



FOREST SCHOOL

Educational Visits Policy Senior School

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1 INTRODUCTION

Forest's Educational Visits Programme (EVP) fulfils several of our stated aims and values and is a key part of our 360 degree pupil development. Learning outside the classroom is a well-established and proven method to develop a pupil's life skills such as emotional resilience, independence, problem solving, communication and team work, all of which have a direct positive impact to their academic learning.

Offering new experiences and challenges also encourages a deeper understanding of the wider community on local, national and global levels. Above all, visits provide a platform for enjoyment and building social skills and camaraderie between staff and pupils, amongst peer groups and between pupils of different ages.

The key purpose of our EVP is to enhance pupil curricular learning supporting them to realise, more effectively, their own potential in different surroundings.

1.1 SCOPE & REMIT

This policy applies to all those involved in the organisation and delivery of educational visits for all senior school pupils (Y7-13).

This policy should be read in conjunction with:

- Safeguarding & Child Protection Policy
- First Aid Policy
- Behaviour Policy
- Learning Support Policy
- Disability Policy
- Allergens management Policy
- School Rules
- Driving Policy
- Critical Incident Plan
- Staff Code of Conduct.

This policy also sits alongside the Curriculum policy, Educational Visits process guide and Educational Visits process forms.

Sports fixtures do not fall under the scope of the Educational Visits Policy and are the responsibility of the Director of Sport.

1.2 OBJECTIVES

To enrich the educational experience for all pupils in Y7-13 by providing a wide range of visits, including:

- Curriculum related day visits (e.g. theatre productions for English or Drama)
- Extra-curricular activities (e.g. debating)
- Residential visits (national and international) (e.g. Battlefields trip to Belgium)
- Adventure activities and visits (e.g. ski trips, CCF, DofE, rock climbing etc)
- Sports related visits (high performance camps, pre-season training)

Forest School will ensure that:

- visits support pupil personal development as integral to the overall curriculum offer
- visits are well-planned and possible risks are identified and managed
- all visits are compliant with relevant policies, processes and/or national guidance (www.oacpng.info)
- there are robust emergency response plans and processes in place
- those in charge of visits have the necessary support, competence and training to manage situations appropriately

2 PROVISION OF EMPLOYER GUIDANCE

This policy is informed by the Outdoor Education Adviser's Panel (OEAP) National Guidance (www.oacpng.info). Forest School has formally adopted 'National Guidance' (NG) as 'Forest School Employer Guidance' (FSEG). This Educational visits guidance can be found at www.oacpng.info For DfE Guidance for Health & Safety in Schools see: [DfE advice on Health & Safety](#)

It is a legal requirement that Forest School employees must work within the remit of the FSEG, following both the School's policies as well as NG recommendations (www.oacpng.info). Where there is a discrepancy between NG and Forest policies then the latter takes precedence.

Where a Forest School employee commissions a Learning Outside the Classroom (LOtC) activity, they must ensure that any such commissioned agent has either:

1. adopted Forest School or OEAP National Guidance
- or
2. systems and procedures in place where the standards are not below than those required by OEAP National Guidance.

3 STAFFING

3.1 TRAINING

As an employer, Forest School is required to ensure that its staff are provided with:

- Appropriate guidance relating to visits and LOtC activity
- Employer-led training courses to ensure the guidance is understood
- Appropriate systems and processes to ensure that those trained are kept updated
- Access to advice, support and further training from an appointed Adviser with proven expertise and professional understanding of the guidance, training and expectations set by current good practice.

The relevant training courses for Forest School are:

- Educational Visit Co-Ordinator (EVC) training: Forest School is required to have a current, trained EVC in post for the Senior School. A formal EVC revalidation should be undertaken every 3-5 years or at the time of staff change.

- Visit Leads (VL) training: VL training is led by the EVC who also provides on-going support. A mentoring system operates whereby experienced staff support those with less trip experience

The Educational Visit Coordinator (EVC) supports individual VLs as issues arise. The School provides an annual rolling training programme for all staff on Educational Visits.

Staff should contact the EVC if they have problems finding appropriate training materials or require help and guidance

3.2 CLARIFICATION OF ROLES

While on an educational visit, in whatever capacity, it is the responsibility of all attending staff members to engage with the pupils and adhere to their professional responsibilities.

The Warden and Governing Council have overall responsibility for ensuring robust procedures are in place and that staff follow the correct procedures adhering to National Guidance as follows:

- **Governors** have oversight of the Educational Visits policy, procedures and implementation as part of their Health, Safety and Risk responsibility
- **The Warden** delegates some of these responsibilities to the Deputy Head Co-Curricular (DHCC) and/or the EVC

The Warden's principal functions are:

- To ensure that appropriate support systems are in place to respond to incidents, emergencies and critical incidents, including the means to contact relevant parties
- To make sufficient time and resources available for the DHCC/EVC for induction and training of staff and volunteers. This should include opportunities for staff to develop competence in dynamic risk management by assisting more experienced colleagues on a range of educational visits and by attending relevant training courses
- To ensure DHCC and/or EVC have access to expert advice as required (eg an outdoor education adviser).

DEPUTY HEAD CO-CURRICULAR (DHCC)

THE DHCC principal functions are: useful

- To provide a strategic programme of visit opportunities enabling all pupils to develop key life skills and support their classroom-based knowledge
- To ensure the School's financial procedures, as set out in this policy, are complied with regarding charging for visits
- To check that the EVC has designated an appropriately competent VL who meets the School's criteria for ensuring safety of pupils (this includes final approval on a member of staff's competence and suitability to lead a visit, aligned to the VL's principal responsibilities set out in this policy).

EDUCATIONAL VISITS COORDINATOR (EVC)

The EVC principal responsibilities are:

- To champion all aspects of visits and outdoor learning
- To support the Warden and DHCC in ensuring the School fulfils its duty of care, complies with legal requirements and follows the OEAP National Guidance
- To support/oversee planning so that well-considered arrangements result in well-managed and engaging visits and outdoor learning, ensuring good practice aligned to OEAP National Guidance
- To mentor and monitor VLs and potential leads, supporting their ongoing professional development and training
- To support VLs ensuring that, where necessary, documented parental consent is in place and all parents/carers have the appropriate information
- To ensure the appropriate contingencies and logistics are in place to support emergency planning for each visit
- To co-ordinate trip evaluations, supporting SLT to identify areas for improvement and future training needs
- To support regular reviews of the visit programme
- To manage the risk assessment approval process for all visits.

SLT – BASE CONTACTS (for residential visits and out of school hours activity)

All residential visits and out of school hours activity will have three members of the Senior Leadership Team/DSL/DDSL allocated to them, at base. Their roles are defined as:

- First Point of Contact (POC): they must be fully briefed by the VL on the itinerary and visit details, including key contacts prior to the visit departure. They must remain up to date with each visit's progress and be on call 24 hours a day to offer general support if required. If an incident occurs, they will initiate the critical incident plan. This will include, but is not limited to: management and administration; despatching additional staff support to the trip location; decision-making on next steps required in conjunction with the VL; communication to parents/carers, other stakeholders and the media, as appropriate
- Second Point of Contact: they should be on call 24 hours a day throughout the visit as a backup POC should the first POC not be contactable (due to unforeseen circumstances)
- Safeguarding Point of Contact: The VL will be allocated their Safeguarding POC upon approval of the trip. The VL must ensure an informed plan and risk assessment process takes account of any additional specific-child needs. This DSL or DDSL is not a point of contact for the VL *during* the visit; if necessary they will be contacted by the First POC.

Visit Lead (VL)

Prior to the visit, VLs must be clear about the chain of accountability and what is expected of them, irrespective of their employment status.

The VL's principal responsibilities are:

- Overall responsibility for the visit including: organisation, learning outcomes, personal development opportunities, pupil supervision and the safety of pupils and other staff, as appropriate
- Their own competency in the use of Operoo (and that of other staff members on the trip), as this is how pupils' medical and emergency details will be accessed, how parents/carers are contacted, how incidents are reported and how regular registers are taken and recorded

The VL must:

- Be experienced in accompanying school visits before taking on the role of VL
- Be competent and able to assess the competence of other staff supporting them
- Have received Forest School's VL training and be deemed competent by the DHCC.

Occasionally a VL is supported by an assistant VL (mainly on international and residential visits). There should always be a single designated leader for any visit or activity and, if this role changes, there should be a clear handover. At any time, every leader should know which participants they are responsible for, and every participant should know which leader is responsible for them.

ASSISTANT VLs (for residential visits only)

For residential trips, the VL should appoint an Assistant VL. While they must be suitably competent, they do not necessarily need to have acted as a VL before. This role can be treated as part of training to become a VL in the future.

Assistant VLs should be involved with the whole process of the planning, risk assessment, organisation and delivery of the visit, so they can replace the VL if required.

3.3 COMPETENCE OF STAFF

All VLs and assistants must be deemed competent by the DHCC to undertake such responsibilities as they have been assigned in line with the OEAP National Guidance:

*“Being **competent** means that the leader has demonstrated the ability to operate effectively and has sufficient relevant experience and knowledge of the activities, the group, and the environments in which the visit will take place. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within school. It is situational – a leader who is competent in one activity or environment may not be so in another – and it involves breadth as well as depth. Relevant experience is not necessarily gained by repeating the same thing several times, but by experiencing a range of different activities and environments”.*

3.4 MONITORING

The School must ensure there is monitoring of visits and LOtC activities undertaken by its staff, and must align with procedures set out in the Educational Visits Operation Manual. Monitoring is delegated to the EVC and can also be carried out by experienced staff acting as mentors/advisers to colleagues.

3.5 SUPERVISION

It is the responsibility of the VL to ensure that appropriate staff/pupil ratios and sufficient supervision are maintained at all times during a visit. These ratios are not prescribed in legislation but, nonetheless, levels of supervision and group management must be deemed effective through proper consideration of:

- Staff competence
- Activity – nature and location
- Group – age and ability
- Environment – including time of year and prevailing conditions
- Distance away from the visit base

A minimum of two members of staff will be required for any visit (with at least one staff member to be first aid trained). Visits with small pupil numbers can be reviewed and authorised by either The Warden, DHCC or DHSO and recorded within the risk assessment. VLs may be assisted by parent/carer or activity volunteers, once trained. However, they may not be in sole charge of pupils at any point during the visit nor left unsupervised, unless they have been DBS checked by Forest School. If volunteers participate, the VL must complete the volunteer risk assessment (see the safeguarding intranet page)

Ratio Guidance	Pupils' Year Group
1:15	Years 7 - 11
1: 20	Years 12 & 13
1:12	UK based residential visits
1:10	International residential visits
1:10	Any visit which includes adventure activities (see appendix A)

The SLT/EVC has the authority to change these suggested ratios should the Risk Assessment demonstrate support and sufficient controls.

For mixed gender residential visits, it is best practice to include at least one male and one female member of staff. This may be overruled in certain circumstances but only where the alternative measures are deemed appropriate by either the Deputy Head (Safeguarding) or the Deputy Head Pastoral and also communicated to relevant Parent/Carers prior to the visit taking place.

4 RISK MANAGEMENT & EMERGENCY PLANNING

4.1 RISK MANAGEMENT

Forest School has a legal duty to ensure that possible risks are managed. This means mitigations are put in place to reduce (but not entirely eliminate) risks to an 'acceptable' level. The School

has proportional risk management systems in place including support, training, resources and risk assessment templates for staff/VLs to implement this legal requirement.

Risk management of an activity should be informed by the benefits to be gained from participating, together with appropriate control measures in place to reduce any risks to 'acceptable.' HSE (Health & Safety Executive, a government agency) endorses this approach through their 'Principles of Sensible Risk Management' and advocates the importance for young people to be exposed to well-managed risks.

Once completed, the EVC will approve the risk assessment completed by the VL. The VL must then share these with all staff participants prior to departure. The Health, Safety & Compliance Director will conduct compliance-based inspections of risk assessments periodically.

Where a matter arises on a trip not covered by a School policy, staff should make any necessary decisions acting *in loco parentis*. This means taking decisions/actions which would be regarded as reasonable if made by the responsible parent/carer.

An exploratory visit by a member of staff is highly recommended, where practical, before any visit is undertaken, as prior knowledge of the site/venue can be a key factor in reducing risk.

4.2 EMERGENCY PLANNING

A critical incident on an educational visit may include but is not limited to:

- Someone/the group suffers a serious injury or fatality (not necessarily within your group but may be involved or witnessed)
- Someone/the group may be at risk for uncontrolled local or national events outside the school's control. i.e. flooding, industrial travel strikes, etc
- Pupil(s) missing for a significant/unacceptable period of time

Any serious incident or accident should be reported to the First POC to ensure thresholds are discussed and appropriate action taken.

In the event of a serious/critical incident the VLs priority would be to call emergency services, arrange for medical attention for the injured and ensure the rest of the group remains calm with their welfare needs addressed.

All VLs will have access to School emergency point of contact numbers (POCs) which they must use if a critical incident occurs. The POC will provide support to implement the School's critical incident plan (See section 3.2 above: (SLT - Base Contacts)).

All VLs receive an emergency action card with Forest's emergency procedures and helpful tips.

5 FINANCIALS & INSURANCE MATTERS

5.1 INSURANCE

As a statutory requirement the School holds both Employer's Liability and Public Liability Insurance. It also holds comprehensive travel insurance for staff and pupils. Details of the policy are available to VLs (and to parents/carers, if requested).

5.2 COSTS & CHARGES FOR VISITS

Day visits which are linked to curriculum and which take place during the school day (08:30 – 16:00hrs), are charged to relevant departmental budgets, and not the pupil.

Costs for both day visits taking place outside the normal school day and most residential visits will be charged to the pupil taking part. Visits will always be stress-tested for financial viability and value for money to make them as accessible as possible. For these trips, receipt of payment will be taken as parent/carer consent to the visit and their agreement of the terms and conditions set out in the initial information letter.

It is the parent/carer's responsibility to ensure the instalments are paid in accordance with the payment schedule provided by the School. If payment deadlines are missed their child's place could be at risk and/or the travel insurance becomes invalid.

Where a pupil's school fees are outstanding, they will not be permitted to join a school visit unless agreed by the Bursar.

Bursaries for Visits:

Trip funding for pupils supported by Bursaries or the Assisted Places scheme will be assessed by the DHCC, HoS and Bursar against the following criteria:

- Level of bursarial support (means-tested)
- Details of the visit including cost and itinerary
- Personal development journey of the pupil

Parents/carers of children in receipt of any type of bursarial support who would like their child to take part in a visit that is beyond the scope of the support in place, should be advised to contact the EVC and DHCC to discuss the possibility of a supported place on the visit.

If your child is in receipt of a means tested award and would like to participate in an educational visit that is unaffordable for you, then please contact the EVC to discuss the possibility of financial assistance towards the cost of the visit.

Bursary and Assisted Place award holders will be considered for financial assistance towards educational visits on a means tested basis. Each request will be considered on an individual basis and will be determined by the Bursar and EVC. The level of support will be restricted to a proportion commensurate with the means tested award that applies to school fees. The School's decision regarding applications for financial assistance is final.

6 PUPIL CONDUCT & PARENT/CARER RESPONSIBILITY

Parent/carers are responsible for ensuring their child meets the necessary travel requirements for their visit (passports, immunisations, visas, GHICs etc are in date and that all items on the packing list are provided as requested). It also includes updating the School about any changes in circumstance (such as emergency contact details, medical needs or care guidance).

School insurance does not cover personal belongings nor whole trip cancellations related to Covid or any other pandemic. Parent/Carers are advised to extend their own insurance to cover loss or damage to a child's personal items.

The conduct and behaviour of pupils on a School visit remains governed by the Behaviour Policy at all times. Should a pupil fail to meet these expectations, staff should follow the Behaviour Policy. However, the VL has the right to request that a parent/carer collects their child from the school trip (where this is viable), at their own cost, should a pupil's unacceptable behaviour continue or become potentially dangerous. At the conclusion of a visit, incidents requiring further action should be flagged promptly so the relevant pastoral staff can follow up.

7 MOBILE PHONE USE

Staff personal mobile numbers should never be given to pupils. It is a requirement for VLs to take a School mobile phone with them, and give both the parent/carers and pupils this number ahead of the trip, unless approved by the EVC.

If there is an element of indirect supervision or independent travel during the trip, the VL can request the pupils' mobile numbers. Staff should ensure this data is deleted after each visit they should not input pupil's numbers into personal mobile phones.

Mobile phones can be very useful in emergencies. However, there are reasons why their use by pupils may be restricted on educational visits. Examples include:

- Mobile phones can act as a distraction, preventing pupils from making full use of the educational opportunities offered by the visit
- Carrying phones can expose pupils to the risk of mugging and street violence
- Loss or theft of phones can involve VLs in time consuming reporting procedures
- Homesickness may be made worse by frequent use of mobile phones

In the event of an incident on an educational visit, the VL has authority to collect devices to avoid sensitive information being disseminated through social media/text etc.

Similar rules will apply to other personal items such as cameras. Parents are requested not to permit pupils to take expensive equipment on visits which may attract thieves or be lost or broken. In any event, pupils will be responsible for all items of personal property taken on the visit.

8 PLANNING PROCEDURES

The Educational Visits Operational Manual details all the key planning and logistical procedures relating to the running of educational visits. All VLs will be trained in using this manual which is available via the intranet and covers the following areas:

- Preliminary Approval
- Parent/carer Consent
- Ratios
- Information for parents/carers
- Information for the EVC

- Risk assessments
- Medical issues
- Adventure activities
- Safeguarding
- Transport
- Researching providers, facilities and venues
- Further guidance for residential trips
- Further guidance for overseas trips
- Critical incidents
- Insurance and finance

8.1 VISIT APPROVALS

All visits are approved at SLT and EVC level, with all international visits being discussed at SLT meetings.

The approval process is outlined in the Educational Visits Operational Manual and the following areas are considered during the approval process:

- School calendar
- Curriculum/co-curricular justification
- Financial
- VL competence
- Safety management
- Consent

8.2 CONSENT

The School does not need consent for the pupil to participate in off-site visits that take place during the normal school day, and which form part of its curriculum. However, the School is obliged to provide parents/carers with details about what their child will be doing and where. The School does need consent from parents for visits which take place outside normal hours. In addition, the School should request consent when a pupil is taking part in any adventure activity as defined in Appendix A .

When a child joins the School, parents agree to terms governing a number of areas including: Consent; Indemnity; Medical; Code of Conduct and these last for the duration of a pupil's time at Forest. This agreement permits staff to act *in loco Parentis* in the event of a medical emergency. It also includes access to contact details and any medical or welfare details for the safeguarding of the pupil.

8.3 INCLUSION

Forest School takes all reasonable and practicable measures 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. The principles of inclusion should be addressed for all visits, ensuring an aspiration, by all pupils, towards:

- An entitlement to participate

- Accessibility through direct or realistic adaptation or modification
- Integration through participation with peers

8.4 SAFEGUARDING

All staff have a responsibility to safeguard and promote the welfare of pupils during educational visits. Further guidance regarding safeguarding is in the Educational Visits Handbook.

This policy should be read in conjunction with the School's Safeguarding and Child Protection Policy. Every educational visit must operate within the statutory protocols detailed in *Keeping Children Safe in Education (Sept 2023)*.

8.5 DOCUMENTATION

The VL is responsible for documentation and should therefore exercise awareness of potential GDPR breaches. Operoo reduces the need to take medical and emergency information in hardcopy. Where it is necessary to take visit details containing pupil information in paper form, it must be handled as sensitive information and collected/destroyed after the trip. Using School devices/platforms (Operoo) for holding trip related information is best practice.

8.6 ADVENTUROUS ACTIVITIES & PROVIDER ASSURANCES

Research and evidence demonstrate the many benefits young people derive from taking part in adventure activities. Therefore accessibility to these for all pupils should be a key priority.

Adventure activities require a higher level of risk management, and may also demand specific competences to reduce risks to an acceptable level. Some specific adventure activities for young people in England, Wales and Scotland are subject to the Adventure Activities Licensing Regulations (2004). Many providers of these activities are required to hold a licence from the AALA (Adventure Activities Licensing Authority for outdoor activity centres for young people in Great Britain and part of the HSE). If a provider holds a LOtC Quality Badge, this is evidence that it meets safety as well as educational quality standards, and that it holds an AALA Licence if it is legally required to do so.

It is the VL's and EVC's responsibility to check:

- with the Clerk to the Governors whether the specific adventure activity is covered under School insurance
- that the provider holds the necessary licences, including an AALA and or LOtC Quality Badgc.

If School staff are to lead adventure activities, they must be properly assessed as competent to do so. Proof of relevant qualifications should be submitted to both the EVC and the Director of HS and Compliance for review as part of the risk assessment process.

See appendix A for the full list of defined 'Adventure Activities'

8.7 MEDICAL

Every visit must have one or more members of staff who hold a valid and appropriate First Aid qualification. Where this is not the case, the VL must demonstrate to the Director of HS and Compliance that there are appropriate arrangements for dealing with first aid emergencies for the

duration of the visit, including while travelling, to secure approval. If anyone attending has other medical needs such as diabetes or is at risk of anaphylactic shock, the VL must ensure appropriate staff have received specific training and are competent to take any urgent remedial action required, and also to seek additional assistance without delay.

VLs must also be aware of any pupils requiring medication during educational visits and ensure that they are able to either (a) manage their own medical needs or (b) be appropriately cared for by the accompanying staff.

It is not always possible to guarantee an allergy free environment on visits, and pupils may not always be accompanied by Forest staff (homestays, for example). Parent/carers should be made aware of this, including the relevant standards and cultures in other countries, before they commit to a visit. These factors cannot be used as justification to withdraw their child at a later stage. Any concerns must be discussed with the member of staff organising the visit, as soon as possible.

8.8 TRANSPORT

Statistics show it is much more dangerous to travel to an activity than to engage in it. The most appropriate mode of transport should be considered for each visit and approved by the EVC.

Road Vehicles

External hire of coaches/minibuses must be registered and authorised by the Office of the Traffic Commissioner. It is the VL's responsibility, checked by the EVC, to ensure this rule is followed.

Pupils must wear seatbelts at all times where provided. Staff should take every reasonable step to enforce this.

The School requires that all staff must hold category D1 entitlement on their driving licence and have completed MiDAS training.

Transporting pupils in private cars requires careful consideration. Staff cars should be used to transport pupils in 'unplanned' or 'emergency' situations *only*. For example, journeys to hospital, or to prevent pupils being otherwise stranded would fall into this category. Any other intended use of staff vehicles must adhere to the School's Driving Policy and the Staff Code of Conduct, and SLT approval must be sought.

Independent Travel

Staff organising visits for Year 11-13 groups where they are able or asked to make their own way to and/or from a venue independently, must ensure that this is communicated, in writing, to parent/carers and consent received back from parent/carers accepting responsibility for their children in these circumstances.

Where visits have organised travel included but parent/carers request their child travels independently to/from the venue as it is closer/easier to travel directly from home (rather than via the School), this is permitted for pupils in Y9 and above *only*. In such circumstances, the VL must receive this request, and permission in writing, from the parent/carers at least 24 hours

prior to the visit departure so the VL and accompanying staff are fully aware of their responsibilities and arrangements for each pupil.

8.9 INTERNATIONAL VISITS

These visits must be booked via a travel provider (ATOL/ABTA bonded) and which, ideally, belong to the School's travel forum. VL liaison with the EVC at the earliest stage is essential to ensure that suitable checks have been made regarding their insurance cover and Terms and Conditions.

Staff should give careful consideration to the educational and personal development justifications for an international trip (and its sustainable, economic and inclusion factors) and whether a domestic venue could provide similar benefits.

Country entry restrictions should also be given careful thought and whether factors such as vaccinations and/or visas requirements might exclude some pupils from taking part.

The School must ensure that any organisation providing activities holds the LOtC Quality Badge or similar local accreditation.

While the HSE does not cover incidents overseas, it does hold a mandate to undertake investigative work in the UK and therefore School staff could be liable, under civil law, for any injuries to pupils due to negligence.

If the trip includes significant risks, such as challenging terrain, a remote location or an extreme climate, the School should follow the guide [British Standard for adventurous activities outside the United Kingdom](#), as the basis for its planning and risk assessment. Organisations employed by the School should also be requested to follow this. Organisations with a LOtC Quality Badge, should already follow this standard.

FCO advice must be followed, where applicable. It is the VL and EVC's responsibility to remain informed of any changes to the FCO from the point of approval through to departure.

8.10 EVALUATION

The VLs (and where possible other staff on the visit) should complete the evaluation form on the Cognito EV Form.

The EVC will re use feedback from the visits to:

- review the annual visits programme
- updates the trips approval procedure, as necessary
- provide staff with learning and information from past trips to inform planning future visits

Appendix A

ADVENTURE ACTIVITIES

Below is a list of 'Adventure Activities' as agreed by the Local Authority outdoor education advisers.

Before Forest pupils take part in any of these activities the School needs to be satisfied that the relevant National Governing Body qualifications are held by the person/organisation running the activity or that a technical adviser has provided a statement of competence.

- All activities in 'open country' (such as DofE Expeditions)
- Swimming (all form, excluding lifeguarded pools)
- Camping where participants/leaders erect tents and/or self-cater
- Canoeing/kayaking
- Sailing/windsurfing/kite surfing
- Rafting or improvised raft
- Use of powered safety/rescue craft
- All other forms of boating (excluding commercial transport)
- Water skiing
- Paintball (including Laser quest & Softball)
- Snorkel and aqualung activities
- Hill walking and mountaineering
- Mountain biking/BMXing
- Rock climbing (including indoor climbing walls)
- Abseiling
- River/gorge walking or scrambling
- Coastcreeing/coastal scrambling/sea level traversing
- Underground exploration (except designated show caves)
- Shooting & archery
- Skiing, snowboarding and related activities (such as dry slope)
- Air activities (excluding commercial flights)
- Horse riding
- Motor sport – all forms
- High Level ropes courses
- Extreme sports (Parkour, Bungee, Zorbing, Mountain or ATB Boarding etc.)
- Other activities (eg initiative exercises) involving skills/risks inherent in any of the above.