

Educational visits, including Learning Outside the Classroom, outings & off-site learning

1. Objectives

- 1.1 The Rise School is committed to extending the experience and achievement of all our pupils in the broadest sense possible; one key element of this is to ensure a variety of visits, outings and off-site learning opportunities for each pupil.
- 1.2 Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. These often are the most memorable learning experiences, help us to make sense of the world around us by making links between feelings and learning. They allow us to transfer learning experienced outside the classroom and into the community.
- 1.3 Learning outside the classroom is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what we learn but importantly how and when we learn.
- 1.4 Aims and purposes of Educational Visits:
- 1.5 The Rise School has a strong commitment to the added value of learning outside the classroom, some of which takes place beyond the statutory day and beyond the school premises. Each year The Rise School will arrange a number of educational visits and activities that take place off the site and/or out of hours, which support the aims values of the school.
- 1.6 The range of opportunities and activities are outlined in the school prospectus along with the criteria by which pupils are able to access them. The Governing Body has given its approval to the following types of activities being arranged in support of the educational aims of the school:
 - Out of hours clubs (music, drama, art, science, sport, homework, etc.)
 - Regular local visits (village halls, libraries, shops, parks and woodlands, places of worship, farms)
 - Day visits for particular year groups
 - Residential visits
 - Adventurous activities, which might be classed as higher risk

2. What is an educational visit?

- 2.1 Each trip or visit must have clear educational objectives and must be made available to the appropriate group of pupils (e.g. class, year group, gifted and talented etc.) by invitation from the trip co-ordinator.

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- 2.2 Reward trips and visits may also form part of the Learning outside the class room excursions only when paired with clear educational objectives to support interaction with the local community, using transport, road safety and being a citizen of the community. Residential trips and visits are all directly linked to the delivery of the school curriculum.
- 2.3 Educational visits may be to a recognised place of importance or interest linked to a specific curriculum area for example: Windsor Castle (History), Durdle Door (Geography). These visits will bring to life the concepts and elements being taught and will usually be accessed by mini bus or public transport. An educational visit may be organised in partnership with another primary school locally or in conjunction with Spring West Academy for our secondary school pupils.

3. What is an educational outing?

- 3.1 These outings will address both the depth of subject learning and the challenges our pupils face with accessing their local community.

4. What is off-site learning?

- 4.1 Some of the pupils at The Rise School will access off-site learning, with the support of our staff, within other mainstream schools. For our primary school pupils this may involve accessing a topic/theme at a local school for specific lessons each week. Our secondary school pupils will access a proportion of their timetabled lessons in Spring West Academy. The purpose of this approach is to facilitate mainstream opportunities in preparation for later life.

5. Roles & responsibilities

- 5.1 The Governing Body monitors educational trips and activities annually to ensure that they enrich the curriculum.
- 5.2 The governing body has a statutory duty to ensure that the necessary provision is made for the safeguarding, protection, health and safety of our pupils. The governors oversee the school's provision and report annually on these areas.

The role of the head teacher

- 5.2 The head teacher has responsibility for the day to day management of all aspects of the school's work including ensuring the safeguarding, protection, health and safety of our pupils. They share responsibility with the governing body for developing and implementing the policy and procedure for educational visits, outings and off-site learning. They work closely with the class teachers and keep the governing body informed of this area of the school's development through the termly report to governors.
- 5.3 The head teacher may nominate a senior leadership team member or middle leader as per DCSF Guidance as the Educational Visits Co-ordinator (EVC). The Governing Body has also delegated the consideration and approval of educational visits and other offsite activities to the EVC, and will be the nominated signatory, as necessary, on behalf of the Governing Body.

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The head teacher or EVC will report:

- number of visits and outings
- number of pupils engaged in off-site learning
- exceptional feedback.

The role of the staff team

5.4 All members of staff will be required to support visits, outings and off-site learning. Staff will follow the schools policies and procedures and will attend all training designed to ensure they are competent to fulfil this role.

6. Guidelines

Approval Procedure and Consent

- 6.1 All trips must gain approval by members of the Senior Leadership team and EVC before any organisation commences, the Trip co-ordinator must complete and submit a Proposal Form (see Appendix 1). Following approval a checklist is available to help staff plan trips (see Appendix 2).
- 6.2 All trips or visits must gain approval from the head teacher or EVC and a Risk assessment completed on EVOLE (see Appendix 3) before it takes place.
- 6.3 Where external contractors are involved in organising all or part of the visit the contract will be made with The Rise School on behalf of the pupils. All payments for the visit will be made through the The Rise School's accounts via Parent Pay and the school may charge parents appropriately for the cost of any trip/visit.
- 6.4 Funding for off-site activities is provided mainly by parental contributions. This must be made clear to parents in all correspondence about an educational visit at the planning stage.
- 6.5 No child may be excluded from an activity because of the unwillingness or inability of the parent to make a contribution. Parents will be informed of this principle through the school prospectus and letters sent home about intended visits.
- 6.6 Any trip or visit will require written parental consent in the form of a signature for a pupil to participate, parents will also be required to sign for medical consent (see Appendix 4).
- 6.7 For any other trip or visit, parents will be asked to sign a letter on an individual trip basis and this must include both participation consent and medical consent. The trip co-ordinator is responsible for the draft letter to be approved by the LOTC Team.
- 6.8 At pupils admissions a letter including a medical section which allows parents to highlight any medical conditions their son/daughter may have. The medical consent will include the following disclaimer that parents must sign to agree to: *'I agree to my son/daughter receiving medication as instructed and any emergency dental,*

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medical or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present.'

- 6.9 If the trip is to a foreign country, then this medical consent will also be written in the relevant language so that the medical services can be informed of its content.
- 6.10 The trip co-ordinator has the responsibility to ensure that all pupils have written participation and medical consent from their parents.
- 6.11 A parent will be considered to be withdrawing their child from any trip or visit if they do not sign either the participation and/or medical consent.

Risk Assessment

- 6.12 The trip co-ordinator is responsible for completing all risk assessments prior to the trip or visit. These must be completed using Evolve and must include travel to and from the venue, the activities and any individual pupil concerns (see Appendix 3).

Staffing

- 6.13 The Rise School recognises the key role of accompanying staff in ensuring the highest standards of learning, challenge and safety on an educational visit.
- 6.14 Teachers and other staff are encouraged and supported to develop their abilities in organising and managing pupils' learning in a variety of environments through induction, apprenticeship and training. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit.
- 6.15 The Rise School will ensure that DBS screening is completed for volunteer adults assisting with educational activities and visits. The school will prioritise staff members and volunteers who hold a Disclosure and Barring Service (DBS) disclosure to help supervise the children. Where a volunteer does not hold a DBS check, the lead teacher will plan appropriately so that the volunteer has no unsupervised one-to-one contact with the children at any time during the trip. Those adults accompanying a trip on an overnight stay must have a DBS check.
- 6.16 Each trip will have a minimum of two members of staff so if there is an incident/injury one may have to leave the trip or visit with the other member of staff remaining. At least one of these members of staff must hold a current first aid qualification and where risk identified a minimum of two Team Teach trained members of staff (see Positive Handling Policy).
- 6.17 The staff:pupil ratios will be risk assessed as appropriate for the pupils on the trip.
- 6.18 Staff should follow the instructions of the trip co-ordinator and help with the control and discipline of the pupils. They must also do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would do in the same circumstances. Staff should consider terminating the visit or the activity, notifying the trip co-ordinator or Senior Leadership or EVC, if they think the risk to health and safety of the pupils in their charge is unacceptable.

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- 6.19 Staff on residential trips must ensure that there is no alcoholic consumption whilst on duty.
- 6.20 The Rise School does not support additional people accompanying educational visits who are not pupils at The Rise School or part of the agreed staff or volunteer complement. For events or visits that may include family members, the parental responsibility and duty of care for health and safety of their child will be held with the parent or carer. If there are siblings or additional members of the family under age, they will be under the sole responsibility and duty of care of the parent or carer.
- 6.21 The appointed trip co-ordinator will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

7. The Entitlement and Expectation of Pupils and Parents

- 7.1 All pupils have an entitlement to be taken out on educational trips and visits that are linked directly to the curriculum. The Rise School will endeavour to make extra-curricular trips and visits available to all pupils.
- 7.2 Specific circumstances may occur where on the grounds of risk management a 'pupil's entitlement' to go on a trip or visit may be denied. Each case will be judged on the issues at hand and all possible avenues will be looked into to try and rectify the problem or provide reasonable accommodation to support the pupil.
- 7.3 All pupils on trips and visits whether day or residential are bound by The Rise School's code of conduct that they would have to follow at school. On UK residential trips, pupils who behave in an unacceptable manner or pose a significant risk to themselves or others will have their parents contacted to come and collect them. On foreign residential trips and visits, pupils who behave in an unacceptable way will have their parents informed and the appropriate actions taken depending on the circumstance.

8. Emergency Procedures

- 8.1 The Rise School will appoint a member of the Senior Leadership Team as the emergency contact for each visit. All major incidents should immediately be communicated to this person. If there is any accident or incident involving injury or that might attract media attention is to be communicated to the Governing Body Chair and the head teacher without delay.
- 8.2 The trip co-ordinator will leave full details of all pupils and accompanying adults on the visit with the emergency contact if the trip is outside of Greater London and/or the trip is due to return after 6pm or is residential, including the home contact details of parents/guardians and emergency contacts, as appropriate.

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- 8.3 All incidents and accidents occurring on a visit will be reported in accordance with The Rise School systems. The Governing Body Chair and head teacher should also be advised of any serious incidents or accidents.
- 8.4 The Rise School will have emergency funding available to support the trip co-ordinator in any emergency that occurs in the UK or abroad.

9. Evaluation

- 9.1 All visits will be evaluated by the trip co-ordinator and where applicable with the EVC. A short evaluation report will be made available, on request to the Governing Body. Each visit requires planning and lesson objectives/targets for each pupil to be reviewed after each trip or visit.
- 9.2 The trip co-ordinator and EVC will ensure that any risk assessments for the visits or activities are evaluated and/or modified as a result of findings or feedback from the visit.
- 9.3 The trip co-ordinator is responsible for presenting a financial account for the visit which will be audited as part of The Rise School’s procedures.

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Appendix 1: Proposal Form for Learning Outside the Classroom

Proposal form for Learning outside the Classroom

When planning all educational visits, teachers should complete this form and hand it to a member of the LOTC team as the deadline states to liaise with the Leadership Team for approval of visit.

This form is required for **all** visits outside the school.

Proposed trip:

Staff proposing the visit:		Class:	
Number of students:		Number of staff:	
Pupil to staff ratio:		First aider:	
Proposed date of visit:		Proposed destination:	
Purpose of visit:		Proposed time of departure and return:	
Address:		Contact number for venue:	
Provisional booking reference:		Is the trip classed as hazardous?	
Has the venue been visited before? (If not, an inspection visit is required.)		Will packed lunch be required? (Must be organised with the kitchen)	

Transport:

TFL	Yes		No		Minibus	Yes		No	
Distance in miles:	N/A				Duration of trip:	N/A			

If using TFL Susan will require 4 weeks prior notice to book free travel.

Free travel is only available after 9.30am. Please complete the legs of the journey. Legs are whenever you change line:

Leg 1 from: _____ To: _____

Leg 2 from: _____ To: _____

Leg 3 from: _____ To: _____

Breakdown of the trip

Please **detail** a rough outline of the visit with timings:

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Cost of the trip:

Please break down the costing and include any parent pay information. School costs and pupil costs if using class/subject budget.

Fee per student		Staff costs	
Travel costs (milage for minibus 10p per mile)		Lunch costs	
Pre-visit cost		Additional costs	
		Total cost per student	

Student information

Name of pupils:	Medical need: (if any)	Feeding/ toileting /safety requirements / extra safety support	Pupil premium yes/no

Visit is approved/is not approved

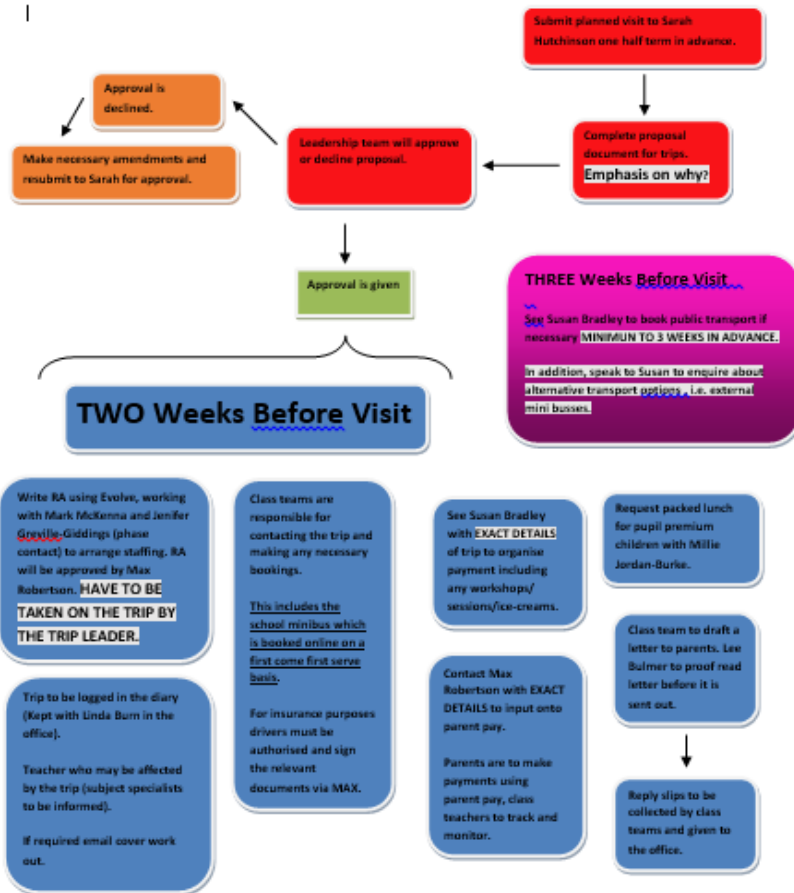
Signed: (LOTC TEAM)	
Notes	

Now: Please complete the next stages outlined on the 'trip planning flowchart' to ensure your trip runs successfully.

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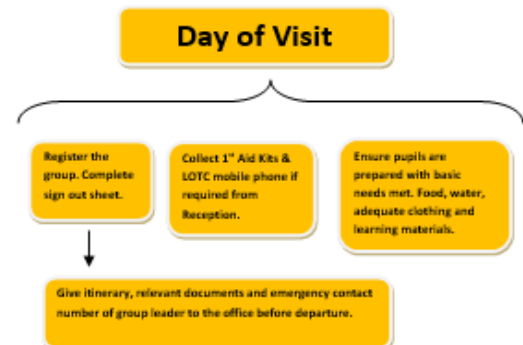
Appendix 2:

Preparation Flow Chart



A quick guide to organising an offsite visit

For further assistance please see LOTC team - SHU, LBU, PFI



REMINDER

On the Day

- Take a copy of the Risk assessment with you
- First Aid kit to be collected from main reception
- LOTC phone to be collected from main reception

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Planning and Leading a School Trip Checklist

Initial Planning	
Research your trip (cost including any discounts, transport/parking, dates, timings, venue, guides etc.)	
Discuss trip idea with class team.	
Approval	
Contact site/visit to make a provisional booking get a reference number	
Complete a trip proposal form and submit to LOTC team (one half term in advance) to take to leadership team to approve.	
4 weeks before	
Draft a letter to parents and get Lee Bulmer to proofread	
See Susan Bradley to book transport.	
Book the minibus if required.	
See Susan Bradley with proposal form and letter to allow her to call and book including any workshops, sessions, ice-creams etc.	
Agree parent pay details with Susan Bradley to load onto Parent Pay - class teacher to monitor. Trip costs must be agreed by LOTC	
3 weeks before visit	
Approved letters with payment details emailed out to parents. (See letter proforma)	
Add trip into the school diary (with Linda Burn) including exact details of trip including staffing.	
Go on a preliminary visit, take photographs, identify risks, ascertain rendezvous point, toilet locations, bag storage, lunch location etc.	
Create an itinerary for the day.	
Complete risk assessment for the trip. Add all information onto evolve.	
Reply slips to be collected by class teams.	
Update other teachers who may need to know (subject teachers) and email out cover work if necessary.	
Ensure you book a packed lunch for FSM students on the trip if it is a school day and they will miss lunch – Betty.	
1 week before departure	
Go through expectations with class, show photos, go through the itinerary.	
Have a staff briefing.	
Reminder email to parents via home coms	
Day Before Departure	
Print any supporting documentation, RA, itinerary, maps, if I am lost cards with emergency number on etc.	
Day of Departure	
Reminder of expectations go through itinerary once more	
Complete 1st registration.	
Complete class sign out sheet and hand in to front office.	

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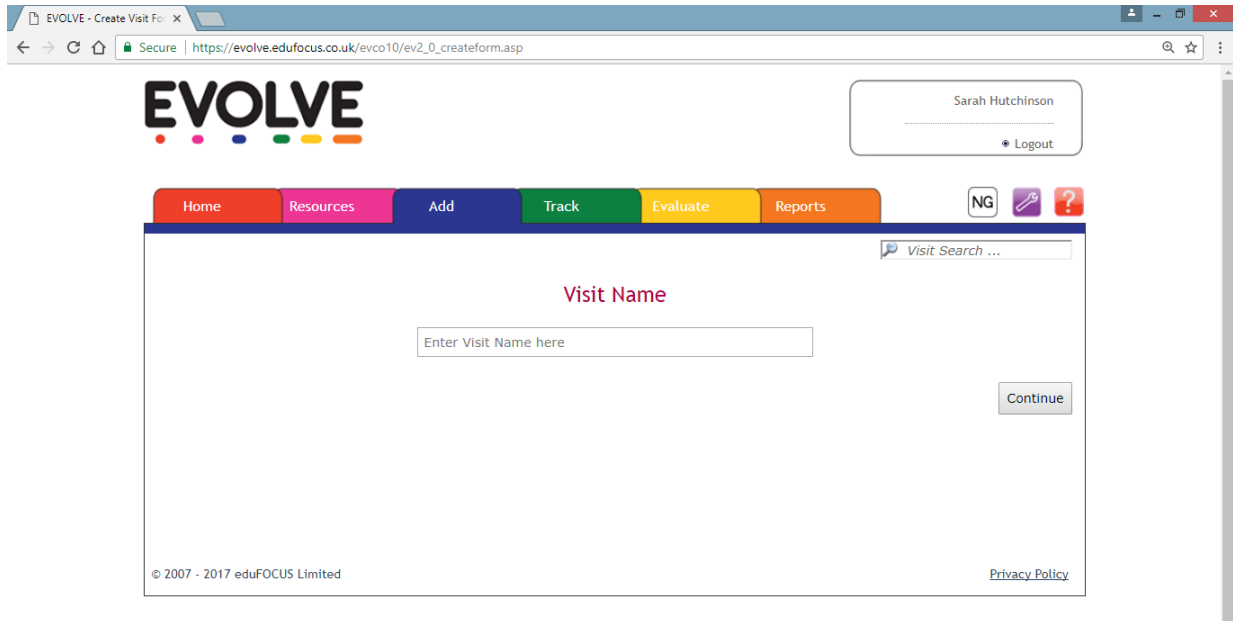
Collect first aid kit and LOTC mobile phones from the main reception.	
Ensure you have any student medication required (EPI pen, asthma pumps etc.)	
Take emergency autism cards (Spare held at reception).	
Have a copy of the risk assessment to take.	
Ensure all students are prepared for visit, packed lunch, appropriate clothing etc.	

Appendix 3

Risk assessment

An **Educational Visits Risk** assessment form needs to be completed for all places visited using the below template then uploading to EVOLVE.

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10/4/2018 EVOLVE - Visit Form

EVOLVE

Hanworth Air Park Leisure Centre & Library

Visit Type & Date Staffing & Participants

ID:	12388	Leader Name:	Sarah Hutchinson - Female (1)
Establishment:	The Rise School (0208 099 8140)	Attendee Group:	Age 15-16 (Key Stage 4)
Overseas:		Attendees on Reg:	0
Residential:		Intended Attendees:	0 (M40 F40)
Adventurous:		Staff (Employees):	
Adventurous filed by establishment staff:		Staff (Volunteers):	
None of the Above:	<input checked="" type="checkbox"/>	Staffing:	1 Employees + 0 Volunteers + 1 Staff
Dates:			
EVC:	Sarah Hutchinson		

External Providers & Destination

Venue/Accommodation address: [Venue: Hanworth Air Park Leisure Centre & Library \(0345 456 6675\)](#)

Travel Arrangements

Travel Method: Walk

Travel Company:

Purpose & Activities

Primary Purpose: PE

Secondary Purpose: Personal, Social and Emotional Development

Intended Outcomes:

- To develop a range of recognised swim strokes (i.e. front crawl, back crawl, breast stroke, diving, floating)
- To develop their understanding surrounding water safety.
- To discuss and develop their understanding surrounding personal care (i.e. changing, washing, packing, organisational skills)
- To develop their social skills when in the community.

Visit Times

Departure time from School::

Arrival time back at School::

Other Documents

Attached: Planning / Risk Assessment - No Attachments

Other - No Attachments

Programme / Itinerary - No Attachments

http://evolve.edufocus.co.uk/evco10/ev2_createform.asp?ev2id=12388

Risk assessment template to upload to Evolve

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Appendix 4: Consent Form

CONSENT FORM FOR SCHOOL VISITS AND OTHER OFF-SITE ACTIVITIES



BE KIND – BE RESPECTFUL – BE PROUD

19 October 2017

Dear Parent/Guardian,

To support their studies, **Diamonds Class** will be going to **The Science Museum** on **Thursday 23rd November 2017** for the day.

In addition to a tour of the museum, pupils will be able to watch a high definition 3D vision film, with flight simulator motion technology, allowing them to see and feel for themselves what it's like in the cockpit as the 'Reds' fly in amazing close formation and perform solo manoeuvres.

They will also watch the **IMax 3D** production of 'Dream Big: Engineering, our world'. From the Great Wall of China and the world's tallest buildings to underwater robots and solar-powered cars, engineering plays a crucial role in so many of our greatest innovations, hearing inspiring stories of human grit and aspiration as the film reveals how engineers push the limits of innovation to solve problems and create a more sustainable future for us all.

We will travel to the museum using **public transport**, leaving school at **9:00am**. We will return to school at **approximately 2:45pm**.

Pupils need to **bring a packed lunch for the day**, pupils receiving free school meals will be given a packed lunch from the canteen. Pupils should wear standard school uniform.

The cost of this trip is £8. This includes the travel, guided activities and entrance to the museum.

Please complete the permission slip below and return to the class teacher **by Monday 6th November 2017**, making payment for the trip online via ParentPay by **Monday 30th October**. We have a small fund to assist pupils who have difficulty paying for the trip, so please email Susan.Bradley@TheRiseSchool.com in confidence to discuss how we can help you.

Kind Regards,
Sarah Hutchinson
Diamond Class Teacher

I give permission for my child to attend the trip to **The Science Museum, Thursday 23rd November 2017**. I also confirm that the school is aware of any medical conditions or medication my child has/is taking.

Child's Name: Class:

Parent signature: Date:



The Rise School, Grovells Lane, Farnham, Middlesex, TW19 7GF
T: 0294 089 0640 E: info@TheRiseSchool.com W: www.TheRiseSchool.com
Headteacher: Sarah Roope, BQ Hors P9CE M3 NPOH



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Appendix 5

GENERAL GUIDANCE re-medical needs

1. Check the medical conditions register for each pupil, found in SIMS.
2. All pupils who require or may require medication in an emergency during the school day must have a medication permissions and record forms completed.
3. Administration of medication - The Rise School staff take responsibility. Additional training maybe required for The Rise School staff to administer medication. This includes ADHD medication as it is a controlled drug, and emergency medication including epi-pens for anaphylaxis and buccal midazolam for epilepsy. These medications require a protocol to be in place before administration, including signatures from the GP and Parent, and individual training delivered by a qualified specialist trainer, which will take at least 2 weeks or longer to organise.
4. A qualified first aider must be present for the duration of the trip.

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Appendix 6

Offsite and Residential Trips

Provider Information Questionnaire and Pre-Assessment Checklist

To be completed for all Outdoor Education and Activity Centres for Day and for Offsite and Residential Trips provision. Please delete YES / NO as appropriate and complete all other questions in full, using separate sheets if necessary.	
Centre Name:	
Address:	
Tel No.	
Email:	
Website:	
Questionnaire completed by:	
Position held at Centre:	
Centre/Establishment Activities	
What activities does the Centre/Establishment provide?	
Activity Licences	
Does the Centre/Establishment hold a licence for in-scope activities in accordance with the requirements of the Adventure Activities Licensing Regulations 1996?	Yes/No
Does the Centre/Establishment comply with the recommendations and requirements of activity National Governing Bodies?	Yes/No
Premises	
Does the Centre/Establishment provide day facilities?	Yes/ No
Does the Centre/Establishment provide residential facilities?	Yes/ No
Does the Centre/Establishment provide exclusive use of facilities?	Yes/ No
Total Capacity of the Centre/Establishment	
Comprising: Pupils _____ Accompanying Adults _____	
Sleeping Facilities:	
No. Dormitories..... No. Double Rooms..... No. Single Rooms..... No. Other (please specify)	
Is the sleeping accommodation for exclusive use of one group?	Yes/No
Percentage of sleeping accommodation for each sex: Female.....% Male.....%	
Ratio of showers/baths to participants	1:
Ratio of toilets to participants	1:

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Are there classrooms/workrooms available for the exclusive use of the group and if so how many?	Yes/No
Are clothes/equipment drying facilities available in all seasons?	Yes/No
Is the Centre/Establishment regularly inspected by the Fire Protection/Safety Officers of the local Fire Authority?	Yes/No
If so, give dates of last two inspections:	
Has the Centre/Establishment complied with the recommendations of the local Fire Authority?	Yes/No
Has the Centre/Establishment been issued with a Fire Certificate? If, so give details:	Yes/No
.....	
Does the Centre/Establishment have emergency procedures in place?	Yes/No
Does the Centre/Establishment have emergency procedure arrangements for persons with special needs and disabilities?	Yes/No
Are those procedures written down and brought to the attention of all Centre/Establishment users?	Yes/No
Are procedures conspicuously displayed throughout the Centre/Establishment?	Yes/No
Are emergency drills carried out by all groups visiting the Centre/Establishment?	Yes/No
Does the Centre/Establishment have formal and established accident and incident reporting systems?	Yes/No
Has the Centre/Establishment been served with any improvement, prohibition or enforcement notices in respect of fire safety matters? If, so give details:	Yes/No
.....	
Food Hygiene	
Does the Centre/Establishment provide food? If no, go to next section.	Yes/No
Does the Centre/Establishment meet the requirements of the: · Food Hygiene (General) Regulations 1995? · Food Safety Act 1990?	Yes/No Yes/No
Is the Centre/Establishment registered with the local Environmental Health Department regarding food?	Yes/No
Are all staff handling food trained in food preparation and hygiene?	Yes/No
Has the Centre/Establishment been served with any improvement, prohibition or enforcement notices in respect of food hygiene matters? If, so give details:	Yes/No
.....	
Special Needs and Disabilities	
Does the Centre/Establishment provide accommodation/ facilities/ opportunities for those with special needs in respect of:	
	Mobility? Yes / No
	Visual impairment? Yes / No
	Hearing impairment? Yes / No
	Specific learning difficulties? Yes / No
Other (Specify)	
Please outline provision:	
.....	
.....	

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.....	
Does the Centre/Establishment provide for those with special dietary requirements?	Yes/No
Activity Management and Staffing	
Have suitable and sufficient risk assessments been carried out, and recorded, for all the activities to be undertaken or provided by or for the Centre/Establishment? If so, please provide details/copies:	Yes/No
Are Centre/Establishment staff qualified to National Governing Body standard (where they exist) for all the activities undertaken?	Yes/No
Are activities supervised to National Governing Body instructor/participant ratio guidelines?	Yes/No
Are all instructors qualified and competent in all the activities they undertake?	Yes/No
What are the relevant qualifications, including First Aid, of each member of the Centre/Establishment's staff supervising each activity?	Yes/No
What is the length of service and is it permanent/temporary/seasonal, of each of the instructors/supervisors at the Centre/Establishment?	Yes/No
Are they fully conversant with the areas to be visited and the conditions likely to be encountered during the activity?	Yes/No
Is a currently qualified First Aider with suitable facilities available at the Centre/Establishment at all times?	Yes/No
What are the staffing levels, for each activity, at the Centre/Establishment and at any other facility that is used?	
What are the arrangements for regular meetings of staff and the whole party?	
What are the means of daily communication of information to the party?	
Indicate any relevant in-service training programmes the Centre/Establishment ensures all instructors and other Centre staff have passed :	
Are all activities directly provided by the Centre/Establishment? If not, by whom are they provided?	Yes/No
Is all the equipment used in activities checked formally for damage and suitability before each use?	Yes/No
Is all equipment checked by competent persons?	Yes/No
Does the Centre/Establishment have a planned maintenance and replacement programme for all equipment?	Yes/No
Are vehicles provided by the Centre/Establishment for use during the activities/visit? If so, what are these vehicles? :.....	Yes/No

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What are their seating capacities? :..... What is the seating format? :.....	
Are seat belts fully fitted with appropriate seat belts?	Yes/No
Are the vehicles comprehensively insured?	Yes/No
With which company are the insured?.....	
Management	
Does the Centre/Establishment offer activities which fall in-scope of the Adventure Activities Licensing Regulations 1996? If so, has the Centre/Establishment obtained a licence from the Adventure Activities Licensing Authority for these activities? If so, state licence reference: If no licence is held, has one been refused, revoked or a referral made? Please give details.....	Yes/No Yes/No Yes/No
Does the Centre/Establishment ensure that all Instructors and centre support staff that work in close proximity to children are covered by enhanced Criminal Records Bureau checks for previous convictions?	Yes/No
Is a member of the Centre/Establishment's staff on call 24 hours a day?	Yes/No
Is the Centre/Establishment subject to accreditation by an independent monitoring body? If so, what is that body?.....	Yes/No
Is the Centre/Establishment registered with any independent accreditation scheme/agency e.g. Wales Tourist Board or the like? If so, give details:.....	Yes/No
Does the Centre/Establishment hold Public Liability Insurance? With which company? : For what level of cover? : (Minimum of £5 million is required)	Yes/No
Has the Centre/Establishment ever been served with any improvement or prohibition notices in respect of the Health & Safety at Work Act 1974 or any other relevant statutory regulations? If so, give full details:.....	Yes/No
Has the Centre/Establishment ever been prosecuted in respect of failure to meet any requirement of the Health & Safety at Work Act 1974 or any other relevant statutory regulations? If so, give full details:	Yes/No

I certify that the information given above is correct.

Signed..... Name in full.....

Date.....

Policy Owner	Head of School	Review Date:	October 2023
Policy No.	105	Version No.	2.0

.....

For internal use only:

The questionnaire/checklist has been checked to ensure that all required answers have been received and are satisfactory?

Signed..... Name in full.....

Date.....

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Appendix 7

Offsite and Residential Trips Pupil Code of Conduct

1. The Pupil Code of Conduct, which must be adhered to by all pupils taking part in School trips organised by or on behalf of The Rise School, is set out below. Acceptance of participation on a school trip implies acceptance by both parents/carers and pupils of the Code of Conduct as a condition of the agreement for the trip.
2. Normal School rules apply for the duration of the trip except as amended below. These will be interpreted sensibly in the light of the particular activity and local conditions. Behaviour must always reflect the high standards demanded at The Rise School.
3. Standards of dress must be appropriate to the activity and occasion. Specific guidelines on clothing and the standard of dress required for a particular trip will be issued by the organiser if necessary.
4. When staying in shared accommodation, including hotels, pupils must show consideration for other guests and must observe the rules laid down by their host.
5. The member of staff in charge of the visit must be aware of the pupils' whereabouts.
6. Parents/carers are required to accept responsibility for any damage or costs incurred by their son/ daughter due to his/ her conduct and actions, whether intentional or not. Any claims made by a third party against a pupil, or the school as a result of the pupil's actions, must be met by the parents/carers in the event that they are not covered by insurance.
7. A serious breach of the Code of Conduct or of the normal rules of acceptable behaviour may result in the pupil being sent home at the expense of his/her parents/carers. The decision to send home a pupil is at the discretion of the trip organiser or, where necessary, the senior member of staff accompanying the trip. There is no appeal against this decision and parents/carers will need to either collect their child or pay for their transport home.
8. Pupils are responsible for looking after their own belongings on the trip and any loss or theft of items belonging to pupils will be their responsibility. The Rise School will not be responsible for any losses. Pupils should look after their possessions and refrain from taking with them anything they are not prepared to lose.

Please sign to agree to this Code of Conduct.

Pupil name _____
Pupil signature _____
Parent/Carer signature _____ Date _____

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Appendix 8

Offsite and Residential Trips Emergency Procedure

In the event of an emergency the contact person will normally be the Head teacher, SLT Member or the Education Visits Co-ordinator (EVC), although this may not always be the case. Where this is not possible, for example the Head teacher or EVC may be the party leader, arrangements will need to be made for the Rise School to have a senior member of staff to act in place of the Head teacher.

The EVC and Head teacher should ensure that the emergency plan includes arrangements which:

1. Ensure that all information regarding the emergency is obtained from the Trip/Group leader or other person acting directly for them.
2. Establish a reliable means of communication with the Trip/Group Leader e.g. telephone together with an alternative method if possible e.g. email.
3. Advise the Head teacher if they are not at the time the school contact person or Trip/Group Leader.
4. Obtain assistance, if possible from other members of staff to help in disseminating information.
5. Advise the parents, guardians and next of kin of those directly involved in the emergency.
6. Advise the parents, guardians and next of kin of those others involved.
7. Monitor the situation ensuring that all events, information and action taken are recorded.
8. Trigger a system whereby specialist help, advice and counselling, when needed, is provided.

Do not speak to the press or media. It is important that such communication should only be undertaken by the Head teacher, Chair of Governors, AaAst or designated senior member of staff. In any case staff will most probably be involved in more important activities during any emergency.

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