Management of Outdoor Education, Visits and Off-Site Activities (OEVOSA) Policy (Primary School)

The Duchy School

Date approved by Board of Trustees	**11th December 24**
Review Period	**Biannual**
Next Review Date	**October 26**

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1. INTRODUCTION

This policy covers all off-site visits and activities organised through the school and for which the Governing Body and Headteacher are responsible. The Board of Trustees endorses the Devon County Council /Torbay Council policy document "Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2024" (OEVOSA) as the basis for the Trust's policy for the management of visits and off-site activities. The purpose of this policy is to explain *how* the overall OEVOSA policy will be applied in practical terms at a local level, and in particular, the specific roles, responsibilities and arrangements that will apply at The Duchy School. This policy also complements and should be read in conjunction with the Trust's Health & Safety and Safeguarding Policies.

2. RESPONSIBILITIES OF THE HEADTEACHER

The Headteacher will:

- ensure all visits and off-site activities have specific and appropriate educational objectives
- have overall responsibility for the approval of all visits and activities, based on compliance with the OEVOSA document and recognised good practice, even where this task may have been delegated to another named person
- ensure that all off-site visits, and especially residential visits, are carried out with reference to the Trust's Safeguarding Policy and Staff Code of Conduct
- ensure that there is a suitably experienced and competent Educational Visits Co-ordinator (EVC) to oversee adherence to the OEVOSA policy and that the tasks associated with this role are clearly outlined in this policy
- ensure off-site programmes are led by competent staff who are appropriately experienced to assess the risks, manage the activity and manage the specific group
- provide relevant induction, training and other Continuous Professional Development opportunities for staff involved in the provision of visits and off-site activities
- ensure that for all off-site visits and activities risks have been assessed, the significant findings of these assessments recorded and any appropriate safety measures implemented accordingly

3. RESPONSIBILITIES OF THE EDUCATIONAL VISITS CO-ORDINATOR

Although holding the ultimate responsibility, the Headteacher has delegated specified tasks to a suitably experienced and competent EVC. The EVC is responsible for carrying out the following agreed tasks and attending the relevant training and update training provided by the Local Authority (LA).

Name of EVC: Kate Sherry

The functions delegated to the EVC are:

- to be the principal contact with the LA over planned visits
- to establish monitoring systems to ensure that educational visits are undertaken in accordance with OEVOSA and the school specific arrangements named in this policy
- to ensure that the management of visits and off-site activities is informed by an appropriate risk assessment
- to manage and update the Evolve website, including updating staff lists and training records
- to ensure that approval and endorsement arrangements for all visits are in accordance with OEVOSA requirements
- to provide staff with support, advice and information that they need to comply with OEVOSA requirements
- to ensure that leaders and staff have any relevant qualifications and are competent to lead and support particular visits and activities as outlined in OEVOSA
- to ensure that procedures to inform parents and to obtain their consent where necessary are in place
- to ensure that appropriate emergency arrangements are in place for visits and off-site activities
- to review accident and incident reports relating to visits and off-site activities to ensure that any lessons are learnt
- to ensure that any third party provider / contractor / coach has been vetted for competence in accordance with the requirements of OEVOSA.

4. RESPONSIBILITIES OF THE VISIT LEADER

The Visit Leader will:

- have overall responsibility for the supervision and conduct of the visit or activity
- obtain approval and, where appropriate, LA endorsement for the visit in line with OEVOSA and the specific arrangements of this policy prior to undertaking the activity
- assess the risks to staff, young people and members of the public presented by the visit or activity in order to identify and implement any safety measures. This process will be undertaken in line with the arrangements described in paragraph 8 of this policy
- carry out specific activities in accordance with the detail of OEVOSA
- use the school planning checklist provided in OEVOSA to ensure all procedures have been followed
- vet any third-party provider / contractor / coach for competence in accordance with the requirements of OEVOSA
- brief all supervising staff, volunteers and pupils in roles, responsibilities and expectations
- inform parents about the visit and gain their consent in accordance with arrangements described in OEVOSA
- establish appropriate emergency and contingency arrangements for the planned visit or activity which will include the identification of sufficient First Aid cover in line with Devon County Council and Torbay Council OEVOSA document
- Ensure that all staff and any external provider have access to emergency contact and emergency procedure details
- continually re-assess risks during the activity and make adjustments accordingly

5. RESPONSIBILITIES OF ADDITIONAL MEMBERS OF STAFF

Members of staff, volunteers and parent helpers should:

- Assist the Visit Leader to ensure the health, safety and welfare of others including pupils on the visit
- Take time to understand their roles and responsibilities whilst taking part in a visit or activity
- Be competent to carry out their allocated roles and responsibilities
- Be clear about emergency contacts and details

6. RESPONSIBILITIES OF PUPILS

Whilst taking part in off-site activities pupils also have responsibilities about which they should be made aware by the Visit Leader or other members of staff, for their own health and safety and that of the group. Pupils should:

- Avoid unnecessary risks
- Follow instructions of the party leader and other members of staff
- Behave sensibly, keeping to any agreed code of conduct and in line with the school's behaviour policy.
- Inform a member of staff of safety concerns

7. RESPONSIBILITIES OF PARENTS

Parents have an important role in deciding whether any visit or off-site activity is suitable for their child. Subject to their agreement to the activity parents should:

- support the application of any agreed code of conduct and the school's behaviour policy.
- inform the party leader about any medical, psychological or physical condition relevant to the visit
- provide an emergency contact number
- Provide consent in accordance with the requirements of OEVOSA

8. RISK ASSESSMENT

Risk assessment is a legal requirement.

The school is committed to a wide variety of outdoor activities, many of which will be repeated over each academic year where the risks will be very similar or the same. Therefore, when visits are 'routine and regular' in that they occur repeatedly each academic year, the measures taken to control these risks are listed in the Standard Operating Procedures (SOP) in Appendix 2-6. These are the control measures that will apply to all such visits and off-site activities and have been drawn up by the EVC and will be brought to the attention of anyone undertaking the role of Visit Leader.

In assessing the risks presented by a planned visit or activity, the Visit Leader must judge if the controls described in the SOP are adequate for controlling the risks. For each visit/activity, the SOP document will be generated electronically and the Visit Leader will *either* confirm these as adequate for the proposed visit/activity or insert additional control measures to the enhanced risk assessment column where required.

Where children taking part in a planned visit have special education needs, the Visit Leader must consult with the SENDCo to ensure enhanced measures are adequate to meet the child's needs. Where a child has an EHCP/HCP/BCP, the SENDCO must confirm that enhanced measures meet the requirements of the child's individual plans and countersign the enhanced risk assessment.

Any activities delivered by school staff falling within the definition of Category B, will have a separate stand-alone risk assessment. This process will be undertaken by the Visit Leader who, whilst being supported by the EVC, will be competent and equipped to complete this task. To meet statutory requirements and to ensure sufficient communication with other staff involved, this risk assessment will be recorded using the Visit Specific risk assessment.

9. APPROVAL OF OFF-SITE ACTIVITIES

The Headteacher will be responsible for approving all off-site activities subject to assurances that arrangements are in line with this policy and risks are adequately controlled. This includes approving the Visit Leader for each visit or off-site activity.

There are 3 categories of visit:

Category A:

- Non-adventurous visits i.e. visits to local places of worship, farms, public places etc.
- Non-adventurous residential visits i.e. cultural visits to towns/cities etc

Category B:

- Adventurous visits where activities are *delivered* by school staff (i.e. Ten Tors, kayaking etc)
- Adventurous day visits led by external providers (i.e. visits to climbing centres, a pony trekking centre etc)
- Adventurous residential visits to outdoor centres

Category C:

- Visits of all types outside the UK

In-line with the requirements of OEVOSA, details of Category B and C visits will be uploaded to the Evolve on-line system to facilitate the approval by the Headteacher ahead of final endorsement by the Local Authority Adviser for Outdoor Education.

The policy of The Duchy School is that Category A visits will also be uploaded to the Evolve system to allow the Headteacher and the EVC to monitor the management of off-site visits.

10. SAFEGUARDING

The safety and welfare of children is paramount. In the event of a safeguarding issue or concern being identified during the trip or visit, the visit leader should follow the Trust's Child Protection/Safeguarding policies and procedures. All staff and volunteers on the trip should be made aware of these before the trip or activity takes place. Arrangements should be in place to enable contact with the school's Designated Safeguarding Officer outside normal school hours if necessary. The safeguarding contact details should be communicated to all staff/volunteers on the trip in case the safeguarding concern is about the visit leader.

11. THE PROVISION OF TRAINING AND INFORMATION

A copy of this policy, along with the overall OEVOSA document, must be uploaded to EVOLVE document space, be made available to all staff within the school who may be responsible for participating in off-site visits & activities and to any parent requesting a copy. Access will also be made available to the overarching OEVOSA policy, and additional guidance via the Evolve system.

The Headteacher will ensure that staff leading or participating in visits are competent for the activities involved. When required, specific training will be undertaken and competencies maintained in accordance with the requirements of OEVOSA. This process will be overseen by the Headteacher and records of qualifications will be uploaded to the Evolve system.

12. ACTION IN THE CASE OF EMERGENCY

The EVC will ensure that emergency arrangements are in place before approving visits. The Visit Leader will identify these arrangements via a process of risk assessment as described in section 8. Where necessary, this assessment must include the identification of contingency plans. It will also include the identification of sufficient First Aiders, as well as emergency contact details which must include a school contact for outside normal hours if necessary. Any accidents and incidents that occur during off-site visits and activities will be reported and recorded in accordance with the Trust's Health & Safety Policy. Accidents and incidents will subsequently be reviewed within the school to identify any learning points.

All Emergencies must be reported to the Headteacher immediately, who will contact and inform their Director of School Improvement.

13. MONITORING AND REVIEW

The local governing body will monitor the application of this policy in operational practice. The Board of Trustees will review this policy:

- Every two years
- After any significant changes to the management of outdoor education locally
- After any significant changes to the OEVOSA document
- After a significant incident

14. SUBMISSION OF VISIT FORM TIMESCALES

Visit forms must be submitted by the Visit Leader to the EVC in accordance with the following timescales. Failure to meet these timescales may result in the planned visit being postponed or cancelled.

Visit Required	**Visit Leader - Timescales to be submitted to the School's EVC**	**School - Timescales to be submitted to the Local Authority**
Category A Day Visits	at least 2 weeks notice.	None
Category A Residentials	at least 4 weeks notice	None
Category B Adventurous Day visits	at least 4 weeks notice	with at least 2 weeks notice
Category B Adventurous Camping, i.e. Ten Tors/DofE visits	at least 4 weeks notice	with at least 2 weeks notice
Category B Adventurous Residential visits	at least 3 months notice	at least 2 months notice
Category C Overseas visits	at least 4 months notice	at least 3 months notice

This policy should be diarised to be reviewed in October 2026,
In line with when the LA policy is next updated.

15. Appendix 1: Policy History

Version/Date	Summary of Change	Review Date	Lead Author
March 2021	**Front Cover:** Suggest to bring review in line with LA's OEVOSA two year document review cycle	March 2022	Mr N Burstow
March 2021	**Front Cover:** Policy sign off changed from chair of Governors to chair of the Board of Trustees	March 2022	Mr N Burstow
March 2021	**Section 1, Introduction:** Change from Governing Body to The Board of Trustees for who endorses the Devon County Council /Torbay Council policy document Policy - OEVOSA	March 2022	Mr N Burstow
March 2021	**Section 1, Introduction:** Date change - Update the date to reflect the most recent LA's OEVOSA document, from 2018 to 2020.	March 2022	Mr N Burstow
March 2021	**Section 4, Responsibilities of the Leader:** Bullets Added - • Ensure that all staff and any external provider have access to emergency contact and emergency procedure details	March 2022	Mr N Burstow
March 2021	**Section 4, Responsibilities of the Leader:** Bullet amended - • establish appropriate emergency and contingency arrangements for the planned visit or activity which will include the identification of sufficient First Aid cover, in line with Devon County Council and Torbay Council OEVOSA document	March 2022	Mr N Burstow
March 2021	**Section 5, Responsibilities of additional members of staff taking part in the visits and off-site activity:** Bullets Added - • Be competent to carry out their allocated roles and responsibilities. • Be clear about emergency contacts and details.	March 2022	Mr N Burstow
March 2021	**Section 8, Risk Assessment:** Text Added - Risk assessment is a legal requirement.	March 2022	Mr N Burstow
March 2021	**Section 9, Approval of Offsite Activity:** 1) Removal of the option to have the EVC to be responsible for approving all off-site activities (OEVOSA identifies Headteacher only) 2) Remove the option for Category A visits to not be uploaded to the Evolve system (all offsite visits to be logged on Evolve). 3) Remove 'governors' for monitoring the management of category A visits on evolve.	March 2022	Mr N Burstow
March 2021	**Section 13, Monitoring and Review:** Text amended - The local governing body will monitor the application of this policy in operational practice. The Board of Trustees will review this policy:	March 2022	Mr N Burstow
October 22	**Section 4, Responsibility of the Party Leader:** Bullet point added - • Vet any third-party provider / contractor / coach for competence in accordance with the requirements of OEVOSA.	September 23	Mr N Burstow
October 22	**Section 8, Risk Assessment:** Text removed - Any ad hoc visit which is not repeated regularly, plus… …as will any overseas Category C visit.	September 23	Mr N Burstow
October 22	**Section 14, Submission of Visit Form Timescales:** Full section added.	September 23	Mr N Burstow
October 22	**Risk Assessment SOPs: All updated with latest Devon information.** Appendix SOPs section added.	September 23	Mr N Burstow
September 24	**Front Page –** Update Policy date and review date in table.	October 24	Mr N Burstow
September 24	**Section 1 –** Updated the date of Devon & Torbay guidance to reflect the reviewed September 2024 publication.	October 24	Mr N Burstow
September 24	**Section 3 –** Removed 'to draw up the Standard Operating Procedures for 'routine and regular' visits and activities' as to keep in line with the LA policy review.	October 24	Mr N Burstow
September 24	**Section 5 –** Removed 'TAKING PART IN VISITS AND OFF-SITE ACTIVITIES' from the title to reflect LA policy.	October 24	Mr N Burstow

September 24	**Section 8 –** inserted **'**the controls described in' into paragraph 2, to reflect LA guidance.	October 24	Mr N Burstow
September 24	**Section 11 –** Removed 'via the Babcock LDP website: www.babcock-education.co.uk/ldp' as the link is no longer active or exists. **Section 11 –** Inserted **'**via the Evolve system.' To reflect LA guidance.	October 24	Mr N Burstow
September 24	**Section 13 –** Inserted 'significant' into bullet point 3, to reflect LA policy.	October 24	Mr N Burstow
September 24	**Section 14 –** Inserted Category B Adventurous Camping information to table.	October 24	Mr N Burstow
September 24	**Section 14 –** Removed the incorrect apostrophes in the table.	October 24	Mr N Burstow
September 24	**Section 14 –** Policy update changed to October 2026, in line with the next planned LA Review.	October 24	Mr N Burstow
September 24	**Appendices 2-6 –** Updated SOPs to be in line with LA guidance.	October 24	Mr N Burstow

16. Appendix 2: SOP - Walking from School

USING STANDARD OPERATING PROCEDURES TEMPLATES (SOPs)

The following Standard Operating Procedures are designed to make the risk assessment process more straightforward for 'routine and regular' visits which involve **walking from your school**, whereupon the school's base line procedures would not change for these types of visit. The original document below has been pre-populated with typical hazards and their associated control measures which would apply in these types of routine visits and off-site activities undertaken.

The Visit leader should take the most appropriate school specific SOPs, name it and date it for the visit and then judge if the baseline procedures, **Standard Operating Procedures column,** adequately controls the risks.

The Visit leader must, where required, add any additional comments specific to the visit in the **Enhanced Risk Assessment** column.

For example, this could be individual medical issues relating to a pupil or a concern about the behaviour of a specific class. However, if the SOPs are judged sufficient, then no further actions are required beyond confirming the statement at the top of the document. The visit/activity should then proceed in accordance with the SOPs.

For further advice and support contact the Devon Health & Safety Service on 01392 382027.

Harbour Schools Partnership – A guiding light for education	The Duchy School	Devon County Council – EVOLVE Template

DAY VISITS WALKING FROM SCHOOL / ESTABLISHMENT

Name of assessor / Visit Leader:			**Date or risk assessment:**
Proposed Activity / Visit:			**Date/s of visit/activity:**
Identify The Hazard	**Identify Who Might be Harmed**	**Standard Operating Procedures** *Where relevant, these control measures will apply to all visits / activities of this kind.*	**Enhanced Risk Assessment** *The Visit Leader should consider if the SOPs are adequate for the proposed visit/activity. Where they are not, any additional control measures **must** be recorded below.*
Management Arrangements		**Visit Leaders should NOT amend this column**	**Proposed Visit - Additional Control Measures**
		Red = Consider Additional Control, Blue = Party Leader Checks	
Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management arrangements / incompetent external providers	Pupils	• All activities are undertaken in accordance with the general requirements of the *Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2024*. • Planning Checklist has been used to check that all reasonable steps have been taken to manage the risks. • Visit Leader identified above has assessed if these Standard Operating Procedures are adequate for the activity/visit. • Visit leader is competent for the scope of the specific visit undertaken. • Where visits require the Visit Leader to have additional specific competencies, this is detailed in the enhanced risk assessment column. • Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals. • Where visits require a higher level of supervision, this will be detailed in the enhanced risk assessment column.	Specify the minimum staff/pupils' ratios.

		• Where visits involve any degree of 'remote supervision', this will be detailed in the enhanced risk assessment column. • Group control measures used to supervise pupils will be recorded in the enhanced risk assessment column. • Appropriate parental consent is obtained. • Arrangements overseen by Educational Visits Coordinator, Kate Sherry, who attended training – 3rd November 2025. • All visit approved by the Headteacher • Arrangements for Category B and C Visits must be endorsed by the Adviser for Outdoor Education.	
Emergency Arrangements			
Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements	Pupils and staff	• At least one member of staff is a competent First Aider. • Sufficient staffing to allow for dealing with emergencies. • Consent process includes specific medical/medicinal information. • Any specific medical needs are considered and recorded in the enhanced risk assessment column. • First Aid kit carried. • Emergency procedure card carried with First Aid kit. • Visit Leader has staff/pupil list plus parent/guardian contact details with them. • Emergency contact available to assist both in and out of school hours and will include two out of hours emergency contact numbers for designated SLT. • Visit timetable, location and staff/pupil list known to this emergency contact. • Pupils briefed in what to do should they become separated from the group. • Specify what information/instructions are provided to pupils (emergency actions cards etc.) detailed in the enhanced risk assessment column.	
Using External Providers – Where Necessary			
Incompetent external providers / failure to coordinate supervision with external provider	Pupils	• The Visit Leader will ensure that the proposed locations for the visit are suitable for the activity and manageable for the group. Wherever practicable, this will be achieved by undertaking a preliminary visit to the location. • Where a visit is not possible, the method of assessing locations/ venues will be detailed in the enhanced risk assessment column.	

		• Where an external provider controls or determines activities, including accommodation, the SOE5 form has been used to vet this provider unless this provider has the Learning Outside the classroom accreditation (LoTC). • SOE5 or LoTC accreditation to verify that DBS checks undertaken for all external coaching or centre staff who have regular contact with children. • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. • Staff, including volunteers, have been briefed about their roles, responsibilities and any specific risks about which they should be aware. • Emergency contact information shared. • External providers briefed on roles and responsibilities and handover procedures; Emergency contact information shared. • Pupils briefed about appropriate conduct and specific risks about which they should be aware.	
Weather			
Cold, wet, sun exposure.	Staff and pupils	• Spare clothing for pupils who may not come prepared with suitable clothing. • Weather forecast checked ahead of visit and programme adjusted accordingly. • Any specific controls for extreme weather will be considered and recorded in the enhanced risk assessment column. • Ongoing dynamic risk assessment will be undertaken to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, access to drinking water ensured for whole group. Loose fitting clothing with head covering will be worn. Suitable breaks out of the sun ensured in the timetable for the day. • Sun Cream – where needed, parents should supply their children with the appropriate sun Cream. Staff should always encourage children to apply sun cream themselves, with supervision (ie. adult squirt on, child rub in). Where this is not possible, for SEND or very young children, then staff should support its application in-line with their 'loco-parentis' role. Sun cream must only be applied on exposed areas of skin: legs, arms, head etc. and with agreement from parents supplying the cream (signed green form).	
Travel on foot			

Vehicle pedestrian conflict / pupils separated and lost in crowds	Staff supervising at front and rear / pupils – especially young pupils / staff leading on road walking routes	• Staff briefed on roles and responsibilities for walking route. • When walking on road, group will walk facing traffic or on most appropriate side depending on conditions. • Pupils briefed on which side of the road to walk on. • Brief pupils on hazards, safety arrangements and expectations for behaviour. • Means of communication between staff arranged and understood. • Emergency plan is in place for eventuality of separation of child from group. • Route planned to avoid fast roads, blind spots and other hazards; with pavements used wherever possible. • Designated crossing points used wherever possible. • Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers; with other staff evenly spread throughout the group. • Ongoing dynamic assessment by Visit Leader and/or staff at front of group controls varied accordingly. • Means of identification used to identify members of group quickly in crowded environment i.e. High vis vests, coloured caps etc. – recorded in the enhanced risk assessment column. • Regular headcounts taken. • When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing is worn.	

Name of Headteacher/Principal:	**Sign:**	**Date:**
Name of Designated Safeguarding Lead:	**Sign:**	**Date:**

17. Appendix 3: SOP – Day Visit Using Transport

USING STANDARD OPERATING PROCEDURES TEMPLATES

The following Standard Operating Procedures (SOPs) are designed to make the risk assessment process more straightforward for 'routine and regular' visits **which involve the use of transport**, whereupon the school's base line procedures would not change for these types of visit. The original document below has been pre-populated with typical hazards and their associated control measures which would apply in these types of routine visits and off-site activities undertaken.

The Visit leader should take the most appropriate school specific SOPs, name it and date it for the visit and then judge if the baseline procedures, **Standard Operating Procedures column,** adequately controls the risks.

The Visit leader must, where required, add any additional comments in the **Enhanced Risk Assessment Measures** column specific to the visit.

For example, this could be individual medical issues relating to a pupil or a concern about the behaviour of a specific class. However, if the SOPs are judged sufficient, then no further actions are required beyond confirming the statement at the top of the document. The visit/activity should then proceed in accordance with the SOPs.

For further advice and support contact the Devon Health & Safety Service on 01392 382027.

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DAY VISITS USING TRANSPORT

Name of assessor / Visit Leader:			**Date or risk assessment:**
Proposed Activity / Visit:			**Date/s of visit/activity:**
Identify The Hazard	**Identify Who Might be Harmed**	**Standard Operating Procedures** *Where relevant, these control measures will apply to all visits / activities of this kind.*	**Enhanced Risk Assessment** *The Visit Leader should consider if the SOPs are adequate for the proposed visit/activity. Where they are not, any additional control measures **must** be recorded below.*
Management Arrangements		**Visit Leaders should NOT amend this column**	**Proposed Visit - Additional Control Measures**
		Red = Consider Additional Control, Blue = Party Leader Checks	
Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management arrangements / incompetent external providers	Pupils	• All activities are undertaken in accordance with general requirements of the Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2024. • Planning Checklist has been used to check that all reasonable steps have been taken to manage the risks. • Appropriate parental consent is obtained. • Visit Leader identified above has assessed if these Standard Operating Procedures are adequate for the activity/visit. • Visit leader is competent for the scope of the specific visit undertaken. • Where visits require the Visit Leader to have additional specific competencies, this is detailed in the enhanced risk assessment column. • Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals. • Where visits require a higher level of supervision, this will be detailed in the enhanced risk assessment column.	Specify the minimum staff/pupils' ratios.

		• Where visits involve any degree of 'remote supervision', this will be detailed in the enhanced risk assessment column. • Group control measures used to supervise pupils will be recorded in enhanced risk assessment column. • Arrangements overseen by Educational Visits Coordinator, Kate Sherry, who attended training – 3rd November 2025 • All visit approved by the Headteacher. • Arrangements for Category B and C Visits must be endorsed by the Adviser for Outdoor Education.	
Emergency Arrangements			
Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements	Pupils and staff	• At least one member of staff is a competent First Aider. • Sufficient staffing allow for dealing with emergencies. • Consent process includes specific medical/medicinal information. • Any specific medical needs are considered and recorded in the enhanced risk assessment column. • First Aid kit and mobile phone carried. • Emergency procedure card carried with First Aid kit. • Visit Leader has staff/pupil list plus parent/guardian contact details with them. • Emergency contact available to assist both in and out of school hours and will include two out of hours emergency contact numbers for designated SLT. • Visit timetable, location and staff/pupil list known to this emergency contact(s). • Visit Leader has staff/pupil list plus parent/guardian contact details with them. • Pupils briefed in what to do should they become separated from the group. • Specify what information/instructions are provided to pupils (emergency actions cards etc.) detailed in the enhanced risk assessment column.	Specify pupils with additional medical needs and summarise action to be taken (full Education Health Care Plans can be referred to and do not to be included in full here)
Using External Providers			
Incompetent external providers / failure to coordinate supervision with external provider	Pupils	• The Visit Leader will ensure that the proposed locations for the visit are suitable for the activity and manageable for the group. Wherever practicable, this will be achieved by undertaking a preliminary visit to the location. • Where a visit is not possible, the method of assessing locations/ venues will be detailed in the enhanced risk assessment column.	

		• Where an external provider controls or determines activities, including accommodation, the SOE5 form has been used to vet this provider unless this provider has the Learning Outside the classroom accreditation (LoTC). • SOE5 or LoTC accreditation to verify that DBS checks undertaken for all external coaching or centre staff who have regular contact with children. • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. • Staff, including volunteers, have been briefed about their roles, responsibilities and any specific risks about which they should be aware. Emergency contact information shared. • External providers briefed in roles and responsibilities and handover procedures. Emergency contact information shared. • Pupils briefed about appropriate conduct and specific risks about which they should be aware.	
Weather			
Cold, wet, sun exposure.	Staff and pupils	• Spare clothing for pupils who may not come prepared with suitable clothing. • Weather forecast checked ahead of visit and programme adjusted accordingly. • Any specific controls for extreme weather will be considered and recorded in the enhanced risk assessment column. • Ongoing dynamic risk assessment will be undertaken to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, access to drinking water ensured for whole group. Loose fitting clothing with head covering will be worn. Suitable breaks out of the sun ensured in the timetable for the day. • Sun Cream – where needed, parents should supply their children with the appropriate sun Cream. Staff should always encourage children to apply sun cream themselves, with supervision (ie. adult squirt on, child rub in). Where this is not possible, for SEND or very young children, then staff should support its application in-line with their 'loco-parentis' role. Sun cream must only be applied on exposed areas of skin: legs, arms, head etc. and with agreement from parents supplying the cream (signed green form).	
Travel Arrangements - Travel on foot			
Vehicle pedestrian conflict / pupils separated and lost in crowds	Staff supervising at front and rear /	• Staff briefed on roles and responsibilities for walking route. • When walking on road, group will walk facing traffic or on most appropriate side depending on conditions.	

	pupils – especially young pupils / staff leading on road walking routes	• Pupils briefed on which side of the road to walk on. • Brief pupils on hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other pedestrians • Pupils instructed to be considerate of other pedestrians. • Means of communication between staff arranged and understood. • Emergency plan is in place for eventuality of separation of child from group. • Coach/minibus disembarkation point chosen to avoid busy traffic routes. • Route planned to avoid fast roads, blind spots and other hazards. Pavements used wherever possible. • Designated crossing points used wherever possible. • Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers; with other staff evenly spread throughout the group. • Ongoing dynamic assessment by Visit Leader and/or staff at front of group controls varied accordingly. • Means of identification used to identify members of group quickly in crowded environment – recorded in the enhanced risk assessment column. • Regular headcounts taken. • When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing is worn. •	
Travel Arrangements - Coach			
Road traffic collisions / injuries sustained by failure to wear a seatbelt / pupil left behind	Staff and pupils	• Staff briefed on roles and responsibilities during journey and any stops made. • Pupils briefed in expectations. • Coach/ Bus is hired from reputable company with details recorded in the enhanced risk assessment column. • Head counts when getting on and off coach plus before departure from any stop or location. • One staff member embarks first, with other staff ensuring order outside the coach; reverse process for disembarkation. • Suitable embarkation points are used such as coach park or area with wide pavement. • Visit Leader will determine staff seating arrangement to best manage supervision.	**Specify 'N/A' if coach not being used**

		• Double decker buses will have staff on each deck. Staff/pupil supervision ratio will disregard driver. • Departure and expected return times made known to pupils, staff and parents. • Visit Leader to liaise with driver to plan rest stops/breaks. • Arrangements for travel sickness in place. • Contingency plans in place in the event of lateness or incident. • Communications with transport provider available in case visit needs to be curtailed early. • Mobile phone communication available. • Coaches have seat belts - pupils instructed to wear seatbelts and staff check to make sure that they do so.	
Travel Arrangements - Car / use of private vehicles			
Road traffic collisions / injuries sustained by failure to wear seatbelt / safeguarding concerns	Staff and pupils / members of the public	• Driver ensures that pupils wear seatbelts. • Pupils briefed about behavioural expectations and not distracting the driver. • Departure and expected return times made known to pupils, staff and parents. • Route planned and agreed with all parties. • Expected travel times known to all parties. • Drivers will not diverge without good reason and without communicating change to party leader. • Contingency plans in place in the event of lateness or incident including allowing extra time for delays; summary recorded in the enhanced risk assessment column. • Where multiple vehicles used, a lead vehicle will be identified, and vehicles will not overtake. • Each car to carry: - emergency contact details, charged mobile phone, sick bag. • First Aid kit to be available in any convoy. • Driver confirms that they are insured for work related journeys via self-declaration. • Self-declaration obtained that vehicle is taxed and MOT is valid. • Standard letter and self-declaration have been sent out and returned for volunteer drivers. • Volunteer drivers considered for the suitability by Visit Leader and	**Specify 'N/A' if cars not being used**

		Headteacher. • Child protection issues are addressed by not having any pupil alone with driver other than their own child. If this is unavoidable, then the child must not ride in the front of the car. • DBS checks undertaken for those who drive pupils. • DBS checks must be undertaken for those who regularly transport children. (DCC/Torbay recommends that DBS checks undertaken for all drivers].	
Travel Arrangements - Minibus			
Road traffic collisions / lack of driver competence / injuries sustained by failure to wear seatbelt / driver fatigue	Staff and pupils / members of the public	• Minibus driver(s) are competent to drive and have the correct licence for the minibus being used and has passed DCC test or appropriate training – details recorded in enhanced risk assessment column. • Minibus is maintained in accordance with manufacturer's requirements and checked prior to each journey: lights/horn/seatbelts/windscreen/tyres/spare tyre/jack/fuel etc. • First aid kit and fire extinguisher carried. • Pupils instructed to wear seatbelts and staff check to make sure that they do so. • Vehicle loading is within maximum permitted as described by manufacture and aisles are not blocked. • Towing only undertaken when side emergency exit is available and D1 exemption not being used. • Head counts when getting on and off minibus plus before departure from any stop or location. • Suitable embarkation points from nearside door are used such as car or coach park or area with wide pavement. • Staff/pupil supervision ratio will disregard driver unless recorded in enhanced risk assessment column. • Sufficient stops planned for longer journeys to avoid driving when tired (max 4.5 hours with 45-minute break or 3 x 15-minute breaks. Maximum of 9 hours in one day). • Arrangements for travel sickness in place. • Luggage stored without obstructing aisles. • All exits unlocked when carrying passengers.	**Specify 'N/A' if minibus not being used.** Minibus drivers' licence: Category:
Travel Arrangements - Use of public transport, including trains and underground			
Injury through poor behaviour / pupils being	Pupils – especially	• Route planned to identify potential for problems and to account for delays.	**Specify 'N/A' if public transport not used.**

separated or left behind / pupils lost in crowded environments	young pupils	• Timetables considered ahead of time to ensure particular trains/ connections will not be missed. Contingency plan for alternatives if train /connections missed. • Staff briefed on roles and responsibilities for travel route. • Means of communication between staff in place. • Brief pupils in hazards, safety arrangements and expectations for behaviour. • Pupils instructed to be considerate of other public transport users and to be aware of possible dangers – recorded in the enhanced risk assessment column. • Party to move through crowded areas with adult in lead and adult at back of the group. • Meeting points established and staffed throughout time in station concourse and pupils briefed accordingly. • Brief pupils to remain in groups of at least 3. • Means of identification used to identify members of group quickly in crowded environment i.e. High vis vests, coloured caps etc. – recorded in the enhanced risk assessment column. • Regular headcounts taken. • Large groups divided into small groups with adequate staffing for ease of management. • Procedures are in place if the group is accidentally separated - recorded in the enhanced risk assessment column. • Emergency plan is in place for eventuality of separation of child from group (missing child).	
Service Stations and Other Breaks in Journey			
Injury through poor behaviour / pupils being separated or left behind / vehicle pedestrian conflict in car/lorry park	Pupils – especially young pupils	• Brief pupils re: the purpose and timings of the stop. • Staff briefed on roles and responsibilities during stop. • Clear expectations for behaviour established. • Pupils briefed on how and where to contact staff – establish permanent meeting point in service area and ensure that it is manned until final departure. • Brief pupils to remain in pairs or small groups. • Remind pupils about moving traffic and other hazards and establish no go areas. These to be established via dynamic risk assessment by staff at the service area.	

		• Careful headcount before departure.	
Road Transport			
Vehicle Breakdown or Road Traffic Collision Secondary collision from passing vehicles / vehicle/pedestrian contact	Staff and pupils	**Coach:** • Liaise with coach driver on safest place for group; either to stay on the coach or evacuate to an area behind barriers and away from road. On motorway, the only reason for not evacuating the coach would be that the area beyond the crash barrier created a greater danger. • Visit Leader has over-riding decision until arrival of emergency services when instruction will be taken from them. • Communication with emergency school based staff should be made as soon as possible, but **only when safe to do so**, with details of what has happened and what your plan is. Arrange regular updates. **Minibus:** • Visit Leader to judge safest place for group; either to stay on the minibus or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. • Visit Leader to take instruction from emergency services upon their arrival. • Communication with emergency school based staff should be made as soon as possible, but **only when safe to do so**, with details of what has happened and what your plan is. Arrange regular updates. **Car:** • Driver to judge safest place for group; either to stay in the vehicle or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. • Driver to take instruction from emergency services upon their arrival. • If travelling in convoy, the Visit Leader to be notified at earliest opportunity. • Communication with emergency school based staff should be made as soon as possible, but **only when safe to do so**, with details of what has happened and what your plan is. Arrange regular updates. • Make a careful check of all individuals in party. If you suspect that there may be shock or delayed shock seek the advice of emergency services present and if desirable take pupils to hospital for check-up. • Ensure that a competent member of staff accompanies any injured pupils to hospital.	

		• Ascertain extent of injuries and of release times for the uninjured/lightly injured. • Ensure regular updates fed back to school and hence parents/guardians. • School to contact parents/guardians to inform them of incident and of changes in expected timetable.	

Name of Headteacher/Principal:	**Sign:**	**Date:**
Name of Designated Safeguarding Lead:	**Sign:**	**Date:**

18. Appendix 4: SOP – UK Residential Visits

USING STANDARD OPERATING PROCEDURES TEMPLATES (SOPs)

The following Standard Operating Procedures are designed to make the risk assessment process more straightforward for 'routine and regular' visits which involve **UK Residential Visits**, whereupon the school's base line procedures would not change for these types of visit. The original document below has been pre-populated with typical hazards and their associated control measures which would apply in these types of routine visits and off-site activities undertaken.

The Visit leader should take the most appropriate school specific SOPs, name it and date it for the visit and then judge if the baseline procedures, **Standard Operating Procedures column,** adequately controls the risks.

The Visit leader must, where required, add any additional comments specific to the visit in the **Enhanced Risk Assessment** column.

For example, this could be individual medical issues relating to a pupil or a concern about the behaviour of a specific class. However, if the SOPs are judged sufficient, then no further actions are required beyond confirming the statement at the top of the document. The visit/activity should then proceed in accordance with the SOPs.

For further advice and support contact the Devon Health & Safety Service on 01392 382027.

Harbour Schools Partnership – A guiding light for education	**The Duchy School**	Devon County Council – EVOLVE Template

UK Residential Visit

Name of assessor / Visit Leader:			**Date or risk assessment:**
Proposed Activity / Visit:			**Date/s of visit/activity:**
Identify The Hazard	**Identify Who Might be Harmed**	**Standard Operating Procedures** *These control measures will apply to <u>all</u> routine and regular visits when they are relevant.*	**Enhanced Risk Assessment** *The Visit Leader should consider if the SOPs are adequate for the proposed visit/activity. Where they are not, any additional control measures **must** be recorded below.*
Management arrangements for all UK residential visits		**Visit Leaders should <u>NOT</u> amend this column**	**Proposed Visit - Additional Control Measures**
		Red = Consider Additional Control, Blue = Party Leader Checks	
Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management arrangements / incompetent external providers	Pupils	• All activities are undertaken in accordance with general requirements of the Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2024. • Planning Checklist has been used to check that all reasonable steps have been taken to manage the risks. • Appropriate parental consent is obtained. • Visit Leader identified above has assessed if these Standard Operating Procedures are adequate for the activity/visit. • Visit leader is competent for the scope of the specific visit undertaken. • Where visits require the Visit Leader to have additional specific competencies, this is detailed in the enhanced risk assessment column.	Specify the minimum staff/pupils' ratios. Planning Checklist = Appendix 1, P68 - OEVOSA

		• Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals. • Where visits require a higher level of supervision, this will be detailed in the enhanced risk assessment column. • Where visits involve any degree of 'remote supervision', this will be detailed in the enhanced risk assessment column. • Group control measures used to supervise pupils will be recorded in enhanced risk assessment column. • Arrangements overseen by Educational Visits Coordinator, Kate Sherry, who attended training – 3rd November 2025 • All visit approved by the Headteacher. • Arrangements for Category B and C Visits must be endorsed by the Adviser for Outdoor Education.	
Emergency Arrangements			
Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements	Pupils and staff	• At least one member of staff is a competent First Aider. • Sufficient staffing allow for dealing with emergencies. • Consent process includes specific medical/medicinal information. • Any specific medical needs are considered and recorded in the enhanced risk assessment column. • First Aid kit and mobile phone carried. • Emergency procedure card carried with First Aid kit. • Visit Leader has staff/pupil list plus parent/guardian contact details with them. • Emergency contact available to assist both in and out of school hours and will include two out of hours emergency contact numbers for designated SLT. • Visit timetable, location and staff/pupil list known to this emergency contact(s). • Visit Leader has staff/pupil list plus parent/guardian contact details with them. • Pupils briefed in what to do should they become separated from the group. • Specify what information/instructions are provided to pupils (emergency actions cards etc.) detailed in the enhanced risk assessment column.	Specify pupils with additional medical needs and summarise action to be taken (full Education Health Care Plans can be referred to and do not to be included in full here) Specify what information/instructions are provided to pupils (emergency actions cards etc.)
Outbreak of infectious illness			

Staff or pupil becomes ill with an infectious disease.	Pupils and staff	• Visit Leader has an agreed plan of action with the provider in the event that a group member or members (adults or children) need to be isolated/removed from the group in the event that they develop a contagious disease • Visit Leader and Head have agreed a plan for additional staff to attend in the event the supervision ratios are compromised due to the departure of a supervising adult - detailed in the enhanced risk assessment column.	
Using external providers			
Incompetent external providers / failure to coordinate supervision with external provider	Pupils	• The Visit Leader will ensure that the proposed locations for the visit are suitable for the activity and manageable for the group. Wherever practicable, this will be achieved by undertaking a preliminary visit to the location. • Where a visit is not possible, the method of assessing locations/ venues will be detailed in the enhanced risk assessment column. • Where an external provider controls or determines activities, including accommodation, the SOE5 form has been used to vet this provider unless this provider has the Learning Outside the classroom accreditation (LoTC). • SOE5 or LoTC accreditation to verify that DBS checks undertaken for all external coaching or centre staff who have regular contact with children. • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. • Staff, including volunteers, have been briefed about their roles, responsibilities and any specific risks about which they should be aware. Emergency contact information shared. • External providers briefed in roles and responsibilities and handover procedures. Emergency contact information shared. • Pupils briefed about appropriate conduct and specific risks about which they should be aware.	
Weather			
Cold, wet, sun exposure.	Staff and pupils	• Spare clothing for pupils who may not come prepared with suitable clothing. • Weather forecast checked ahead of visit and programme adjusted accordingly.	

		• Any specific controls for extreme weather will be considered and recorded in the enhanced risk assessment column. • Ongoing dynamic risk assessment will be undertaken to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, access to drinking water ensured for whole group. Loose fitting clothing with head covering will be worn. Suitable breaks out of the sun ensured in the timetable for the day. • Sun Cream – where needed, parents should supply their children with the appropriate sun Cream. Staff should always encourage children to apply sun cream themselves, with supervision (ie. adult squirt on, child rub in). Where this is not possible, for SEND or very young children, then staff should support its application in-line with their 'loco-parentis' role. Sun cream must only be applied on exposed areas of skin: legs, arms, head etc. and with agreement from parents supplying the cream (signed green form).	
Travel Arrangements - On Foot			
Vehicle pedestrian conflict / pupils separated and lost in crowds	Staff supervising at front and rear / pupils – especially young pupils / staff leading on road walking routes	• Staff briefed on roles and responsibilities for walking route. • When walking on road, group will walk facing traffic or on most appropriate side depending on conditions. • Pupils briefed on which side of the road to walk on. • Brief pupils on hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other pedestrians • Pupils instructed to be considerate of other pedestrians. • Means of communication between staff arranged and understood. • Emergency plan is in place for eventuality of separation of child from group. • Coach/minibus disembarkation point chosen to avoid busy traffic routes. • Route planned to avoid fast roads, blind spots and other hazards. Pavements used wherever possible. • Designated crossing points used wherever possible. • Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers; with other staff evenly spread throughout the group.	

		• Ongoing dynamic assessment by Visit Leader and/or staff at front of group controls varied accordingly. • Means of identification used to identify members of group quickly in crowded environment – recorded in the enhanced risk assessment column. • Regular headcounts taken. • When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing is worn.	
Travel Arrangements – By Coach			
Road traffic collisions / injuries sustained by failure to wear a seatbelt / pupil left behind	Staff and pupils	• Staff briefed on roles and responsibilities during journey and any stops made. • Pupils briefed in expectations. • Coach/ Bus is hired from reputable company with details recorded in the enhanced risk assessment column. • Head counts when getting on and off coach plus before departure from any stop or location. • One staff member embarks first, with other staff ensuring order outside the coach; reverse process for disembarkation. • Suitable embarkation points are used such as coach park or area with wide pavement. • Visit Leader will determine staff seating arrangement to best manage supervision. • Double decker buses will have staff on each deck. Staff/pupil supervision ratio will disregard driver. • Departure and expected return times made known to pupils, staff and parents. • Visit Leader to liaise with driver to plan rest stops/breaks. • Arrangements for travel sickness in place. • Contingency plans in place in the event of lateness or incident. • Communications with transport provider available in case visit needs to be curtailed early. • Mobile phone communication available. • Coaches have seat belts - pupils instructed to wear seatbelts and staff check to make sure that they do so.	**Specify 'N/A' if coach not being used**
Travel Arrangements – By Car / use of private vehicles			

Road traffic collisions / injuries sustained by failure to wear seatbelt / safeguarding concerns	Staff and pupils / members of the public	• Driver ensures that pupils wear seatbelts. • Pupils briefed about behavioural expectations and not distracting the driver. • Departure and expected return times made known to pupils, staff and parents. • Route planned and agreed with all parties. • Expected travel times known to all parties. • Drivers will not diverge without good reason and without communicating change to party leader. • Contingency plans in place in the event of lateness or incident including allowing extra time for delays; summary recorded in the enhanced risk assessment column. • Where multiple vehicles used, a lead vehicle will be identified, and vehicles will not overtake. • Each car to carry: - emergency contact details, charged mobile phone, sick bag. • First Aid kit to be available in any convoy. • Driver confirms that they are insured for work related journeys via self-declaration. • Self-declaration obtained that vehicle is taxed and MOT is valid. • Standard letter and self-declaration have been sent out and returned for volunteer drivers. • Volunteer drivers considered for the suitability by Visit Leader and Headteacher. • Child protection issues are addressed by not having any pupil alone with driver other than their own child. If this is unavoidable, then the child must not ride in the front of the car. • DBS checks undertaken for those who drive pupils. • DBS checks must be undertaken for those who regularly transport children. (DCC/Torbay recommends that DBS checks undertaken for all drivers].	**Specify 'N/A' if cars not being used**
Travel Arrangements – By Minibus			
Road traffic collisions / lack of driver competence / injuries sustained by	Staff and pupils / members of the public	• Minibus driver(s) are competent to drive and have the correct licence for the minibus being used and has passed DCC test or appropriate training – details recorded in enhanced risk assessment column. • Minibus is maintained in accordance with manufacturer's	**Specify 'N/A' if minibus not being used.** Minibus drivers' licence: Category:

failure to wear seatbelt / driver fatigue		requirements and checked prior to each journey: lights/horn/seatbelts/windscreen/tyres/spare tyre/jack/fuel etc. • First aid kit and fire extinguisher carried. • Pupils instructed to wear seatbelts and staff check to make sure that they do so. • Vehicle loading is within maximum permitted as described by manufacture and aisles are not blocked. • Towing only undertaken when side emergency exit is available and D1 exemption not being used. • Head counts when getting on and off minibus plus before departure from any stop or location. • Suitable embarkation points from nearside door are used such as car or coach park or area with wide pavement. • Staff/pupil supervision ratio will disregard driver unless recorded in enhanced risk assessment column. • Sufficient stops planned for longer journeys to avoid driving when tired (max 4.5 hours with 45-minute break or 3 x 15-minute breaks. Maximum of 9 hours in one day). • Arrangements for travel sickness in place. • Luggage stored without obstructing aisles. • All exits unlocked when carrying passengers.	
Travel Arrangements - Use of public transport, including trains and underground			
Injury through poor behaviour / pupils being separated or left behind / pupils lost in crowded environments	Pupils – especially young pupils	• Route planned to identify potential for problems and to account for delays. • Timetables considered ahead of time to ensure particular trains/ connections will not be missed. Contingency plan for alternatives if train /connections missed. • Staff briefed on roles and responsibilities for travel route. • Means of communication between staff in place. • Brief pupils in hazards, safety arrangements and expectations for behaviour. • Pupils instructed to be considerate of other public transport users and to be aware of possible dangers – recorded in the enhanced risk assessment column. • Party to move through crowded areas with adult in lead and adult at back of the group.	**Specify 'N/A' if public transport not used.**

		• Meeting points established and staffed throughout time in station concourse and pupils briefed accordingly. • Brief pupils to remain in groups of at least 3. • Means of identification used to identify members of group quickly in crowded environment i.e. High vis vests, coloured caps etc. – recorded in the enhanced risk assessment column. • Regular headcounts taken. • Large groups divided into small groups with adequate staffing for ease of management. • Procedures are in place if the group is accidentally separated - recorded in the enhanced risk assessment column. • Emergency plan is in place for eventuality of separation of child from group (missing child).	
Service Stations and Other Breaks in Journey			
Injury through poor behaviour / pupils being separated or left behind / vehicle pedestrian conflict in car/lorry park	Pupils – especially young pupils	• Brief pupils re: the purpose and timings of the stop. • Staff briefed on roles and responsibilities during stop. • Clear expectations for behaviour established. • Pupils briefed on how and where to contact staff – establish permanent meeting point in service area and ensure that it is manned until final departure. • Brief pupils to remain in pairs or small groups. • Remind pupils about moving traffic and other hazards and establish no go areas. These to be established via dynamic risk assessment by staff at the service area. • Careful headcount before departure.	
Road Transport			
Vehicle Breakdown or Road Traffic Collision Secondary collision from passing vehicles / vehicle/pedestrian contact	Staff and pupils	**Coach:** • Liaise with coach driver on safest place for group; either to stay on the coach or evacuate to an area behind barriers and away from road. On motorway, the only reason for not evacuating the coach would be that the area beyond the crash barrier created a greater danger. • Visit Leader has over-riding decision until arrival of emergency services when instruction will be taken from them.	

		• Communication with emergency school based staff should be made as soon as possible, but **only when safe to do so**, with details of what has happened and what your plan is. • Arrange regular updates. **Minibus:** • Visit Leader to judge safest place for group; either to stay on the minibus or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. • Visit Leader to take instruction from emergency services upon their arrival. • Communication with emergency school based staff should be made as soon as possible, but **only when safe to do so**, with details of what has happened and what your plan is. • Arrange regular updates. **Car:** • Driver to judge safest place for group; either to stay in the vehicle or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. • Driver to take instruction from emergency services upon their arrival. • If travelling in convoy, the Visit Leader to be notified at earliest opportunity. • Communication with emergency school based staff should be made as soon as possible, but **only when safe to do so**, with details of what has happened and what your plan is. • Make a careful check of all individuals in party. If you suspect that there may be shock or delayed shock seek the advice of emergency services present and if desirable take pupils to hospital for check-up. • Ensure that a competent member of staff accompanies any injured pupils to hospital. • Ascertain extent of injuries and of release times for the uninjured/lightly injured. • Arrange regular updates to school and hence parents/guardians.	

		• School to contact parents/guardians to inform them of incident and of changes in expected timetable.	

Accommodation Arrangements			
Hazards arising from accommodation failing to meet statutory minimum standards Fire / building regulations / safer recruitment practices / welfare and security failings	All participants and staff.	• Accommodation provider to complete form "SOE5" or hold LOTC quality badge to provide assurance that accommodation meets required standard. • Accommodation has tourist board rating or external validation of standards. • Where possible, pre-visit check carried out to confirm standards are satisfactory. • Upon arrival, and ongoing throughout visit, visual inspection of windows, balconies, stairways, electrical fittings, hazards in grounds or in immediate surroundings, washing and toilet facilities, heating and catering facilities. • A particular focus will be placed on fire safety arrangements. • Pupils briefed to report any faulty items found in rooms to staff. • Shortcomings in provision will be discussed with accommodation manager. • SOE3 parental consent information checked to ensure dietary requirements met – severe details recorded in the enhanced risk assessment column.	Specify what action has been taken to ensure suitability of accommodation
Supervision and privacy			
Safeguarding concerns / incidents arising from lack of supervision Sexual assault / vexatious accusations of sexual assault / sexual grooming / violence/incident arising from failure to supervise	All participants and staff	• Separate male and female sleeping accommodation and washing facilities are provided. • Separate staff accommodation is suitably located to ensure adequate supervision but also ability for pupils to raise concerns if needed. • Mixed parties are accompanied by at least one adult of each sex. • A bedroom plan detailing who is allocated to which room will be organised, published and shared with all staff. • On arrival the bedroom plan will be checked and amended, if required. • Staff have access to pupils whilst sleeping at all times. • Dormitories are for the exclusive use of the group concerned.	

Fire in the building			

Fire / explosion / inability to escape from fire due to blocked means of escape / inability to escape from fire due to unfamiliarity with building	All participants and staff.	• Identify requirements at time of booking and check during pre-visit and on arrival.
		• On arrival Visit Leader to check physical fire safety arrangements:
		  ○ walk escape routes to check that fire exits clearly marked and escape doors open easily
		  ○ fire alarm sounders on each floor and in public areas
		  ○ fire extinguishers available on each floor and in public areas
		  ○ emergency lighting provided and working
		  ○ Staircases and corridors protected by fire doors in good condition.
		• Briefing to all pupils about fire evacuation on arrival arrangements and expected standards of behaviour. Briefing to include a walk-through fire practice which indicates location of assembly point and lay-out of escape routes.
		• A group list is held by Visit Leader to ensure registration of whole party after an evacuation of the building, with arrangements shared with staff.
		• Decide whether or not pupils' doors should be locked from the inside and if so specify how staff can gain access – details recorded in the enhanced risk assessment column.
		• Fire exits should be openable from the inside whilst remaining secure from the outside.
		• Shortcomings in provision will be discussed with accommodation manager.	

Attack or disturbance by intruder			
Sexual assault / abduction / violence / property theft	All participants and staff .	• On arrival Visit Leader to check physical security arrangements to ensure that reasonable steps taken to prevent unauthorised persons entering the accommodation. • The accommodation is secure at night. • Specify whether accommodation staff are on duty overnight, if not how are they accessible - details recorded in the enhanced risk assessment column. • Ensure that all windows and doors are secured from external entry without compromising means of fire escape.	

		• If windows lead onto balconies, only staff or reliable pupils occupy these rooms • If other guests share the accommodation, sole occupancy of the floor will be sought where possible and have designated staff rooms adjacent to pupils (or bracketing the group). • Roles and responsibilities for staff identified. • Pupils briefed to inform staff in the event of an emergency and where and how staff can be found - details recorded in the enhanced risk assessment column. • Staff to check pupils at "lights out".	

Name of Headteacher/Principal:	**Sign:**	**Date:**
Name of Designated Safeguarding Lead:	**Sign:**	**Date:**

19. Appendix 5: SOP – Overseas Visits

USING STANDARD OPERATING PROCEDURES TEMPLATES

The following Standard Operating Procedures (SOPs) are designed to make the risk assessment process more straightforward for 'routine and regular' **overseas visits**, whereupon the school's base line procedures would not change for these types of visit. The original document below has been pre-populated with typical hazards and their associated control measures which would apply in these types of routine visits and off-site activities undertaken.

The Visit leader should take the most appropriate school specific SOPs, name it and date it for the visit and then judge if the baseline procedures, **Standard Operating Procedures column,** adequately controls the risks.

The Visit leader must, where required, add any additional comments in the **Enhanced Risk Assessment Measures** column specific to the visit.

For example, this could be individual medical issues relating to a pupil or a concern about the behaviour of a specific class. However, if the SOPs are judged sufficient, then no further actions are required beyond confirming the statement at the top of the document. The visit/activity should then proceed in accordance with the SOPs.

For further advice and support contact the Devon Health & Safety Service on 01392 382027.

Harbour Schools Partnership – A guiding light for education	The Duchy School	Devon County Council – EVOLVE Template

OVERSEAS VISITS

Name of assessor / Visit Leader:			**Date or risk assessment:**
Proposed Activity / Visit:			**Date/s of visit / activity:**
Identify The Hazard	**Identify Who Might be Harmed**	**Standard Operating Procedures** *These control measures will apply to all routine and regular visits when they are relevant.*	**Enhanced Risk Assessment** *The Visit Leader should consider if the SOPs are adequate for the proposed visit/activity. Where they are not, any additional control measures **must** be recorded below.*
Management arrangements for all overseas visits		**Visit Leaders should NOT amend this column**	**Proposed Visit - Additional Control Measures**
		Red = Consider Additional Control, Blue = Party Leader Checks	
Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management arrangements / incompetent external providers	Pupils	• All activities are undertaken in accordance with general requirements of the Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2024. • Planning Checklist has been used to check that all reasonable steps have been taken to manage the risks. • Appropriate parental consent is obtained. • Visit Leader identified above has assessed if these Standard Operating Procedures are adequate for the activity/visit. • Visit leader is competent for the scope of the specific visit undertaken. • Where visits require the Visit Leader to have additional specific competencies, this is detailed in the enhanced risk assessment column. • Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals. • Group control measures used to supervise pupils will be	Specify the minimum staff/pupils ratios; Planning Checklist = Appendix 1, document P68 - OEVOSA **E.g.**

		recorded in the enhanced risk assessment column • Where visits require a higher level of supervision, this will be detailed in the enhanced risk assessment column. • Where visits involve any degree of 'remote supervision', this will be detailed in the enhanced risk assessment column. • Pupils are instructed to stay in groups of a minimum of three. • When Pupils are given any free time in a given place, e.g. market/shopping centre/theme park, there is always a designated meeting point identified that is staffed at all times. • Additional group control measures used to supervise pupils will be recorded in enhanced risk assessment column. • Arrangements overseen by Educational Visits Coordinator, Kate Sherry, who attended training – 3rd November 2025 • All visit approved by the Headteacher. • Arrangements for Category B and C Visits must be endorsed by the Adviser for Outdoor Education.	• Larger groups of students are split into smaller groups of up to 10 pupils that each report to a specific member of staff to enable head counts to be undertaken at speed.
Emergency Arrangements			
Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements	Pupils and staff	• At least one member of staff is a competent First Aider. • Sufficient staffing allow for dealing with emergencies. • Consent process includes specific medical/medicinal information. • Any specific medical needs are considered and recorded in the enhanced risk assessment column. • First Aid kit and mobile phone carried. • Emergency procedure card carried with First Aid kit. • Visit Leader has staff/pupil list plus parent/guardian contact details with them. • Emergency contact available to assist both in and out of school hours and will include two out of hours emergency contact numbers for designated SLT. • Visit timetable, location and staff/pupil list known to this emergency contact(s). • Visit Leader has staff/pupil list plus parent/guardian contact details with them. • Pupils briefed in what to do should they become separated from the group. • Pupils carry an emergency contact card at all times with the name and phone number of the lead teacher and the address of the	Specify pupils with additional medical needs and summarise action to be taken (full Education Health Care Plans can be referred to and do not need to be included in full here) Specify what information/instructions are provided to pupils (emergency actions cards etc.)

		accommodation - this is also in the language spoken in the destination country - detailed in the enhanced risk assessment column.	
Outbreak of infectious illness			
Staff or pupil becomes ill with an infectious disease.	Pupils and staff	• Visit Leader has an agreed plan of action with the provider in the event that a group member or members (adults or children) need to be isolated/removed from the group in the event that they develop a contagious disease • Visit Leader and Head have agreed a plan for additional staff to attend in the event the supervision ratios are compromised due to the departure of a supervising adult - detailed in the enhanced risk assessment column.	
Using external providers			
Incompetent external providers / failure to coordinate supervision with external provider	Pupils	• The Visit Leader will ensure that the proposed locations for the visit are suitable for the activity and manageable for the group. Wherever practicable, this will be achieved by undertaking a preliminary visit to the location. • Where a visit is not possible, the method of assessing locations/ venues will be detailed in the enhanced risk assessment column. • Where an external provider controls or determines activities, including accommodation, the SOE5 form has been used to vet this provider unless this provider has the Learning Outside the classroom accreditation (LoTC). • SOE5 or LoTC accreditation to verify that DBS checks undertaken for all external coaching or centre staff who have regular contact with children. • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. • Staff, including volunteers, have been briefed about their roles, responsibilities and any specific risks about which they should be aware. Emergency contact information shared. • External providers briefed in roles and responsibilities and handover procedures. Emergency contact information shared. • Pupils briefed about appropriate conduct and specific risks about which they should be aware.	
Weather			

Cold, wet, sun exposure.	Staff and pupils	• Spare clothing for pupils who may not come prepared with suitable clothing. • Weather forecast checked ahead of visit and programme adjusted accordingly. • Any specific controls for extreme weather will be considered and recorded in the enhanced risk assessment column. • Ongoing dynamic risk assessment will be undertaken to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, sun block carried (at least SPF 30). Access to drinking water ensured for all group. Loose fitting clothing with head covering will be worn. Suitable breaks out of the sun ensured in the timetable for the day.	
Travel Arrangements - On Foot			
Vehicle pedestrian conflict / pupils separated and lost in crowds	Staff supervising at front and rear / pupils – especially young pupils / staff leading on road walking routes	• Staff briefed on roles and responsibilities for walking route. • When walking on road, group will walk facing traffic or on most appropriate side depending on conditions. • Pupils briefed on which side of the road to walk on. • Brief pupils on hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other pedestrians • Pupils instructed to be considerate of other pedestrians. • Means of communication between staff arranged and understood. • Emergency plan is in place for eventuality of separation of child from group. • Coach/minibus disembarkation point chosen to avoid busy traffic routes. • Route planned to avoid fast roads, blind spots and other hazards. Pavements used wherever possible. • Designated crossing points used wherever possible. • When walking on road, group will walk facing traffic or on most appropriate side depending on conditions. • Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers; with other staff evenly spread throughout the group. • Ongoing dynamic assessment by Visit Leader and/or staff at front of group controls varied accordingly.	Specify which side of the road vehicles drive on in the country/ies visited

		• Means of identification used to identify members of group quickly in crowded environment – recorded in the enhanced risk assessment column. • Regular headcounts taken. • When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing will be worn.	
Travel Arrangements – By Minibus			
Road traffic collisions / lack of driver competence / injuries sustained by failure to wear seatbelt / driver fatigue	Staff and pupils / members of the public	• Minibus driver(s) are competent to drive and have the correct licence for the minibus being used and has passed DCC test or appropriate training – details recorded in enhanced risk assessment column. • Minibus is maintained in accordance with manufacturer's requirements and checked prior to each journey: lights/horn/seatbelts/windscreen/tyres/spare tyre/jack/fuel etc. • First aid kit and fire extinguisher carried. • Pupils instructed to wear seatbelts and staff check to make sure that they do so. • Vehicle loading is within maximum permitted as described by manufacture and aisles are not blocked. • Towing only undertaken when side emergency exit is available and D1 exemption not being used. • Head counts when getting on and off minibus plus before departure from any stop or location. • Suitable embarkation points from nearside door are used such as car or coach park or area with wide pavement. • Staff/pupil supervision ratio will disregard driver unless recorded in enhanced risk assessment column. • Sufficient stops planned for longer journeys to avoid driving when tired (max 4.5 hours with 45-minute break or 3 x 15-minute breaks. Maximum of 9 hours in one day). • Arrangements for travel sickness in place. • Luggage stored without obstructing aisles. • All exits unlocked when carrying passengers. ***Additional controls for driving minibus abroad:*** • Minibus driver(s) are competent to drive abroad in that they have full	Specify 'N/A' if minibus not being used. Minibus drivers' licence: Category:

		PCV licence entitlement • Minibus has calibrated tachograph • The following documentation is available in the vehicle: comprehensive insurance certificate; waybill; a Model Control Document; Own Account Certificate; evidence of 5-star breakdown cover; driver/s licences; V5; tachograph calibration certificate. • The following safety measures are physically available: fire extinguisher; first aid kit; warning triangle; spare set of bulbs; high visibility jacket for the driver.	
Travel Arrangements – By Coach			
Road traffic collisions / injuries sustained by failure to wear a seatbelt / pupil left behind	Staff and pupils	• Staff briefed on roles and responsibilities during journey and any stops made. • Pupils briefed in expectations. • Coach/ Bus is hired from reputable company with details recorded in the enhanced risk assessment column. • Head counts when getting on and off coach plus before departure from any stop or location. • One staff member embarks first, with other staff ensuring order outside the coach; reverse process for disembarkation. • Suitable embarkation points are used such as coach park or area with wide pavement. • Visit Leader will determine staff seating arrangement to best manage supervision. • Double decker buses will have staff on each deck. Staff/pupil supervision ratio will disregard driver. • Departure and expected return times made known to pupils, staff and parents. • Visit Leader to liaise with driver to plan rest stops/breaks. • Arrangements for travel sickness in place. • Contingency plans in place in the event of lateness or incident. • Communications with transport provider available in case visit needs to be curtailed early. • Mobile phone communication available. • Coaches have seat belts - pupils instructed to wear seatbelts and staff check to make sure that they do so.	Specify 'N/A' if coach not being used
Travel Arrangements - Use of public transport, including trains and underground			

Injury through poor behaviour / pupils being separated or left behind / pupils lost in crowded environments	Pupils – especially young pupils	• Route planned to identify potential for problems and to account for delays. • Timetables considered ahead of time to ensure particular trains/ connections will not be missed. Contingency plan for alternatives if train /connections missed. • Staff briefed on roles and responsibilities for travel route. • Means of communication between staff in place. • Brief pupils on hazards, safety arrangements and expectations for behaviour. • Pupils instructed to be considerate of other public transport users and to be aware of possible dangers – recorded in the enhanced risk assessment column. • Party to move through crowded areas with adult in lead and adult at back of the group. • Meeting points established and staffed throughout time in station concourse and pupils briefed accordingly. • Brief pupils to remain in groups of at least 3. • Means of identification used to identify members of group quickly in crowded environment i.e. High vis vests, coloured caps etc. – recorded in the enhanced risk assessment column. • Regular headcounts taken. • Large groups divided into small groups with adequate staffing for ease of management. • Procedures are in place if the group is accidentally separated - recorded in the enhanced risk assessment column. • Emergency plan is in place for eventuality of separation of child from group (missing child).	Specify 'N/A' if public transport not used. Specify the procedures if the group is accidentally separated.
Travel Arrangements - Travel by Ferry			
Injury through poor behaviour / swept overboard / pupils being	Staff and pupils	• Staff briefed on roles and responsibilities during crossing. • Rota to be established during night trips so that supervising adults are always awake - recorded in the enhanced risk assessment column.	Specify 'N/A' if Ferry not being used. Specify supervision arrangements whilst

separated or left behind / vehicle / pedestrian conflict on vehicle deck		• Close supervision on vehicle deck when embarking / disembarking vehicle. No pupil access to this area unsupervised • Clear expectations for behaviour established and on identification of any off-limits areas. Extent of these to be established via dynamic risk assessment by staff on the ferry. • Open deck areas to be off-limits unless accompanied by an adult. • Meeting point established which is staffed throughout the crossing and pupils briefed accordingly. • Pupils to remain in pairs or small groups • Careful head count before disembarkation • In emergency follow instructions from ship's crew. • Clarify procedures as far as possible with both staff and pupils before arrival at ferry.	on-board
Travel Arrangements - Travel by Air			
Injury through poor behaviour / pupils being separated or left behind / vehicle / pedestrian conflict in car parking areas	Staff and pupils	• Brief pupils re air safety and security requirements in airports and in flight • Airline adult to child supervision ratios identified and adhered to - recorded in the enhanced risk assessment column. • Staff briefed on roles and responsibilities during time in airports • Clear expectations for behaviour established • Meeting points established and staffed throughout time in the airport and pupils briefed accordingly - established via dynamic risk assessment by staff • Brief pupils to remain in pairs or small groups • Remind pupils about moving traffic and other hazards and establish no go areas. • Headcounts at regular intervals. • Pupils briefed and monitored on need for adequate exercise and drink on longer flights.	Specify 'N/A' if Air Flight not being used Specify your airlines maximum adult/child supervision ratio
Transport - Service Stations and Other Breaks in Journey			
Injury through poor behaviour / pupils being separated or left behind / vehicle pedestrian conflict in car/lorry park	Pupils – especially young pupils	• Brief pupils re: the purpose and timings of the stop. • Staff briefed on roles and responsibilities during stop. • Clear expectations for behaviour established.	

		• Pupils briefed on how and where to contact staff – establish permanent meeting point in service area and ensure that it is manned until final departure. • Brief pupils to remain in pairs or small groups. • Remind pupils about moving traffic and other hazards and establish no go areas. These to be established via dynamic risk assessment by staff at the service area. • Careful headcount before departure.	
Transport - Vehicle Breakdown or Road Traffic Collision			
Vehicle Breakdown or Road Traffic Collision Secondary collision from passing vehicles / vehicle/pedestrian contact	Staff and pupils	**Coach:** • Liaise with coach driver on safest place for group; either to stay on the coach or evacuate to an area behind barriers and away from road. On motorway, the only reason for not evacuating the coach would be that the area beyond the crash barrier created a greater danger. • Visit Leader has over-riding decision until arrival of emergency services when instruction will be taken from them. • Communication with emergency school based staff should be made as soon as possible, but **only when safe to do so**, with details of what has happened and what your plan is. • School to contact parents/guardians to inform them of incident and of changes in expected timetable. • Arrange regular updates. **Minibus:** • Visit Leader to judge safest place for group; either to stay on the minibus or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. • Visit Leader to take instruction from emergency services upon their arrival. • Communication with emergency school based staff should be made as soon as possible, but **only when safe to do so**, with details of what has happened and what your plan is. • School to contact parents/guardians to inform them of incident and of changes in expected timetable. • Arrange regular updates.	

		For All – Transport: • If travelling in convoy, the Visit Leader to be notified at earliest opportunity. • Make a careful check of all individuals in party. If you suspect that there may be shock or delayed shock seek the advice of emergency services present and if desirable take pupils to hospital for check-up. • Ensure that a competent member of staff accompanies any injured pupils to hospital. • Ascertain extent of injuries and of release times for the uninjured/lightly injured. • Arrange regular updates to school and hence parents/guardians.	
Accommodation Arrangements			
Hazards arising from accommodation failing to meet statutory minimum standards Fire / building regulations / safer recruitment practices / welfare and security failings	All participants and staff.	• Accommodation provider to complete form "SOE5" or hold LOTC quality badge to provide assurance that accommodation meets required standard. • Accommodation has tourist board rating or external validation of standards. • Where possible, pre-visit check carried out to confirm standards are satisfactory. • Upon arrival, and ongoing throughout visit, visual inspection of windows, balconies, stairways, electrical fittings, hazards in grounds or in immediate surroundings, washing and toilet facilities, heating and catering facilities. • A particular focus will be placed on fire safety arrangements. • Pupils briefed to report any faulty items found in rooms to staff. • Shortcomings in provision will be discussed with accommodation manager. • SOE3 parental consent information checked to ensure dietary requirements met – severe details recorded in the enhanced risk assessment column.	Specify what action has been taken to ensure suitability of accommodation
Supervision and Privacy			
Safeguarding concerns / incidents arising from lack of supervision	All participants and staff	• Separate male and female sleeping accommodation and washing facilities are provided. • Separate staff accommodation is suitably located to ensure adequate supervision but also ability for pupils to raise concerns if needed.	

Sexual assault / vexatious accusations of sexual assault / sexual grooming / violence/incident arising from failure to supervise		• Mixed parties are accompanied by at least one adult of each sex. • A bedroom plan detailing who is allocated to which room will be organised, published and shared with all staff. • On arrival the bedroom plan will be checked and amended, if required. • Staff have access to pupils whilst sleeping at all times. • Dormitories are for the exclusive use of the group concerned.	
Fire in the Building			

Fire / explosion / inability to escape from fire due to blocked means of escape / inability to escape from fire due to unfamiliarity with building	All participants and staff.	• Identify requirements at time of booking and check during pre-visit and on arrival.
		• On arrival Visit Leader to check physical fire safety arrangements:
		  ○ walk escape routes to check that fire exits clearly marked and escape doors open easily
		  ○ fire alarm sounders on each floor and in public areas
		  ○ fire extinguishers available on each floor and in public areas
		  ○ emergency lighting provided and working
		  ○ Staircases and corridors protected by fire doors in good condition.
		• Briefing to all pupils about fire evacuation on arrival arrangements and expected standards of behaviour. Briefing to include a walk-through fire practice which indicates location of assembly point and lay-out of escape routes.
		• A group list is held by Visit Leader to ensure registration of whole party after an evacuation of the building, with arrangements shared with staff.
		• Decide whether or not pupils' doors should be locked from the inside and if so, specify how staff can gain access – details recorded in the enhanced risk assessment column.
		• Fire exits should be openable from the inside whilst remaining secure from the outside.
		• Shortcomings in provision will be discussed with accommodation manager.
			Specify whether pupils' bedrooms to be locked from the inside and if so, how staff can access.

Attack or Disturbance by Intruder			
Sexual assault / abduction / violence / property theft	All participants and staff.	• On arrival Visit Leader to check physical security arrangements to ensure that reasonable steps taken to prevent unauthorised persons entering the accommodation. • The accommodation is secure at night.	Specify whether accommodation staff are on duty overnight, if not how are they accessible.

		• Specify whether accommodation staff are on duty overnight, if not how are they accessible - details recorded in the enhanced risk assessment column. • Ensure that all windows and doors are secured from external entry without compromising means of fire escape. • If windows lead onto balconies, only staff or reliable pupils occupy these rooms • If other guests share the accommodation, sole occupancy of the floor will be sought where possible and have designated staff rooms adjacent to pupils (or bracketing the group). • Roles and responsibilities for staff identified. • Pupils briefed to inform staff in the event of an emergency and where and how staff can be found - details recorded in the enhanced risk assessment column. • Staff to check pupils at "lights out".	

Name of Headteacher/Principal:	**Sign:**	**Date:**
Name of Designated Safeguarding Lead:	**Sign:**	**Date:**

20. Appendix 6: SOP – Adventurous Activity Led by School Staff (Blank)

RISK ASSESSMENT - ADVENTUROUS ACTIVITY LED BY SCHOOL STAFF

The risk assessment of off-site visits and activities is simply the careful identification of what could go wrong or cause harm during the visit. The Visit Leader has to make a judgement to see whether the planned precautions reduce the risks to an acceptable level or whether other actions may be needed.

Every educational visit must be subjected to a risk assessment process. Given the greater levels of risk involved, Category B activities delivered by the school staff themselves, will need its own specific recorded risk assessment, signed and dated by the Visit Leader. **The Visit Leader must be competent to undertake this task**.

The risk assessment form consists of a table with 3 columns:

- The left-hand column should be used to list significant hazards presented by the activity and what consequences could arise from these hazards.
- The next column should be used to identify who might be harmed and if any specific group or individual is especially vulnerable.
- The final column headed 'Control Measures in Place' is where the Visit Leader should identify the controls needed to bring the risk down to an acceptable level. These control measures must be completed before the planned visit / activity goes ahead.

This risk assessment should be completed with reference to the *DCC Outdoor Education, Visits and Off-site Activities Policy 2022*. For further advice and support contact the Devon Health & Safety Service on 01392 382027.

Harbour Schools Partnership A guiding light for education	**The Duchy School**	Devon County Council EVOLVE Template

Adventurous Activity Led by School Staff

Name of assessor / Visit Leader:			**Date or risk assessment:**
Proposed Activity / Visit:			**Date/s of visit/activity:**
Evolve reference:			
Identify the hazard *List significant hazards which could result in serious harm*	**Identify who might be harmed** *List groups of people who are especially at risk*	**Control Measures in Place** *List existing controls or note where the information may be found (such as information, instruction training, systems or procedures).*	

Name of Headteacher/Principal:	**Sign:**	**Date:**
Name of Designated Safeguarding Lead:	**Sign:**	**Date:**