Benefit Assessment for Zone 1 Activity –DRAFT EXAMPLE

Generic Benefits	Specific Outcomes
Using our local environment easily Understanding environments close to our school Maximising outdoor learning at low costs Being seen out and about by parents, and friends of school Active Children	Excitement in real world learning Staff wanting to plan exciting lessons and experiences Engaged learners who can manage risks in the real world Confident learners who want to learn more

Specific Activity	Possible Problems/Issues	Probable Benefits	Control measures, reasonable and practical steps to avoid or reduce problems/issues	Decision/Comments/Actions
Walking around local area	Traffic, other pedestrians, busy school entrance at certain times, mainly minor roads	Active and engaged learners, fitter class groups, walking becomes a norm	Staff get to know the area well, and find effective places to cross roads, know the park well	All staff to explore local area, new staff to get induction
Walking into town centre	Traffic, other pedestrians, crossing busier roads	Active and engaged learners, fitter class groups, walking becomes a norm	Staff get to know route into town well, and find effective places to cross roads, including crossings.	New staff need to be shown Discussion every year on the best/ appropriate routes
Exploring learning outside – remote supervision	Making decision about remote activity, thinking about sub groups, and when and where.	Non teacher led becomes very powerful learning and replicates learner led from classroom	Staff to know the area well. Consider a range of factors before starting, read advice on OEAPNG FAQ	Staff to practice this on site first before moving off site
Activity in inclement Weather	Children wet and cool, Staff wet and unhappy	Learn in all weathers. Some activity needs non sunny weather	Create a school culture that learning can occur outside and proper clothing should be brought to school at all times	Spare coats at school to be supplemented

Generic Benefits	Specific Outcomes
Flexibility to respond to students needs immediately	Students who are resistant to coming to Magdalen or to an alternative provider, can be immediately supported in doing so, if they show willingness.

Planning considerations:

S – Staff	Siobhan Davies is experienced in managing outreach students; knows local area well.
A – activity	Individual transport from student home to Magdalen / alternative provider
G – Group / students	Individual students unable to attend Magdalen
E – environment	Car only
D – distance (fm Sch.)	Local to Brackley / within quick communication of Magdalen.

Specific Activity	Possible Problems/Issues	Probable Benefits	Control measures, reasonable and practical steps to avoid or reduce problems/issues	Decision/Comments/Actions
Transporting students to & from Magdalen College school or to & from an alternative provider	Incident occurs and school is unaware	Students are supported in making their first steps in re-engaging with Magdalen, as when showing willingness to engage, are then transported	SD to ensure she carries contact details for key staff. SD to inform either reception or SENCO: <ul style="list-style-type: none"> • Who she is transporting • Likely time of arrival • Possible student needs upon arrival 	
	Car breaks down		SD to ensure car is: <ul style="list-style-type: none"> • Roadworthy • Insured appropriately • Has breakdown cover 	
	Incident occurs and parents are unaware		SD to ensure parents have given permission for transportation. SD to carry contact details for parents.	

DfE consent form – sample

CONSENT FORM FOR SCHOOL TRIPS AND OTHER OFF-SITE ACTIVITIES

Please sign and date the form below if you are happy for your child, *<name of the child>*:

- a) To take part in school trips and other activities that take place off school premises; and
- b) To be given first aid or urgent medical treatment during any school trip or activity.

Please note the following important information before signing this form:

- The trips and activities covered by this consent include;
 - all visits (including residential trips) which take place during the holidays or a weekend
 - adventure activities at any time
 - off-site sporting fixtures outside the school day,
 - all off-site activities for nursery schools.
- The school will send you information about each trip or activity before it takes place.
- You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity.

Written parental consent will not be requested from you for the majority of off-site activities offered by the school – for example, year-group visits to local amenities – as such activities are part of the school’s curriculum and usually take place during the normal school day.

Please complete the medical information section below (if applicable) and sign and date this form if you agree to the above.

MEDICAL INFORMATION

Details of any medical condition that my child *<name of child>* suffers from and any medication my child should take during off-site visits:

.....

.....

.....

.....

Signed.....

Date.....