



MacIntyre Academies

Discovery Academy

Off-site Visit Policy

Version	Purpose/Change	Responsibility	Date
4	Change to Appendices Adjusted layout Terminology changed from pupils to learners throughout -Page 4 & 5 Update to 'Level' Table to reflect current practice -'Responsibilities' moved to an appendix document -Page 8 Update to level on approval process to include class teams -Page 14 simplification of ratios, supervision and parental consent to reflect current practice – Now covered within risk management – Appendix 1	Principal	November 2025

Person Responsible:	Principal
Type of Policy	Statutory
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Date reviewed:	Nov 25
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Off-site Visits Policy

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- Policy Guidance
- Responsibilities
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- Visit Proforma template

Rationale

Purpose

This policy details the specific responsibilities for the management and control of Learning Outside the Classroom (LoC) and Off-site Visits at Discovery Academy.

Scope

All learners at Discovery Academy will take part in off-site activities. This is to offer a variety of experiences that will make learning relevant, introduce our learners to new events and people, increase their physical exercise, and form community connections. This policy applies to all activities away from the school site.

Introduction

Off-site visits are activities arranged by or on behalf of the Academy, and which take place outside the school grounds. The Trust Board and Academy believe that offsite activities can supplement and enrich the curriculum of the academy by providing experiences which would otherwise be impossible. All off-site activities must serve an educational purpose; enhancing and enriching our learner's educational experiences.

In this policy we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all learners at all times. Within these limits we seek to make our visits available to all learners. The visits usually take place within the school day.

Discovery Academy has agreed the following policy for categorising visits:

Level	Description	Authorisation	STAGED plan completed
Level 3	Overseas, Residential or Adventurous visits	Visits must be approved by the Group Director Consent form required from Parent / Carer	Residential or Overseas 10 months prior to event
Level 2	Activities or trips planned to take place entirely within regular school hours.	Approved at school level by Educational Visits Coordinator (EVC) and Principal via risk assessments and trip pro formas. Consent form required from Parent / Carer	2 weeks prior to event
Level 1	Local & regular visits for which there are generic risk assessments' & standard operating procedures	Any member of the SLT or EVC to approve these visits	These visits are often approved on the day of the activity.

These trips usually fall into two following categories:

PE Based Activities

- Swimming
- Outdoor Sports - participation and spectating
- Indoor Sports - participation and spectating

Curriculum Enhancement

- Visiting local provision and amenities
- Places of Worship

- Horticultural visits e.g. Garden Centre, Farm, Market.
- Numeracy in action e.g. shopping
- Applying Skills e.g. Independent travel

Procedures

The Trust Board has delegated the consideration and approval of off-site visits and activities to the Principal and Group Director. The EVC has received training by the Local Authority.

Approval for Level 1 trips:

1. Visit Leader completes an off-site visit risk assessment form. Class teams must ensure class risk assessment forms are up to date.
2. Any member of SLT or EVC must authorise the visit prior to it taking place.
3. Every activity must require a purple bag that will contain an appropriate First Aid kit must be taken on all trips.

Approval for Level 2 trips:

1. Before a new visit is advertised to parents and learners, the Principal and EVC will approve the initial plan.
2. Competent Staff to lead and help with the trips will also be assigned and approved at this stage which should include one First Aid trained person.
3. A letter will be sent to parents/carers explaining the details of the trip i.e. venue, date, times of departure and arrival back and cost (where relevant). Consent sought where required.
4. An off-site visit risk assessment will be completed by the visit leader with support of the EVC.
5. Consent forms will be collated – example Appendix 3.
6. A catch-up meeting should take place between the Visit Leader organising the trip and the EVC to receive up-dates on planning, parental/carer consent, and travel arrangements.
7. The Principal/ EVC will approve the completed plan and risk assessments for the visit before departure.
8. On the day of the trip staff must amend the paperwork submitted, including the risk assessments to reflect any last-minute changes must then be signed off by the EVC/Principal.

Authorisation for Level 3 trips:

1. Before a new visit is advertised to parents/carers and learners the Group Director will approve the initial plan.
2. A letter will be sent to parents/carers explaining the details of the trip i.e., venue, date, times of departure and arrival back and cost (where relevant) and consent sought.
3. An in-depth off-site visit risk assessment will be completed.
4. Staffing of the trip will also be assigned and approved at this stage (to include one First Aid trained person)
5. At least one member of the Senior Leadership Team will be designated to each Level 3 trip in case of emergency, and the visit will be approved by an external advisor.
6. Packs are produced for the designated SLT member(s) containing copies of the consent forms, next of kin details for the staff who are going on the trip along with a mobile phone number, spreadsheet of essential information regarding the learners on the trip and any allergies or medication which learners may have. A pack is also produced for the teacher in charge containing the same information along with a copy of the Off-site Visit Policy and current insurance certificates.
7. In the case of a residential trip a letter is sent to parents/carers inviting them to a meeting to

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discuss final details. This is arranged approximately 3 weeks before the trip is to take place. A list is given to the Visit Leader in charge of the trip and any outstanding indemnities, UK Global Health Insurance Cards (GHIC), Passports or payments for collection at the meeting.

8. Consent forms will be collated.
9. A catch-up meeting should take place between the Visit Leader organising the trip, the EVC, Principal and Group Director to receive up-dates on planning, parental/carer consent, and travel arrangements.
10. The Group Director will approve the completed plan and risk assessments for the visit before departure.

For Overseas visits:

11. When UK GHIC cards are collected the dates need to be checked to make sure they are still in date. If they are not a telephone call is carried out to parents/carers informing them of this and the procedure they need to carry out in order to renew it. This must also be carried out on passports.

Ratios and effective supervision

The law does not prescribe activity-specific staffing ratios; however, it does require that the level of supervision and group management is 'effective'. Effective supervision will be determined by a risk assessment that takes account of:

- The nature of the activity (including its duration)
- The location and environment in which the activity is to take place
- The age and gender (including developmental age) of the learners to be supervised
- The ability of learners (including their behavioural, medical, emotional and educational needs)
- Staff competence

When off-site, students will be supported with the appropriate ratio of staffing, as stated by behaviour support plans and risk assessments. The group leader is required to make the assessment of staffing numbers for the activity but also that all staff have the correct level of knowledge to support appropriately. This will be approved by a member of SLT before leaving site.

Parental Consent

When a learner joins Discovery their Parent / Carer is asked to complete our data onboarding pack, this includes written consent for Off-site Visits, as well as Taking and Using Photos, Administration of Medication, Speech and Language Therapy, the ASD Consultant, Educational Psychologist and Occupational Therapy. This is collected by the admin team.

We will not seek individual consent for level 1 and level 2 visits that take place during school hours, as per Department for Education (DfE) guidance. We will however aim to inform families of any pre planned level 2 activities where possible.

Visit Evaluation

Risk assessments for off-site trips and activities will be reviewed half-termly, termly, or yearly depending on the level of the trip. Post-trip evaluations will be completed using an evaluation form for all Level 2 and Level 3 visits.

This evaluation process will allow visit leaders, the EVC, and SLT to identify what went well, as well as areas that may need improvement or changes for future trips.

Monitoring Compliance and Procedures Evaluation

The school will review this policy as required and at least every 2 years. Any review will consider the most up-to-date legislation and statutory guidance.

The Local Advisory Board will spot check off-site risk assessments as part of their annual health and safety checks.

This policy has been written in conjunction with the following policies:

- Discovery Health & Safety Policy
- Discovery Safeguarding Policy
- Discovery Risk Assessment Policy
- MAT Driving at Work Policy

Appendix 1 - Policy Guidance

Risk management

The Management of Health & Safety at Work Regulations require employers to assess risks in the workplace. A risk assessment is simply a careful examination of what potential harm could be caused to people within the working environment. It enables you to weigh up whether you have taken enough precautions, or should do more, to prevent a harmful incident.

Normally, the aim is to eliminate risk wherever possible, for instance in a workshop. However, removing all risk for an off-site visit could also remove many of the benefits associated with the activity, and hence be counterproductive. Consequently, whilst risk should be managed, and should be at 'acceptable levels', there needs to be a careful balance between the risk of the activity and the benefits of participation and the learning outcomes.

HSE endorse this approach through their [Principles of Sensible Risk Management](#) and advocate that it is important for children and young people to be exposed to well-managed risks, so that they learn how to manage risk for themselves. Refer also to the Health and Safety Executive (HSE) '[School trips and outdoor learning activities: Tackling the health and safety myths](#)'.

Risk assessments should be recorded and should identify appropriate controls, to minimise the risk of serious harm to learners or staff. This is the same risk assessment process that we undertake for assessing the risk(s) with other school activities (refer to and comply with the MAT Risk Assessment Policy).

It is, therefore, necessary to undertake a risk assessment for all activities and visits, however, the EVC will need to decide whether a 'generic' risk assessment is sufficient or whether a 'visit-specific' assessment is required.

Planning

At an early stage of the planning process, it is good practice to carry out a brainstorming exercise, in order to identify the benefits and learning outcomes that the activities might achieve. If the outcomes are to be evaluated with any rigor (an Ofsted expectation), then it will be essential that these outcomes are prioritised, and appropriately targeted. A record of these outcomes will help keep the plan focussed and can also provide some objectivity for the risk-benefit assessment.

Once the targeted outcomes have been recorded, it will then be possible to identify appropriate ongoing review and evaluation strategies, including indicators.

It can be helpful to develop activity-specific policies at establishment level for regular or routine activities. Such policies should be robust and equate to 'operational procedures' that make it clear how the activity is planned and delivered, as well as assuring educational quality. Such operational procedures can serve as generic risk-benefit assessments, induction checklists for new staff, and monitoring checklists for senior managers.

There should be procedures in place to ensure that parents are informed of the whole range of activities covered by such policies, typically in a newsletter / prospectus at the beginning of term or new school year.

The degree of complexity of a particular plan or policy (along with its supporting procedures) will need to reflect the nature and complexity of several variables that can impact on any given activity. These variables can be remembered as **STAGED**:

- Staffing requirements – trained? experienced? competent? ratios?
- Transportation: how & why? How are we travelling to and from the venue and why are we using that type of travel (cost/part of the experience/only way due to etc...)
- Activity characteristics – specialist? insurance issues? licensable?
- Group characteristics – prior experience? ability? behaviour? special/ medical needs?
- Environmental conditions – like last time? impact of weather? water levels?
- Distance from support mechanisms in place at the home base – transport? residential?

Preliminary visits and provider assurances

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of children and young people. It is a vital dimension of risk-benefit management.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit. Where a preliminary visit is not reasonably practicable, you should consider how you will gather sufficient information to make an adequate assessment of the risk-benefit management issues. One way to do this is to take advantage of the nationally accredited provider assurance schemes that are now available. This will also reduce your workload and streamline bureaucracy.

Examples of such schemes include:

- The LOtC Quality Badge (which covers both quality and safety)
- AALA Activities Licensing Authority (AALA) licence
- Adventure mark (AAIAC)
- NGB centre approval schemes (applicable where the provision is a single, specialist activity)

If the provider holds such an accreditation, there should be no need to seek further assurances about the areas that it covers e.g. a clear management Statement of Competence.

Monitoring

Monitoring by the Principal and EVC includes:

- Checks on procedures
- Checks on training
- Reviews following visits and sampling (field observation), to check that procedures are followed during visits.

Emergency planning and critical incident support

A critical incident is defined when any member of a group undertaking an activity:

- has suffered a life-threatening injury or fatality
- is at serious risk; or
- has gone missing for a significant and unacceptable period

If a critical incident occurs the visit leader will contact the emergency contact at the school base immediately after the emergency services. Where possible, can be through the use of school mobile.

Transport

When planning off-site visits, you should give particular consideration to the transport activity. Statistics demonstrate that it is much more dangerous to travel to an activity than to engage in it. All national and local regulatory requirements **must** be followed.

A number of factors should be considered as part of your driving/ transport risk assessment including, but not limited to: driver competence, suitability/maintenance of vehicles, insurance, seat belts, weather conditions and driver fatigue.

The level of supervision necessary should be also considered - remember, the driver of a vehicle transporting children and/or young people cannot drive and supervise at the same time. Therefore a key judgement needs to be made about the likely behaviour and individual needs of the passengers. If any of the children and/or young people require close supervision, then another adult should travel in the vehicle, to ensure the driver is not distracted.

Note: in the interests of safeguarding, it is essential that a minimum of two adults travel in each vehicle.

Employees of MacIntyre Academies Trust are strictly prohibited from transporting learners in their own vehicles, this is for reasons relating to safeguarding. In an extremely rare event a learner may be transported in a staff member's car, with a minimum of two staff members present for the entirety of the journey. Where this may (rarely) occur, it must be with the prior permission of the Principal and in each instance, this must be reported to the Group Director. In rare exceptions a Principal can obtain prior permission from the Group Director for a named staff member to transport a learner for a specific purpose, where there is a clear benefit in doing so. Such a request must be reported to the LAB. In such cases, evidence of vehicle maintenance and servicing in addition to the insurance documentation will be required.

Charges for off-site activities and visits

Principals, EVCs and visit/activity leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

Timeframes

Parents and carers should be given advanced notice of a trip so that they can plan for example, transport and child care. Where possible parents and carers should be informed:

- Level 3 trips – Residential 10 months prior to the event. Non – residential 1 month
- Level 2 trips – 2 weeks prior to the event

Consent for medical treatment

Parents should give medical consent, providing authority for their child to receive emergency treatment, including administration of an anaesthetic or blood transfusion. The DfE consent form includes medical consent (Appendix 4).

Safeguarding

It is the responsibility of the Visit Leader and all other staff and adults involved, to safeguard and promote the welfare of children and young people during outdoor learning, off-site visits and learning outside the classroom.

DBS checks

Employees who work **frequently** or **intensively** with, or have **regular access** to children and young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process. For the purposes of this policy:

- **Frequently** is defined as 'once a week or more'
- **Intensively** is defined as 4 days or more in a month or overnight

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.

If you are planning to place an adult within a situation of professional trust (where children and young people could be vulnerable to physical or mental exploitation or grooming), you should always carry out a common sense risk-benefit assessment.

Inclusion

The Equality Act 2010 replaced previous anti-discrimination legislation (such as The Disability Discrimination Act). The new Act uses different wording and some different concepts from those used previously but makes only a few changes to the substance of existing law.

The Act states that the responsible body of a school must not discriminate, harass or victimise a learner to whom one of the protected characteristics applies: disability; gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation, in the way that it affords (or not) the learner access to a benefit, facility or service. There is a duty to make reasonable adjustments.

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender, religion or any of the other protected characteristics. If a visit needs to cater for children and young people with special needs, every **reasonable** effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Establishments should take all **reasonably practicable** measures to include all children and young people. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

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

Further information on inclusion, including circumstances where it is reasonable to exclude a young person, e.g. on grounds of behaviour, is available in the National Guidance.

Adventure Activities Licensing Regulations

Employers, Principals, EVCs and visit leaders should have a basic understanding of where and when the provision of adventurous activities is legally regulated.

The Activity Centre (Young Persons' Safety) Act established the Adventure Activities Licensing Regulations and the Adventure Activities Licensing Authority (AALA) and made it a legal requirement for certain providers of Adventure activities to be licensed by the Authority (a role undertaken by the HSE since 2007).

Only activities specified in the regulations come under the scheme. These '**in scope**' activities are: **caving**, **climbing** (except on climbing walls or abseiling towers), **trekking** (as defined) and **watersports** (as defined).

HSE state - *'The aim of Adventure activities licensing is to provide assurances to the public about the safety of those activity providers who have been granted a licence. In this way it is expected that children and young people will be able to continue to enjoy exciting and stimulating activities outdoors, without being exposed to avoidable risks of death or disabling injury.'*

A licence indicates that the provider has been inspected by the Adventure Activities Licensing Authority, with particular attention being paid to their safety management systems with children and young people, and has been able to demonstrate compliance with nationally accepted standards of good practice in the delivery of

Adventure activities to children and young people, with due regard to the benefits and risks of the activity.'

Note: an AALA license is an assurance of safety. It does not accredit educational or activity quality.

Appendix 2 - Responsibilities

The Trust Board

- Delegate the authorisation of all visits to the Principal (up to level 2) and Group Director for Education and Children's Services (level 3).

The Local Advisory Board (LAB)

- Have oversight of the visits process in accordance with the policy and guidance, but will not be required to approve individual visits.
- Ensure that an appropriately competent EVC is in place who is adequately supported in their role.
- Arrange for individual members of the LAB to check the off-site visit risk assessments (past, present and future) as part of their annual Health and Safety checks.

The Group Director

- Approve all Level 3 visits.
- Manage the performance of the Principal to ensure that: all staff and volunteers involved in the visit process are appropriately competent to carry out responsibilities allocated to them; all staff and volunteers have received training as appropriate; and that the Off-Site Visit policy is fit for purpose and implemented.

Principal

- Ensure that an appropriately competent EVC has been designated and supported in accordance with this policy.
- Delegate approval to the Lead EVC but retain responsibility for approval.
- Ensure that training is available, where appropriate, to support this policy.
- Have oversight of all visits and manage the performance of the EVC to ensure that staff and volunteers involved in the visit process are appropriately competent to carry out responsibilities allocated to them and have received appropriate training.
- Approve all Level 2 visits and refer all Level 3 visits to the Group Director for authorisation.
- Ensure all visits are approved prior to departure in line with this policy.
- Ensure suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers.
- Ensure that they have assigned sufficient time for staff to organise visits properly.
- Support the EVC to meet their duties.
- Ensure that they promote a staffing culture that encourages gaining formal accreditations in first aid, so enabling a visit culture that makes access to first aid more readily available.
- Ensure that suitable transport arrangements are in place and meet any regulatory requirements.
- Ensure that insurance arrangements are appropriate and, wherever possible, are set up to reduce the burden of bureaucracy for all concerned.
- Ensure that, where the activity involves a third-party provider, appropriate assurances have been sought.
- Ensure that the Discovery Emergency Plan makes provision for any serious incidents on an off-site visit.
- Report all critical incidents to the Group Director without delay.

Educational Visits Coordinator (EVC)

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- Is involved in the planning and approval of all off-site visits.
- Ensure that all visits are approved prior to departure in line with this policy.
- Assign competent staff to lead and help with trips (being competent means that the Visit Leader has demonstrated the ability to operate to recognised standards of good practice, and has sufficient relevant experience and knowledge of the group, the activity and the venue).
- Check that Visit Leaders are competent and record details of necessary training and qualifications and/or reviewing verified evidence of relevant experience.
- Ensure that risk assessments are completed by competent trained staff.
- Check visit plans and sign-off risk assessments.
- Organise related staff training.
- Verify that all private car drivers have had satisfactory DBS checks, and that the letter from the coach company assures us their drivers have had satisfactory DBS checks.
- Ensure that regular volunteers and those assisting with overnight/residential stays have had satisfactory DBS checks carried out. Volunteers used for one off activities, who are not left alone at any time (out of sight/ear shot of a member of staff) to supervise learners, do not necessarily need DBS checks completing.
- The EVC should maintain a list of up to date First Aiders and send relevant reminders to staff, copy to the School Business Manager, when updates are required.
- Make sure that all necessary consent and medical forms are obtained.
- Support the Principal and Group Director in their decisions on approval.
- Ensure that all visits are recorded.
- Ensure that risk assessments for frequent/regular visits are routinely reviewed.
- Ensure that all visits are evaluated with regard to best value, teaching and learning, quality experiences, and address issues raised by any serious incident that might inform the operation of future activities/visits.

Visit Leader(s)

- Ensure all off-site activities take place in accordance with Academy procedures.
- Conduct/review risk assessments and ensure management to reduce risks including site specific, general and dynamic risk assessments are undertaken and recorded.
- Ensure that the details of the visit and risk assessments are submitted to the EVC with standard forms attached where appropriate to show the arrangements that have been made.
- Ensure that arrangements have been made for the medical needs and special educational needs of all learners and also address any inclusion issues.
- Ensure that any last-minute changes to a trip are re-evaluated and communicated to the EVC for approval before a trip leaves the academy. If necessary communicating this to Parents / Carers.
- Ensure that there are familiar, sufficient staff for the visit and that they (including any volunteers) are briefed throughout the visits.
- Ensure that visit information has been shared with parents and that consent has been sought where necessary.
- Ensure that any volunteers have the right level of experience and DBS check (as above).
- Where appropriate and when considered necessary undertake exploratory visits or seek references from other schools if using new venues; and reassess from time to time.
- Ensure any accidents / incidents and near misses are reported.
- Feedback any learning points from visits to the EVC, and other colleagues where appropriate.
- Where possible, contact place of trip/visit on the day in order to be able to consider any possible risk assessment changes and then share information with EVC/SLT/Principal.

School Business Manager

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- Ensure that best value principles are used when selecting providers, appropriate checks are made, insurance and financial support procedures are followed.
- Ensure appropriate transport arrangements are in place i.e. reputable coach company, driver insurance, following specific legal requirements.

School Office Manager and Admin

- Support the EVC and trip leaders by carrying out specific administrative tasks to support the smooth running of a trip, for example, ensure that packed lunches have been ordered.

All staff and volunteers

- Visit Leaders and staff involved in arranging (or in any way involved) off-site activities must read thoroughly the guidelines published within this Policy.
- Where staff are proposing to arrange a level 2 or 3 off-site activity, they must first seek and obtain the initial approval of the Principal before any commitment is made on behalf of the Trust. Staff should discuss the basic details with the EVC and when initial approval is granted, a risk assessment should be completed for submission to the EVC and on to the Principal and/or Group Director.
- Once the initial risk assessment has been completed staff must adhere to the specified timeframes.
- These guidelines have been produced as the Trust considers its responsibility for the safeguarding of learners engaged on trips to be of paramount importance. Therefore, failure to adhere to these guidelines could lead to investigation and possible disciplinary action.

Risk Assessment

A risk assessment is used to identify hazards in the school environment and their associated risks. It is used by the school management team to assess existing control measures and if further actions are needed to eliminate, reduce or minimize the risks of loss, damage or injury in the workplace.

Title:				
Assessor name		Date		Time
Job title		Work Area		
Academy				
Task being assessed				
Frequency of review required				
Next review				

L: Increasing Likelihood Of The Hazardous Event Happening	C: Increasing Consequences	R: Risk Matrix			Risk Key:																																		
1 = Very unlikely: 1 in a million chance	1 = Insignificant: no injury	<table border="1"> <thead> <tr> <th colspan="5">Consequence ➔</th> </tr> <tr> <th>Likelihood ↑</th> <th>5</th> <th>10</th> <th>15</th> <th>20</th> <th>25</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>8</td> <td>12</td> <td>16</td> <td>20</td> <td></td> </tr> <tr> <td>3</td> <td>6</td> <td>9</td> <td>12</td> <td>15</td> <td></td> </tr> <tr> <td>2</td> <td>4</td> <td>6</td> <td>8</td> <td>10</td> <td></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td></td> </tr> </tbody> </table>	Consequence ➔					Likelihood ↑	5	10	15	20	25	4	8	12	16	20		3	6	9	12	15		2	4	6	8	10		1	2	3	4	5		20 - 25	STOP activity and take immediate action
Consequence ➔																																							
Likelihood ↑	5	10	15	20	25																																		
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3	6	9	12	15																																			
2	4	6	8	10																																			
1	2	3	4	5																																			
2 = Unlikely: 1 in 100,000 chance	2 = Minor: minor injuries needing first aid	15 - 16	URGENT ACTION – take immediate action and stop activity if necessary – maintain existing controls rigorously																																				
3 = Fairly likely: 1 in 10,000 chance	3 = Moderate: up to three days' absence	8 - 12	ACTION -- improve within specified timescale																																				
4 = Likely: 1 in 1000 chance	4 = Major: more than 7 days' absence	3 - 6	MONITOR – look to improve at next review or if there is a significant change																																				
5 = Very likely: 1 in 100 chance	5 = Catastrophic	1 - 2	NO ACTION – no further action but ensure controls are maintained and reviewed																																				

What is the hazard?	Who might be harmed	How might people be harmed	Existing risk control measures	Risk Rating			Additional controls	New Risk Rating			Action monitored by whom?	Action monitored by when
				L	C	R		L	C	R		



Visit Proforma

Visit Place	Place		
	Address		
	Telephone		
Date	Date of visit		
Organiser	Name of organiser		
	Email		
	Name of Group Leader		
	Other staff		
	Name of pupils	
		
.....			
.....			
.....			
.....			

This form must be completed and signed before CYP and parents/carers are informed. Seating plans and risk assessments completed after this. Lunches need to be organised at least 1 week in advance

Before the visit		
	YES	Signed by specific staff
Check the whole school calendar		
Share proposal with phase leader		
Share proposal with SLT		
Email Discovery ALL with dates and times asking for any concerns/clashes		
Entered on the school calendar		
LUNCHES - NEED TO BE ORDERED 1 WEEK BEFORE		
How many FSM?		Date
Check with students who pay for lunch whether they have lunch or bring their own		
Inform parents to provide packed lunch		
MINIBUS - NEED TO BE BOOKED 1 WEEK BEFORE		
Checked with reception for availability	YES	Date
Booked		