



Grange Academy

Belong • Believe • Achieve

Article 28: *You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

Article 29: *Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

Article 31: *You have the right to play and rest.*

Educational Visits and Learning Outside the Classroom Policy

Policy Status: Statutory

Review Cycle: Annually

Owner: Natasha Cowell - EVC Lead

Date: September 2026

Approved by: SLT

Date: September 2026

Review Date: September 2027

Introduction

Grange Academy is committed to providing outstanding educational opportunities for all of our pupils. Educational Visits (EVs) and learning outside the classroom (LOtC) are a key component of that provision, broadening experiences for our pupils and enabling a deeper understanding of learning to take place.

Amongst other things, EVs and LOtC comprise of:

- Activities within the Academy's own buildings, grounds or immediate area
- Educational visits organised both within and outside of the hours of the Academy Day, beyond the grounds of the provision and in the local and/or wider community
- Overnight stays on the Academy grounds
- Residential visits that take place during the Academy week, a weekend or holiday, away from Academy grounds
- Inclusion placements and integration with local schools and colleges
- Work placements with local organisations
- Involvement in clubs, musical groups, and sporting activities held during break times or after the end of the Academy day, either on or off-site
- Participation in dramatic productions, concerts and other special events.

LOtC is therefore distinct from EVs in that the former also includes learning within the Academy boundary that does not occur solely in the classroom.

The majority of this policy, especially with respect to operational management, pertains to educational visits and covers learning that is predominantly off site. This policy should be read in conjunction with Grange Academy's Risk Assessment, Risk Management and Health and Safety policies.

Aims and Rationale

Grange Academy has a firm commitment to LOtC and educational visits. It is acknowledged that organising and leading off site activities places a great deal of responsibility on all involved. However, the benefits are immense and make an invaluable contribution to the academic, personal, emotional and social development of young people. Grange Academy provides opportunities to young people that they might not experience otherwise.

Aims of LOtC and EVs

- To develop LOtC as an entitlement for all young people by overcoming potential barriers such as complex needs and challenging behaviour.
- To ensure enriching, high-quality curriculum provision through LOtC experiences that facilitates pupils' holistic progress.
- To deliver a wide range of progressive and frequent LOtC activities for all pupil/student groups.
- To provide young people with LOtC experiences that promote personal development and wellbeing, by increasing engagement and maximising access.
- To design the curriculum so that it embeds progressive experiences for all young people.
- To ensure the effectiveness of learning outside the classroom through thorough planning and evaluation of outcomes for young people.
- To ensure that no child misses out for financial reasons, deploying Pupil Premium funding to support this.

Rationale

Educational visits and LOtC can have valuable and discernible benefits for our children and young people, playing a crucial part in promoting their overall progress and achievement by, for example:

- Providing memorable, fun experiences that inspire, engage and motivate.
- Providing young people with divergent experiences that enable them to generalise skills in contexts that they would not experience in the Academy alone.
- Providing pupils opportunities to link their classroom learning into real life situations.
- Supporting the development of positive relationships through shared memorable experiences
- Developing greater independence and skills for daily living.
- Promoting social inclusion and engagement within the wider community, through the development of self-awareness and social skills.
- Promoting confidence and self-esteem via engagement with challenging tasks and encouraging pupils to take ownership of their learning.
- Being responsive to the different learning styles possessed by the range of young people at the Academy.
- Supporting better progress by increasing the level of challenge, taking young people out of their comfort zone and working within a framework of managed risk.
- Providing opportunity for young people to discover and develop talents that might not be recognised in a formal classroom setting.

Roles and Responsibilities

The Local Governing Board satisfies itself, via the Headteacher's contribution to full governing body meetings, that the appropriate procedures, risk assessments and control measures are in place and that the documented guidance notes are being followed. It is good practice to inform governors in advance of any residential and/or hazardous activity.

Educational Visits Coordinator (EVC)

Natasha Cowell is the Grange Academy Educational Visits Coordinator. The EVC must periodically update their EVC training.

The EVC's functions are to:

- Support and advise regarding induction and training for staff/volunteers.
- Ensure all DBS disclosures and other clearances and checks are in place as necessary.
- Ensure the visit leader obtains the consent or refusal of parents/carers.
- Organise emergency arrangements with support from the Headteacher.
- Ensure staff understand how to contact the duty officer (named member of staff not accessing the trip who is the first contact for the trip leader) and other emergency contacts. The duty officer might be the EVC or another senior member of staff.
- Check documentation produced by the visit leader prior to an EV to ensure it is suitably planned.
- Keep records as appropriate of individual visits, including reports of accidents and near accidents.
- Review systems and monitor practice.
- Ensure portable first aid kits are available to groups taking part in off-site activities and that kits are checked regularly by a designated member of staff.

Supervisory Staff

All staff have a duty of care for pupils under their supervision. Grange Academy staff are responsible for the children and young people at all times, including times when they are completing activities with a third party. The age and ability of the young people on the educational visit, together with the nature and location of the activity, help determine the degree of supervision required.

Grange Academy staff supervising on visits act as employees, whether the visit takes place within normal hours or outside those hours, by agreement with the Headteacher. Supervisors should follow the instructions of the trip leader and ensure a good level of control and discipline amongst the

group. Supervisors should make the leader aware of any inability or medical situation that could or would have a significant impact on their ability to supervise effectively. Supervisors should consider stopping activities and informing the coordinator if they think the risk to health and safety of anyone in the party is unacceptable. Clear, regular and ongoing communication between colleagues is essential.

First Aid

Risk assessments should identify whether or not a qualified first aider or suitably trained staff member is required. A first aider is required to be present during minibuses journeys. First aid kits are available on all Grange Academy minibuses.

Emergency Procedures

The risk assessment for each visit will identify the relevant emergency procedures during the visit. For visits extending beyond the Academy day this includes a duty officer, the parents and the Academy in the event of an emergency.

In the event of a delay (of more than 1 hour), or of an incident resulting in harm to any pupil, staff member or volunteer, the Academy must be contacted as soon as possible to inform the Headteacher or Deputy Headteacher who will inform families/others as required.

In the event of a party being overdue and without contact by more than one hour, the Academy must investigate reasons why and how future issues can be avoided.

- The EVC is responsible for ensuring that the visit leader properly plans and manages visits and journeys. The purpose of the activity should be compatible with the aims of the establishment and form part of a planned, coherent programme. The Headteacher in conjunction with the EVC, should ensure that appropriate policy and procedures are in place to give young people the best possible experience in the safest possible way. That a contingency plan (Plan B) exists, covering for example the problems posed by staff illness or the need to alter routes or activities during the visit. The proper recording and reporting of accidents and incidents takes place. Incidents/accidents are recorded, and a debriefing is carried out if necessary.

The Headteacher must ensure that:

- Visits comply with all guidelines and regulations regarding health and safety.
- There is a system for effective planning of educational visits, as well as evaluating all visits and journeys in order that future ventures can be enhanced as necessary.
- Academy emergency procedures are in place and understood by staff.
- There are appropriate child protection and safeguarding procedures in place.
- Time and resources are available for the induction and training of staff and volunteers.
- The Local Authority has approved the visit, if required.

Supervision Ratios

Ratios will be subject to site risk assessment and individual pupil risk assessments.

Disclosure and Barring Service (DBS checks)

Employees and/or supporting adults who have, or could have, substantial and regular access to pupils must undergo an enhanced DBS check.

Policy on Consumption of Alcohol by Staff and Supervising Adults

The consumption of alcohol on educational visits is always prohibited.

Planning Visits

Educational visits and Learning Outside the Classroom is embedded within Grange Academy curriculum provision and therefore should be treated as any other lesson with respect to planning. Learning objectives should be clear and activities differentiated, additional learning support should be provided as required. In order to plan an off-site activity, the EVC should be involved in discussing plans at an early stage. Visits should be planned and evidence using Evolve, using the timelines at least 4 weeks for a non-adventurous visit and at least 6 weeks for an adventurous activity, including residential. Adventurous activities require the sign off from our local adviser before the visit can go ahead. If a visit becomes available within these time limits, it is at the discretion of the Headteacher and EVC if it is possible to get the trip safely organised within the time allowed.

Local visits need to be planned and embedded in the curriculum. A sequence of reoccurring educational visits will be approved on a termly basis. They should be recorded on Evolve under local visits, and do not need additional sign off from the EVC.

Risk assessments, both individual and activity, should be completed by the trip leader. If a pupil has an in-school risk assessment, it can be used for visits, as long as the pupil presents with similar risks whilst out of school. If there are additional risks, a specific trip risk assessments will need to be completed. If the setting has a risk assessment it can be used as long as it covers the activities, you are doing whilst on the visit. A plan B should always be put in place.

No financial commitment should be agreed until all relevant approvals have been achieved. A purchase order and funds to be agreed with Grange Finance before final booking has been completed.

Staff should be mindful of ongoing risk assessment. It is essential that there is sufficient lead-in time proportionate to the complexity of the visit and the level of approval required.

It is good practice to inform the Governing body in advance of any residential and/or hazardous activity.

Grange Learning area

Grange Academy recognises the importance of providing pupils with real life experiences and opportunities to practise skills learnt in the classroom. This involves visiting many places within our local area. A risk assessment (see appendix D) has been produced covering a wide range of activities and places within Kempston and Bedford (see appendix E). If an activity is not covered within the Grange Learning Area, staff are required to complete the planning trip form and risk assessments. Visits within the Grange Learning area should be recorded at SharePoint – Curriculum – Trips – Grange Learning Area visits.

In relation to equality and inclusion, it is important to consider:

- Entitlement: the right to participate
- Accessibility: direct or by realistic adaption or modification
- Inclusion: participation with peers

However, all pupils also have the right to express their own views and should not be forced to participate in an EV against their will.

Related School Policies, Procedures and Legislation

School documents: Health and Safety Policy, Child Protection (Safeguarding) Policy and Procedures, Equality and Diversity Policy, Risk Assessment Policy, Missing Child Policy, Substance Misuse Policy, COVID-19 School Closure Arrangements for Safeguarding and Child Protection at Grange Academy

Further Resources

Council for Learning Outside the Classroom: <http://www.lotc.org.uk>

Appendix A: Steps for Planning a Trip at Grange Academy

Step 1:

Check the online whole school diary for availability. Book the minibus, via email, to EVC. If a Grange Academy minibus is not available, it is the trip leaders responsibility to change the date or source a minibus from another place (e.g. coach, another BILTT school).

Step 2:

Email to be saved and share on Evolve.

Step 3:

Book venue and organise staffing for the visit, including a driver if needed. Speak to cover supervisor to confirm staffing.

Step 4:

Complete activity risk assessments and individual risk assessments for high-risk pupils (e.g. visual impairment, challenging behaviour, anxiety, etc.) Complete a purchase order for trips that involve a cost.

Step 5:

Complete the required trip information in Evolve. This must be at least 4 weeks prior to the visit or 6 weeks prior if the trip is deemed as adventurous.

Step 6:

Fill in a packed lunch request form for pupils who receive free school meals and give to the kitchen two weeks in advance.

Step 7:

Use letter template on SharePoint to get parent/carer authorisation. Parents should be informed of trip at least two days before. Please note – pupils have permission for trips in the local area, including all schools in BILTT.

Step 8:

Print a list of staff and pupils going on the trip, trip plan and itinerary and give a copy to the front office. Take copies of required documentation on your trip, including individual risk assessments and behaviour support plans. Please give all signed permission slips to the finance office following the trip. Pick up pupil medications from the office, if needed.

Step 9:

Staff to sign out when leaving site and back in when they get back.

Appendix B: Safety Guidelines

Guidelines for Coach Use Including Public Transport

As visit leader, ensure the following occur:

- Check pupils against class list as they board transport.
- Ask pupils to check seats next to them and around them so they know who is sitting there and can see if anyone is missing as they get on and off the coach/transport. Use a buddy system as appropriate.
- Before setting off give clear instructions on the following:
 - Behaviour on the transport
 - No walking around, kneeling up on seats, etc.
 - Explain where emergency exits are, and how to get out during an emergency.
 - Seat belts must be worn at all times.
- Visually check that each student has fastened seatbelts before setting off.
- Leave a paper copy (handwritten or typed) of pupils and staff on the visit at reception, with location and approximate leaving and return times.
- When using more than one mode of transport, make sure staff know who is on each minibus/coach/etc. and have mobile contact numbers of one another.
- All staff to sign out at reception when leaving the school site.

On leaving transport to walk to the place to be visited

- Use a member of staff or supporting adult at the front of the pupils to guide and escort them to where they are going.
- Make sure that a member of staff/volunteer is at the back to ensure that nobody goes astray.
- Check that all pupils have got off the transport.
- Arrange for the pupils to walk together in an orderly manner and to watch each other and the member of staff/volunteer.
- Give guidance about traffic and hazards of crossing car parks and roads.

On arrival at the place to be visited

- Check that all pupils and staff/volunteers have arrived at the entrance.
- Ensure that all pupils know the arrangements for checking with staff/volunteers, and that staff have the correct lists of pupils and they know who they are responsible for.
- Reinforce the arrangements for pupils remaining in their groups or Buddy System
- Remind pupils that it is vital they do not wander off from their group or leave with a stranger.
- Ensure that all pupils know the meeting times and place that an adult in each group has a watch.

Guidelines for Safety Once Out in a Public Place

Before leaving the Academy or prior to the visit

As visit leader:

- Ensure that pupils are divided into smaller more manageable size groups, and that members of staff and/or volunteers are responsible for these groups.
- Provide lists so all staff/volunteers are aware of who is in each group and which member of staff/volunteer is responsible for them.
- Talk to pupils to make them aware of the place they are visiting and the conditions they will encounter.

- Ensure pupils are fully prepared and know what to do in case of emergency. For example, who to ask for help, fire assembly point, and so forth.

Upon Arrival

- Remind pupils of the group system and give guidelines about any in-house rules, e.g. remaining quiet in a library.
- Arrange a time and place (perhaps halfway through visit, lunch time) when pupils and staff/volunteers can meet and check for any problems.
- Arrange a time/place for everyone to meet at the end of the educational visit. Allow plenty of time to check the pupils against lists (allow time for latecomers) and to walk back to the transport.

Return Journey

- Check everyone is back on the transport using name calling, head count and by checking with Buddy System. Ensure all staff/volunteers are accounted for.
- Remind pupils of expectations on transport (repeat guidelines for inward journey)
- Check seat belts.
- Once back at the Academy, or alighting from public transport, remind pupils to take all belongings off the transport.
- Make sure all pupils have been collected before final member of staff disembarks.
- If during the visit the coach/transport stops for a break/toilets, all pupils need to be checked off and done in the same manner as stated earlier.
- All staff to sign back in at reception when entering the school building.

Appendix C: Minibus Specific Risk Assessment

General significant hazards and harm which may occur whilst travelling on the minibus	Safety Measures – measures that will be put in place and/or will be taken to reduce the risk to an acceptable level.
Road Accident whilst minibus is in motion	• All drivers trained and assessed to MIDAS standards. • Drivers to only drive the minibus they are trained to drive. • Prior to outing driver will check minibus is maintained and serviced including vehicle damage, tyres, all fluid levels (including fuel, lights, windscreen wipers, fire extinguishers), seatbelts, and first aid kit. • At least one staff member on the bus is first aid trained. • One member of staff will remain in the back of the vehicle (adjacent to emergency exit) to monitor and safely direct pupils in case of an accident. • Driver will store all luggage carefully. No luggage will obstruct emergency exits or windows. • Driver will take a break from driving every 2 hours. • All passengers will wear a seatbelt when the vehicle is in motion. • All members of staff carry a mobile phone. • Staff to contact school and the relevant emergency services if involved in an accident. •
Getting lost or diverted	• Driver will plan and check route prior to departure. • At least one additional staff member in vehicle is available to assist with map reading and navigation. • Contact school for any long delays or significant changes to the itinerary due to minibus journey. • Driver will take a break from driving every 2 hours. • A member of staff will inform school when leaving the venue (when travelling over half an hour)
Breakdown	• Breakdown procedures in place including mobile phones for emergency use. • If breakdown occurs on a motorway or dual carriageway all adults and children evacuate the vehicle by a door on the left in the UK, and wait by the side of the vehicle on the embankment, well away from the roadway. • Inform school of breakdown and impact upon itinerary. • Breakdown cover is available via the AA. Information kept in visor on the minibus. • Member of staff to inform school and breakdown services if the bus breaks down.
Adverse weather conditions	• Driver to get up to date weather forecast before commencing journey. When appropriate the driver will seek road information reports from national motoring organisations. • Drivers monitor the road conditions and the weather conditions, making a dynamic risk assessment as necessary. •

Getting on and off the minibus: • Trips and falls • Losing a pupil • Other moving vehicles	• Driver must select safe place to stop and ensure that passengers embark and alight to/from the vehicle safely onto the pavement or safe area. • Headcount on and off the minibus after each stop. • Appropriate safety briefing given to pupils including awareness of the hazards of the steps and door heights on entering and exiting the vehicle, safe storage of bags/equipment. Pupils also to be informed what to do in the case of emergency. • Side door to be used for boarding/alighting; rear door only to be used in emergency or when parked well away from the road. • Pupils to use steps to get in and out of the minibus.
Sickness or medical attention required on journey	• Staff will ensure that any medication that is needed (such as inhalers or epi-pens) is easily accessible. • Any pupil health care plans or emergency medication care plans will be easily accessible. • Staff will be aware of any pre-existing medical needs. • If medication for travel sickness is required ensure it is taken prior to journey commencing. • Sick bags / buckets and appropriate paper towels and disinfectants will be carried in case of sickness. • A first aid kit is available on the minibus.

Appendix D: Learning area risk assessment

Trip to:	Grange Academy Learning area
Date:	September 2026 – July 2027
Visit leader:	All staff at Grange

- The visits below are located in our learning area and all pupils at Grange Academy can undertake them using the school minibus or a local public bus. The visits are within Kempston and Bedford.
- If a visit is deemed as an adventurous activity, this includes anything to do with or near water, or is not listed below, the trip leader will need to complete an independent risk assessment and trip paperwork. Please see list at the end of this document for which activities are classed as adventurous.
- It is the trip leader's responsibility to ensure all pupils have the correct permissions to leave Grange site and to inform parents at least two days before the visit via letter or email.
- The trip leader is responsible for ensuring there is enough staff to support the class leaving the school site. If there is not enough staff, the trip cannot go ahead.

Significant hazards identified at the site of the educational visit – add columns as required	Who might be harmed and how?	Safety Measures – measures that will be put in place and/or will be taken to reduce the risk to an acceptable level.
Trips, slips, and falls	Pupils – fall and cut/ scrap body parts.	-First Aider on Class Trip -First Aid kit carried - Staff to walk alongside pupils requiring additional support or monitoring when walking. -Staff carry phones to contact 999 ambulance service if required. - carry school radio for when in range
Travelling on school minibus		See minibus risk assessment
Walking along a main road, crossing the road, sharing pathway with other pedestrians and cyclists.	Pupils- collision	-Brief children on Green Cross Code & safely crossing. -Walk in pairs, to one side of the pavement, away from the kerbside, leaving space for other pedestrians and cyclists. -Make aware of cycle lane alongside pedestrian footpath. -Adult supervision for crossing roads at all times. -Use road safety rules- cross at safe crossing points.
Challenging behaviour and anxiety	Pupils and staff – pupils may put themselves or others in danger if they are anxious or presenting	-All staff are familiar with pupils on class trip and Team Teach Trained. -Individual pupil risk assessments – staff are familiar with. -Positive reward systems in place.

	challenging behaviour e.g. not following instructions, listening, walking away, distracting others, hitting others.	- Briefed before trip, itinerary shared, anxieties addressed, reassured will be in familiar local area.
Buying a drink/ food from Cafe including - Chip shop - KFC - Subway - Costa - Project 229	Pupils and staff – may get burnt by hot drinks/ food in the cafe	-Small groups of children to order drinks at a time to reduce number of pupils at the counter. -Hot drinks to be made cooler using cold water or milk. -Drinks to be carried to tables by staff or pupils under supervision. -Provide time for drinks and food to cool down before consuming. - staff to be aware of any allergies of pupils and staff
Shops in Kempston, Interchange, Rope walk retail park or Bedford town centre including - charity shops - supermarkets - Kempston Market - B&M, Dunelm and Jollies, London Road	Pupils- -could stray away from the group	-Brief before trip- expectations -Stay together as a group at all times -Allow small groups to go to different areas of the shop, with/ without staff, always within sight. -continuous head count - Pupils to be supervised when moving through car park to pedestrianised areas.
Park - Reward trip - Walks - Collecting sticks - Playing on play equipment	Pupils- -could stray away from the group	-Brief before trip- expectations -Stay together as a group in the park -Designate equipment pupils can go on as small groups at a time -warn about hazardous objects, glass/ alcohol bottles, broken glass, sharp items, syringes- don't touch! -continuous head count - Pupils to be supervised by Grange staff at all times.
Places of worship including - Church – service, Christmas tree decorating, look around - Gurdwara	Pupils- -could stray away from the group - trip or fall	-Brief before trip- expectations - guide pupils regarding movement & sitting within church/ Gurdwara before going out. -mindful of pews & altar, font etc/ furniture/ floor plan - Familiar staff to accompany pupils.
Church service - Pupils getting up onto the stage	Pupils and staff – could trip on the step or wires	- Staff to support pupils getting onto the stage - Pupils who need to get on stage to sit at the side of the stage to minimise climbing steps

Other schools in the trust - St Johns - Greys - Rivertree	Pupils and staff	-Brief pupils on expectations and itinerary before leaving Grange - familiar staff to support pupils with activity - Grange staff responsible for Grange pupils
Library – Kempston and Bedford	Pupils and staff -books falling from bookshelves -trip or fall	-Brief before trip- expectations - guide pupils on where they can and can't go within the library -mindful of other users and bookshelves - Familiar staff to accompany pupils.
Travel training on local bus into Bedford	Pupils and staff	Brief before trip- expectations. - practice buying tickets before travelling -Stay together as a group - Staff to support pupils getting on and off the bus - sit together on the bus - Tell pupils where they are getting off before travelling
War memorial - Opposite the Keep - Kempston High Street	Pupils and staff -Trips and falls -Road safety	Brief before trip- expectations. -Stay together as a group in the park
Bedford Museum by school minibus or public bus	Pupils and staff	- Brief before trip- expectations -Stay together as a group in the museum - Pupils given a meeting point if they get lost - Familiar staff to support - Staff to supervise moving through the car park or from the bus stop
Post box – post a letter	Pupils	Brief before trip- expectations. -Stay together as a group in the park
Transition visits (new setting)	Pupil	- Brief before about what will happen -Pupil supported by familiar adult - Setting staff to support and brief on safety precautions (fire drill etc) - Grange or parents to transport pupil to new setting
Cinema in Bedford	Pupils and staff	-Pupils to sit together – adults to sit at the ends of the groups. -Staff to accompany pupils if they move away from their seats. -Pupils to take own snacks to the cinema – eat them whilst watching film.
Rivermead Residential home	Pupils, staff, residents	-Pupils briefed before visit - Pupils supported by staff from Grange Academy - Setting staff to support and brief on safety precautions (fire drill etc)

Hazards associated with the activities at the site	Who might be harmed and how?	Safety Measures
Stranger danger/ other people that may be encountered- Café, shops, park	Pupils- -may be taken or harmed by a member of the public -could stray away from the group - become chatty with people they encounter	-Stranger danger taught and recapped before the visit. -Pupils to remain with staff at all times. -Briefed on what to do if separated from school adults- stay put, do not move, tell shop/ café staff. -Continuous head count -Group to return to school and report any incidents that they felt were potentially dangerous to safeguarding lead
Preparation		-Pupils prepared before visit so they are aware of what they will be doing, places they will be visiting- itinerary.
Wandering off	Pupils may walk away from group, become separated in the shops	-Adults will have designated pupils to look after, who are at risk of wandering off. -Continuous head counts. - Pupils given a meeting place to go if they do become separated from the main group.
Pupil specific hazards	Who might be harmed and how?	Safety Measures
Please see individual risk assessments		

Plan B Activity

This is necessary if, for whatever reason, the visit to the pre-arranged destination is not possible. This will be circumstantial – for example, you may become stuck in heavy traffic or develop a problem with the vehicle en route; if using public transport, you may experience cancellations or delays; it may be that a pupil or pupils become anxious or distressed/unwell and an 'on the spot' risk assessment deems that it would be unsuitable to proceed to the pre-arranged destination. **It is essential that thought is given to such eventualities and these thoughts should form part of the standard risk assessment.**

There may not be any pre-identified Plan B activity (if Plan B is to return to school as quickly and safely as possible). However, where one is identified, it must be risk assessed below in the usual way.

In the event of a problem developing during a visit, it is forbidden to engage the pupils in any activity that has not been adequately pre-risk assessed and signed off by the EVC.

Any emergency action that may need to be taken should occur in direct consultation with the Head of School or Deputy Head (or the next most senior person at Grange Academy as appropriate).

Plan B Activity	
Plan B Trip:	Stay at school
Plan B Activity:	Lessons to continue as per the timetable

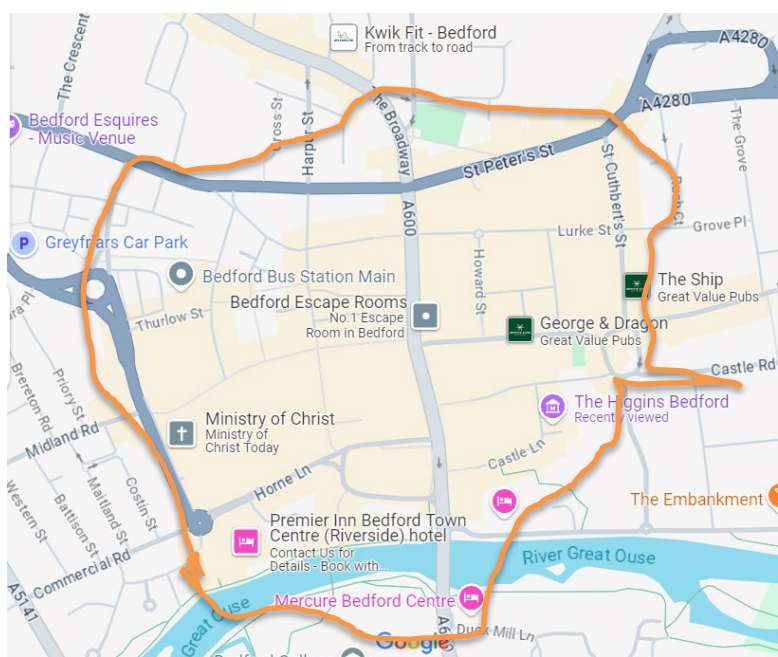
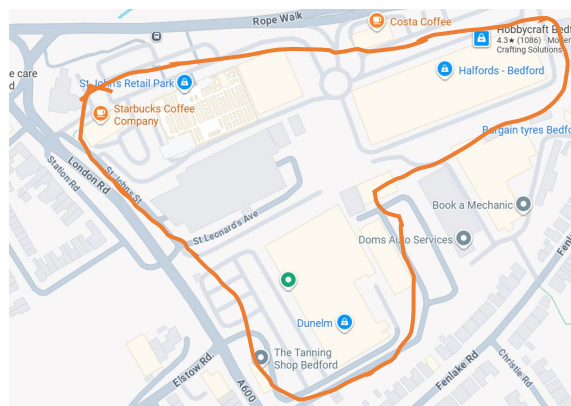
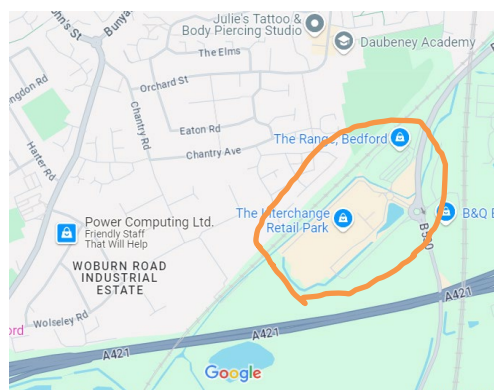
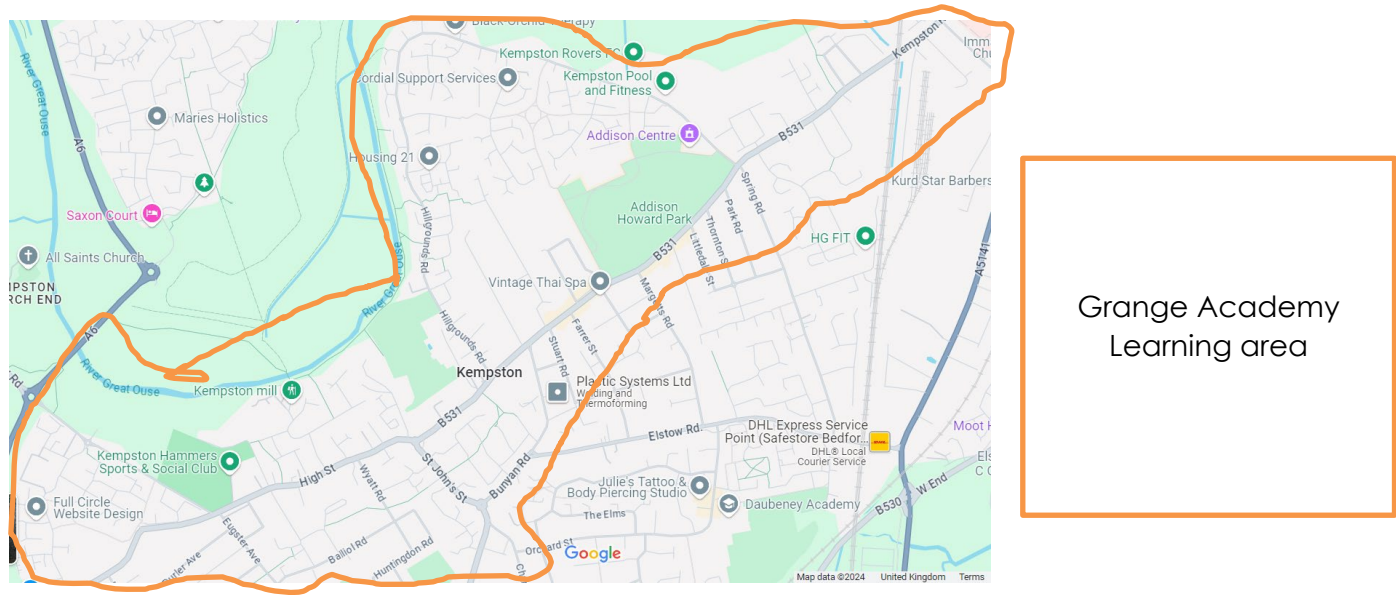
Significant hazards identified at the site of the educational visit. – add columns as required	Who might be harmed and how?	Safety Measures – measures that will be put in place and/or will be taken to reduce the risk to an acceptable level.
Insufficient staffing- accompanying school staff	Pupils and staff	-The trip will be rescheduled for another time if there are insufficient staffing levels.
Hazards associated with the activities at the site		
Considered before booking. Any unexpected e.g. Weather related will be addressed.		-
Pupil specific hazards		
Unsafe behaviours e.g. running off, not following instructions, hurting others	Pupils, staff	-Pupil to remain at school with an assigned adult
Pupil becomes ill	Pupils	-First aider to attend to pupil. -Return to school at first opportunity to do so.
Pupils' anxiety	Pupils and staff	-Reassure pupil what is happening. -If pupil continues to show anxieties, return to school.
Any other general notes? –e.g., a change in the weather		
Heavy rain/ thunderstorm/ snow	Pupils & staff	-Check weather morning and before leaving -Assess situation, reschedule if necessary

Please share this risk assessment to the attention of all relevant staff, volunteers, and others who assist in your educational visit.

To be filled in by the EVC:

Signed:
Date:

Appendix E: Grange Learning area



Appendix F: Adventurous activities

This is a list of activities that is classed as adventurous and will need individual planning and risk assessments completing.

- **Sporting activities**
- **Water activities** – this includes walking along/ around a body of water, as well as activities on and in the water.
- **Animal activities** – horse riding, zoo and farm visits
- **Activities outside of Kempston and Bedford town centre**
- **Climbing** – outside and climbing wall
- **Archery**
- **Cycling**
- **Hiking and orienteering**
- **Residential visits off school site**
- **Train travel**
- **Visits to major cities**

If you are unsure, please speak to the EVC.

Appendix G: Minibus Protocols

Minibus Protocol

To be kept on the minibus

It is the Drivers responsibility to:

- i. Have read and be familiar with the Minibus Guidance
- ii. Complete all Minibus Checks before and after every journey
- iii. Complete the Journey Log for every trip, to ensure all millage is accounted for
- iv. Report use of any emergency equipment or First Aid kit to the Site Agent, so it can be replaced.
- v. Ensure food and drink are not consumed on the vehicle
- vi. Ensure there is no rubbish left on the vehicle after use
- vii. Ensure all passengers are wearing seatbelts and remain seated throughout the journey
- viii. Keep all runways and emergency exits clear so they remain easily accessible
- ix. Ensure the minibus is left secure i.e. safely parked, windows and doors locked etc.
- x. Return the number of seats to previous state after use (if adding or taking off seats)
- xi. Ensure that any tie downs used are not mixed at all. These should be returned to their separate storage boxes, if already in designated sets.
- xii. Ensure they are fit to drive and report any health issues or adverse events which may compromise their fitness to do so.
- xiii. Log and report any defects with the minibus; any serious defect which affects the road worthiness of the vehicle needs to be reported asap and the vehicle must not be used to transport staff or pupils until the defect has been rectified.
- xiv. Ensure minibus is left with half a tank of fuel after trip. The schools use Fuel Cards which enables fuel to be purchased at specified locations using the designated card for each bus. The card must be returned with a receipt.
- xv. Ensure that max capacity/weight limit is not exceeded as it is illegal and unsafe.
- xvi. Drivers must have a 30 minutes break after driving for 2 ½ hours, or a 45-minute break after driving 4 hours.

The procedures in event of a breakdown are:

- i. Move minibus off road, or if this is not possible, move it as far away from moving traffic as possible
- ii. Switch on hazard warning lights
- iii. If you use a warning triangle, place on the same side of the road, at least 45 metres away from the vehicle. Take care when placing and retrieving triangle and never use on a motorway.
- iv. High visibility vest to be used if exiting vehicle
- v. Use recovery contact details provided in the bus and give as much details as possible.
- vi. Phone school to tell them what happened and ask them to relay messages to parents/others as required.

If your vehicle develops a problem on the motorway, leave at the next exit or pull into a service area.

If this is not possible and breakdown occurs on a motorway:

- i. Pull on to the hard shoulder and stop as far to the left as possible (with wheels turned to the left).

- ii. Evacuate the vehicle unless the dangers are greater in doing so. Once away from the vehicle, keep passengers at the far side of the crash barriers (or 10 metres ahead of vehicle, away from oncoming traffic in the event of no crash barrier)
- iii. Do not attempt to place warning triangle.
- iv. Use roadside emergency telephone, as this will help police to pinpoint the location (situated at approximately one-mile intervals). Nearest phone will be shown by arrows and numbers on small market posts at the edge of the hard shoulder.
- v. Give full details to the operator and inform them of vulnerable/disabled pupils

Remember that passengers are more important than the vehicle

Keep passengers together in one group and under constant supervision

Any issues with the vehicle should be reported to the Site Agent as well

The procedure in event of a collision/accident are:

- i. The driver must stop if an accident occurs and any personal injury or damage to Third Party Property is involved
- ii. Do not move any injured passengers unless they are in immediate danger of further injury
- iii. Call the emergency services with information about the situation and any special circumstances (e.g. carrying oxygen bottles or relevant information on any pupils with special needs).
- iv. Stay at the scene until emergency services (or anyone else with reasonable cause) have taken all necessary details.
- v. If there is any injury or the names of people involved are not exchanged or there is damage to property (including street furniture) other than the minibus, the collision must be reported to the police as soon as possible, or in any case within 24 hours.
- vi. If the collision is 'damage only', driver needs to ensure that the minibus is roadworthy before continuing the journey.
- vii. The driver should conduct a thorough post trip check, inside and outside, recording any visible damage/faults, any emergency equipment that has been used and any incidents that occurred during the journey. This then needs to be reported to the Site Agent to carry out further investigations and arrange for repairs/ replacements if necessary.
- viii. Accidents must also immediately be reported to the Head of School upon return. They will provide appropriate forms to complete for onward transmission to insurance.
- ix. Use of any emergency equipment must be reported to the Site Agent upon return

The procedure in event of a fire is:

- i. Evacuate passengers first and move as far away from the vehicle as possible before any attempt is made to extinguish the fire
- ii. Do not attempt to tackle a vehicle fire unless you have been trained to do so and never do so at risk to your own health/safety.
- iii. Under bonnet fires should **never** be tackled but left for the rescue services. Drivers can assist services by pulling the bonnet release as they exit the vehicle, but must not open the bonnet any further

Appendix H: Individual risk assessment template



Individual Pupil Risk Assessment: NAME

Risk Assessment Written/Updated By:		
Date:		
Risk	Control Measures	
	Proactive Strategies	Reactive Strategies
<i>What are the potential risks associated with the named pupil?</i>	<i>What strategies are in place to support the pupil in order to reduce the associated risks?</i>	<i>What will be the reaction if presented with the risks associated with the named pupil?</i>

Given the strategies consistently implemented above, and with frequency and severity in mind, is the risk acceptable in your view?

☐ **Yes**

☐ **No**

If you have answered 'no', please meet with EVC and your head of department at the earliest opportunity to discuss the risk.

Appendix I: Risk assessment template

COMMUNITY VISIT – RISK ASSESSMENT

This form is to be used in conjunction with the Proposal Form for Educational Visit

Visit to:
Trip leader:
Date:
Time leaving and returning:

General significant hazards and harm which may occur – add columns as appropriate	Safety Measures – measures that will be put in place and/or will be taken to reduce the risk to an acceptable level.
Pupil specific hazards – add columns as appropriate	Safety Measures
See individual risk assessments.	
Any other general notes?	Safety Measures

Plan B Activity

This is necessary if, for whatever reason, the visit to the pre-arranged destination is not possible. This will be circumstantial – for example, you may become stuck in heavy traffic or develop a problem with the vehicle enroute; if using public transport, you may experience cancellations or delays; it may be that a pupil or pupils become anxious or distressed/unwell and an ‘on the spot’ risk assessment deems that it would be unsuitable to proceed to the pre-arranged destination. **It is essential that thought is given to such eventualities and these thoughts should form part of the standard risk assessment.**

There may not be any pre-identified Plan B activity (if Plan B is to return to school as quickly and safely as possible). However, where one is identified, it must be risk assessed below in the usual way.

In the event of a problem developing during a visit, it is forbidden to engage the pupils in any activity that has not been adequately pre-risk assessed and signed off by the EVC.

Any emergency action that may need to be taken should occur in direct consultation with the Headteacher or Deputy Headteacher (or the next most senior person at the Academy/College as appropriate).

Plan B Activity – Return to school

General significant hazards and harm which may occur – <i>add columns as appropriate</i>	Safety Measures – <i>measures that will be put in place and/or will be taken to reduce the risk to an acceptable level.</i>
Pupil specific hazards – <i>add columns as appropriate</i>	Safety Measures
Any other general notes? – for example, a change in the weather	Safety Measures

Name of EVC:

Signature: