



LAMBROOK

NURTURING
POTENTIAL
SINCE 1860

Educational Visits Policy

This document applies to all parts of Lambrook School including the Early Years Foundation Stage.

January 2026

Review Date: January 2027

Lambrook School – Our Purpose

Since 1860, Lambrook has been laying the foundations for its pupils' futures. Children have one opportunity for an education which will form the basis of their lives and, at the same time, one childhood; Lambrook aims to keep a happy balance between the two.

During their time with us, we give our pupils the 'Feathers to Fly' so that when they leave us, they will spread their wings and will take flight; leaving Lambrook as confident, happy, engaging, independent and kind young people who are outward looking in all that they do.

Inspiring

Inspiring pupils from Nursery through to Year 8, offering the most outstanding breadth of educational experiences, encouraging academic intrigue and a desire to learn.

Nurturing

Nurturing and supporting all pupils through an outstanding level of pastoral care, empowering pupils to flourish and have healthy relationships with others within our vibrant and caring School community.

Providing

Providing pupils with an abundance of opportunities to discover, pursue and develop their skills, talents and interests.

Preparing

Preparing our children for the next stage of their educational journey, developing the many 'feathers' necessary for their time at Lambrook, at their future senior schools and beyond.

Equipping

Equipping our children with the skills and the confidence to understand the challenges of the world in which they live; recognising their responsibility towards others, the environment and themselves and enabling them to make a difference, both now and in the future.

Introduction

1. At Lambrook we strongly believe that our pupils derive considerable benefit from taking part in well organised and carefully planned day and residential visits. This gives the children the opportunity to participate in activities and gain from experiences not normally available within the classroom environment. Such visits also help the pupils develop a range of valuable personal and social skills.
2. The balance and quality of visits is regularly reviewed, and this guides the planning of visits for the year; oversight of this is maintained by the Educational Visits Coordinator (hereafter referred to as EVC).

Types of Visit

3. The following types of visit are likely to form part of the programme of Educational Visits during any given academic year:
 - a. Local places of interest (historical, religious, heritage)
 - b. Sporting events and venues
 - c. Local businesses
 - d. Sports Tours at home and abroad
 - e. Cultural Trips (Theatre, Concerts, cinema)
 - f. Charitable Ventures.

Responsibilities of Group Leader, EVC, Head of Pre Prep

4. The School's EVC is John Gracey, Head of Digital Learning
5. Specific responsibilities for the Trip Group Leader, and those responsibilities which fall under the remit of the EVC/Head of Pre Prep are detailed in the table below:

	Group Leader Action/Responsibilities	Educational Visits Coordinator (EVC) /Head of Pre Prep Checks
INITIAL PLANNING	Obtain the prior agreement of EVC/Head of Pre Prep before any off-site visit takes place;	Ensure that group leaders have sufficient time to organise visits properly;
	Add the relevant detail to MySchool Portal Calendar by Half Term of the preceding term in order to ensure it is published in the School Calendar, and according to the schedule outlined in Annex B(2)	EVC/Head of Pre Prep to decide whether the trip is able to go ahead and that all staff have been consulted and any potential calendar conflicts have been resolved.
	Complete the Lambrook Educational Visits: Initial Request Form (Annex B(1)) at the outset of any planning.	
	Appoint a trip deputy (where appropriate or required) and consider full trip staffing; The EVC will create a folder in which all documentation is collated, ready to share as requested by the EVC/Head of Pre Prep.	(Approve Deputy) staffing Liaise with relevant stakeholders (Bursary, Nurses, , Head of Academics, Head of Co-Curricular) upon the receipt of the Initial Request Form.
SUPERVISION OF PUPILS	Be able to control and lead pupils of the relevant age-range; Check supervision ratios, taking into account the gender, age and ability of pupils, nature of activities, experience of adults in off-site supervision and their competence, duration and nature of the journey, type of accommodation, requirements of the organisation being visited, competence and behaviour of the pupils and first aid cover.	Clarify that someone within the group has experience in supervising the age groups going on the visit and will organise the group effectively; Check that the ratio of supervisors to pupils is appropriate, including males and females for mixed parties. HASPEV Guidelines suggest the following for a visit to a local historical site: Years 1 – 3 1:6 (higher for under 5 years) Years 4 – 6 1:10 – 15 Years 7 – 8 1:15 – 20 Trips abroad 1:10

		<p>“Ratios are a risk management issue” (Outdoor Education Advisors’ Panel, OEAP), rather than statutory (other than in the EYFS) and should be regarded as such. The EVC and Head of Co-Curricular will assess proposed staff : pupil ratios for each EV according to the type of activities and range of staffing presented. The Head of Pre-Prep will consider the ratios for EYFS when planning an EV.</p>
STAFFING	<p>Ensure staff on the trip are competent to instruct pupils in an activity and be briefed on or familiar with the location/ centre where the activity will take place;</p> <p>Identify any staff training needs</p>	<p>Check that training needs have been assessed and the needs of the staff and pupils have been considered;</p> <p>Confirm that non-academic staff on the visit are appropriate people to supervise children;</p>
SAFEGUARDING	<p>Be aware of Safeguarding issues where information is available.</p> <p>Ensure that any volunteer assistants, who are attending the trip, have been appropriately vetted and DBS checked. Any volunteer who does not have a DBS check (because they are not in regular contact with the children) should not be left in sole charge of any group or individual pupil. On overnight stays, all staff must be vetted and DBS checked.</p> <p>Children will not be allowed to take on trips any Mobile Phones/electronic devices (including kindles, iPods, iPads and android devices).</p> <p>For child protection reasons, pupils must not wear name badges, but they might wear wrist bands displaying the name of the school and its emergency contact number. This is particularly advisable for younger children in the Pre-Prep.</p>	<p>Ensure Safeguarding procedures are in place. Organise a pre-visit briefing with the School’s DSL (Head of Pastoral Care) in advance of any residential EV. Ensure pupils and parents are briefed on no mobile phone rule before trip</p>
FIRST AID & SEN	<p>Nominate a suitably qualified person to be in charge of First Aid and, under the guidance of the Nurses and as informed by First Aid training records, ensure that adequate first aid provision is available and that the Nurses are satisfied all pupils</p>	<p>Confirm that suitable arrangements have been made for the medical needs and Special Educational Needs of all</p>

	<p>are medically fit to undertake the trip. First Aid qualified staff should be identified as part of the Initial Request Form. Request information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;</p> <p>Ensure that the group's teachers and other supervisors have the details of pupils' special educational or medical needs, working with the EVC to collate and produce full emergency medical information documentation for all residential EVs</p>	<p>the pupils and adequate First-Aid provision will be available;</p> <p>Confirm that, for all residential EVs, at least one accompanying member of staff is trained in the (more involved) Paediatric First Aid)</p>
INITIAL PREPARATION	<p>Undertake and complete the planning and preparation of the visit including:</p> <ul style="list-style-type: none"> • the briefing of group members and parents; • an exploratory visit or if an exploratory visit is not possible specific information by letter from the venue, from other schools who have recently visited it and from local organisations such as tourist boards; <p>Ensure that teachers and other supervisors are fully aware of what the proposed visit involves;</p>	<p>Verify that the group leader or another teacher is suitably competent to instruct the activity and is familiar with the location where the activity will take place;</p>
RISK ASSESSMENT	<p>Undertake and complete a comprehensive risk assessment if deemed a risky activity (forms to be provided by the EVC), to include an exploratory visit or, if an exploratory visit is not possible, specific information by letter from the venue, from other schools who have recently visited it or from local organisations such as tourist boards;</p> <p>For any day visit, cross-check against the generic Lambrook EV Day trip Risk Assessment document, adding specific information if deemed necessary in consultation with the EVC.</p> <p>Request onsite Risk Assessments from the provider where appropriate;</p>	<p>Review any risk assessment that has been completed and check appropriate safety measures adopted and enacted, including the reviewing of provider RAs where appropriate and relevant.</p>

	Risk Assessments are to be saved in the designated EV folder in the Co-Curricular Team, as created by the EVC on confirmation of the EV going ahead;	
TRANSPORT ARRANGEMENTS	<p>Transport arrangements – school minibuses or hiring from a reputable company;</p> <p>(pupils using transport should arrive on time and wait in safe place, not rush towards the transport, wear seatbelts, never tamper with any of the vehicle’s equipment or driving controls, keep the aisles free of baggage, never attempt to get off the moving transport, never lean out of or throw things from the window of the transport, never get off the vehicle held up by traffic lights or in traffic, never run about or pass someone on steps or stairs while transport is moving, never kneel or stand on seats, never distract or disturb the driver, stay clear of doors after boarding, after leaving the vehicle, always wait for it to move off before crossing the road, to use the Green Cross Code when crossing the road)</p>	<p>Check that the mode of transport is appropriate; Check accreditation of company and make sure all relevant safety checks are completed.</p> <p>We will only use the same two coach companies whose drivers have DBS checks in place by the coach company. If it is a different company, then this will be checked before travel.</p> <p>Ensure that Trip Leader and relevant staff are briefing children on the safe crossing of roads, following the advice of the Green Cross Code</p>
CONTINGENCY PLANNING	<p>Consider how to stop the visit if the risk to the Health and Safety of the pupils is unacceptable and have a procedure in place for such an eventuality;</p> <p>Contingency measures for enforced change of plan or late return;</p> <p>Ensure that travel times out and back are known by all involved including pick-up and drop-off points;</p>	<p>Check that there is, and/or advise upon the creation of, a contingency plan for any cancellation, changes or delays including a late return home.</p> <p>Assign an SLT-link member of staff for all residential EVs. For all termtime day visits, the SLT-link member of staff will be the Head of Co-Curricular;</p> <p>Check that the group leader, group supervisors and SLT-link have access to the Teams folder, which will include</p>

	<p>Ensure that group supervisors and the school contact have a copy of the emergency procedures and the full itinerary of the school trip;</p> <p>Ensure the group supervisors have details of the school and, if travelling beyond normal school office hours, parent/carer contact;</p> <p>Ensure all trip staff are aware of communication protocols via Head of External Relations for communicating with parents while away on a Visit.</p>	<p>the names of all adults and pupils travelling in the group, the full itinerary of the trip from point of departure from Lambrook to the point of return, and the contact details of parents and the teachers' and other supervisors' next of kin;</p> <p>Ensure all documents are completed before the EV departure;</p> <p>Provide all travelling adults with an Emergency Contact information to include contact information for the EVC, Head of Co-Curricular, DSL, Deputy Headmaster along with visit-specific information.</p>
PARENTAL LINKS	<p>Formalise information to parents including early written information about the costs of the visit, the trip itinerary and communication arrangements. Communication should also be explained re the "no mobile phones/devices rule" on the trip. (Devices include kindles, iPods, iPads and android devices)</p>	<p>Assign an SLT-link member of staff for all residential EVs. For all termtime day visits, the SLT-link member of staff will be the Head of Co-Curricular);</p> <p>Teachers must carry mobile phones with them at all times for use in an emergency only or when not in contact with children. School mobile phones are provided for this purpose.</p>
EQUIPMENT	<p>Clarify and detail the facilities/equipment that the group will need to take on the visit;</p> <p>Check the facilities/equipment to be provided at the venue including disabled access, specialist equipment and emergency rations;</p>	

<p style="text-align: center;">TRIP LEADER – BURSARY LIASON</p>	<p>Ensure that appropriate Insurance arrangements are available during the visit;</p> <p>Prepare a trip budget at the earliest possible moment, continually updating and revising in consultation with the Bursary and EVC;</p> <p>Provide Bursary, at the earliest possible moment, a list of all confirmed pupils scheduled to travel on the EV, and as soon as possible after the EV a list of pupils who did travel;</p>	<p>Work closely with the Director of Finance and Bursary Assistant(s)/Fee collection to devise, publish and communicate a payment plan for all trips costing over £50.</p> <p>Ensure due diligence is performed by visit leader and/or by the School when costing a proposed Visit, to ensure that the EV represents good value for money for parents and pupils at a highly competitive market rate;</p> <p>Ensure a Visit budget is prepared at the earliest possible moment;</p> <p>The EVC must, in conjunction with the Director of Finance, consider requests for Visit costing subsidies/bursaries on a case-by-case basis, as indicated by pre-trip communication to parents;</p> <p>Confirm adequate insurance is in place with the Bursary for the activities that are to be undertaken.</p>
<p style="text-align: center;">PUPIL BRIEFING</p>	<p>Preparing pupils so that they understand the aims and objectives of the visit/activity, how to avoid specific dangers, what standard of behaviour is expected, who is responsible for the group, what not to bring back from abroad, what to do if approached by anyone from outside the group, rendezvous procedures, emergency procedures, procedures if pupils have time where they are not directly supervised.</p>	

Responsibilities of Trip Staff

6. All staff who are part of the trip are responsible for the following actions:
 - a. Make sure that pupils understand the expectations of their behaviour as per the responsibilities listed below
 - b. following the instructions of the group leader and help with control and discipline;
 - c. taking responsibility for stopping the visit or activity and notifying the group leader, if they think the risk to health or safety of the pupils in their charge is unacceptable.
 - d. Contacting parents in an urgent circumstance and under the guidance of the group leader or deputy if not available.
 - e. EYFS. A Risk Assessment is carried out for all off-site visits (Annex A). Under the Early Years regulations, staff are legally bound to gain consent from parents for every trip that takes pupils off site.

When travelling on dedicated coach transport, in line with guidelines, supervising adults should seat themselves around the pupils, including in the middle and at the back of the coach, rather than congregating at the front. This is to mitigate against pastoral issues on journeys to and from an Educational Visit. Coach companies will advise on the legality of this requirement when travelling in mainland Europe.

Responsibilities of Adult Volunteers

7. All adult volunteers who are part of the trip are responsible for the following:
 - a. not to be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment;
 - b. follow the instructions of the group leader and teacher supervisors and help with control and discipline;
 - c. speak to the group leader or teacher supervisors if concerned about the health or safety of pupils at any time during the visit.

Responsibilities of Pupils

8. All Pupils must:
 - a. not take unnecessary risks;
 - b. follow the instructions of the leader and other supervisors including those at the venue of the visit;
 - c. dress and behave sensibly and responsibly;
 - d. if abroad be sensitive to local codes and customs;
 - e. look out for anything that might hurt or threaten themselves or anyone in the group and tell the group leader or supervisor about it.
 - f. Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit for these pupils should be fulfilled in other ways wherever possible.
 - g. To not carry any mobile phones or electronic devices. Failure to do so could lead to disciplinary action and any devices confiscated.

Important information for Parents

9. Parental support is a vital part of all school trips and the following must be taken into consideration by both parents and staff:
 - a. The group leader must ensure that parents are given sufficient information so that parents can make an informed decision with regard to the suitability of the visit for their child.
 - b. Written consent from parents is not required for pupils to take part in the majority of off-site activities organised by the school as most of these activities take place during school hours and are a normal part of the child's education at Lambrook. However, parents should be told where their child will be when not on school premises, and of any extra safety measures required. This can be via a specific communication, or the termly calendar or similar. Written consent is usually only requested for activities that need a higher level of risk management or those that take place outside school hours. A 'one-off' consent form may be used for parents to sign when their child enrolls at the school but it is for the EVC to decide on how or if parental consent is to be sought for a particular Visit;
 - c. Provide consent for each EYFS trip;
 - d. Provide the group leader with emergency contact numbers;
 - e. Sign a consent form if requested to do so, have signed the generic consent form in the Pupil Profile document or accept acknowledgement of a trip through receipt of the termly calendar.
 - f. as requested, give the group leader information about their child's emotional, psychological and physical health (details of medical conditions, any medication required and parental permission if the pupil needs to administer their own medication or agreement for a volunteer or teacher to administer, information on any allergies or phobias, dietary requirements, any toileting difficulties, special equipment, emergency contact numbers, the child's GP name, address and phone number, information on whether the pupil has spent a night away from home before and their ability to cope effectively).
 - g. If parents withhold consent absolutely, the pupil must not be taken on the visit but the curriculum aims of the visit should be delivered to the pupil in some other way wherever possible.

School Matches and Fixtures

10. Travel arrangements and a list of pupils attending the event must be left at the school office and with the school Nurses. SOCS should also maintain accurate information regarding teams and logistics. Parents are allowed to transport pupils other than their own on behalf of the school, but written permission must be given by the parents of the children being transported beforehand. Any parent that uses their own vehicle must ensure that the vehicle is roadworthy and insured.
11. A pupil may only be collected by another parent if the teacher / coach has had direct communication from the child's parents.
12. In order that emergency contact may be made, the staff must carry a mobile phone which is to be switched on at all times. Staff contact mobile telephone numbers are to be left at the School Office.

Risk Assessments

13. With the exception of EYFS, a written risk assessment may not be required for every visit and staff, with the support of the EVC, should make a decision about when to carry out a risk assessment. Relevant School Risk Assessments should be submitted to the EVC prior to departure. If staff are unclear, advice may be sought from the EVC or any other member of the SLT. The Risk Assessments must be saved on the Co-Curricular Team in the designated folder. If the risk is deemed not greater than would be expected during normal school operations, a risk assessment may not be needed to take pupils to a local venue such as another school, a park or a museum. However, given the School's context, a risk assessment may be appropriate for a local trip with a large number of pupils or to a place (or involving a stop at a place) where other members of the public have access.
14. Circumstances when a risk assessment is particularly important would include activities away from school; for example, mountaineering, canoeing, and sailing or trips to a place that could have more hazardous activities. Each overseas trip will require a risk assessment, along with careful attention to duties under health and safety and pastoral care.
15. The risk assessment must be based on:
 - a. what are the hazards?
 - b. who might be affected by them?
 - c. what safety measures need to be in place to reduce risks to an acceptable level?
 - d. can the group leader put the safety measures in place?
 - e. what steps will be taken in an emergency?
16. The person carrying out the risk assessment must record it, including details of the measures they need take to avoid or reduce the risks. Copies must be given to EVC and all teachers/supervisors on the visit. Frequent visits to local venues such as swimming pools may not need a risk assessment every time. However, the group leader must

monitor the risks throughout the visit and take appropriate action as necessary. The generic assessment must be monitored and reviewed at regular intervals.

17. Where applicable, Risk Assessments and certificates of Public Liability Insurance should be sought from a provider or venue where a visit is due to take place in advance of the Final Planning Form being submitted.

Security Advice

18. Consider increasing supervision ratios from normal arrangements. If for example small groups of older students are allowed to spend short periods of time indirectly supervised by staff, consider removing this additional freedom
19. Stay alert to local and national news before and during trip, and overseas travel advice from the Foreign and Commonwealth Office (FCO) where appropriate;
20. Carefully consider the relative benefits of visits to religious or political venues and events that could be considered higher risk
21. Assess the needs of SEND students and their ability to react and respond to dynamic situations
22. Communicate openly with parents in advance to reassure them that safety is the priority and has been carefully considered by the school. Remind students to remain vigilant and alert, reporting anything suspicious to leaders
23. Remain alert to more 'usual' crime since this remains far more likely than terrorism
24. On a Residential EV, each Leader should carry a team list with all participant details, including medical conditions and next of kin noted. On a day trip, details can be sought from the School Office.
25. Tell students that if they are separated, to ask for assistance from a police officer or other security official and state that they are a part of a school group.
26. Carry water (not just fizzy drinks!) and snacks on visits in case of travel disruption and long delays, especially in warmer months or climates
27. Carry additional personal medication in case of long delays
28. Be additionally vigilant in crowded places such as shopping malls, travel hubs and sports stadia
29. Consider changing either the date or visit location to a time or location that carries less risk
30. If groups are caught up in a security incident, Leaders should attempt to keep everyone together whilst moving away as quickly as possible. Keeping together may be difficult and is ultimately less important than speed of action and staying safe.
31. Once accounted for, it may seem obvious to try and travel from the town or venue as soon as possible. If this involves public transport, it may not be the best option, so alternatives should be considered.
32. The Group Leader should notify the home contact as soon as practicable, noting the known whereabouts of all members
33. Contact the Police or Local Authority for advice. Contact SLT for support and to implement Lambrook's Major Incident Management Plan as is relevant. School will become a communication focal point and receiving area for next of kin and students upon return in schools.
34. Arrange the group's return transport when the situation is sufficiently secure to do so. Parents should collect their children from school rather than travel to the incident location
35. Schools should communicate with parents using their normal methods where possible, including email and secure website areas
36. Consideration should be given to arranging proactive trauma counselling for students and staff after such an event
37. Research the venue/s to avoid occasions when large crowds are likely or political demonstrations are planned in the area

38. Speak to local police (or police force where visit is taking place) for specific advice in advance if relevant
39. Liaise with venues in advance to understand their own security arrangements for school groups
40. Consider using private coach transport rather than the Underground or other public transport when travelling in London
41. Advice for visits to London are available through the Metropolitan Police
42. Advice for visits using public transport in London are available

Adventurous & Overseas Activities

43. Before booking a visit, the group leader must obtain written documentary assurance that providers have conducted their own risk assessment. When planning an activity involving caving, climbing, trekking, skiing or watersports, schools must currently check that the provider holds a licence as required by the Adventure Activities Licensing Regulations 2004 (for England, Scotland and Wales).
44. The Council for Learning Outside the Classroom (LOtC) awards the Learning Outside the Classroom Quality Badge (<http://lotcqualitybadge.org.uk>) to organisations who meet nationally recognised standards. If an organisation does not hold the badge, the school must check that they are an appropriate organisation to use.
45. Whatever the length and nature of the visit, regular head counting of pupils must take place, particularly before leaving any venue.
46. All supervisors must carry a list of all pupils and adults involved in the group at all times.
47. The group leader must establish rendezvous points and tell pupils what to do if they become separated from the group.

Overseas Security Advice

48. Obtain relevant local emergency numbers (Police, Embassy etc) before travel
49. Research and adhere to the laws and legal permissions in the country being visited, noting any specific advice for cities or areas; group leaders must be conscious of any additional security or legal updates in Europe following Britain's departure from the European Union on 1st January 2021.
50. Subscribe to updates for the country and carry a smart phone or tablet that can access these updates whilst overseas
51. Remember to do the same for any countries that are being transited
52. Group leaders should ensure that any specific guidance issued by the Department for Education (DfE) relating to overseas visits is closely followed;
53. Other official advice from the FCO should be consulted prior to, and during, overseas travel;
54. Confirm with insurers that they will cover costs resulting from acts of terrorism, including medical care, repatriation and cancellation/curtailment. Consider adding this cover if possible as it is often an exclusion on non-specialist travel insurance
55. Tour operators should describe their own risk assessment and arrangements following terrorist threats and acts, including the possibility for changing destinations even if FCO advice has not changed (to specifically advise against travel)
56. Copy passport, visas and travel insurance numbers and details and save these onto a secure cloud-based storage system in case of lost documents following an incident.

57. Carry additional medication such as asthma inhalers, epipens, anti-malaria tablets, etc in case of lost baggage and delays following an incident
58. Avoid political or religious celebrations / demonstrations or venues. Contact embassies or high commissions in advance of any proposed visits to these locations
59. Avoid locations that are synonymous with Western or European tourism if possible – especially popular bars, cafes, luxury hotels or restaurants. Rural and small towns generally attract a lower risk of terrorism than cities and principal tourist attractions
60. Enforce student awareness to cultural sensitivities, clothing and behaviour
61. Student behaviour and overall group presence and posture should be conservative and not draw additional attention
62. Comply with instructions from legitimate security forces and officials. If Leaders are unsure of their credibility and time is available, seek advice from the Embassy or High Commission by telephone
63. Check with your mobile telephone operator before departure to confirm that international roaming and data services are enabled
64. Groups leaders should always carry a suitable first aid kit
65. The school will notify your travel insurance provider as soon as possible if directly affected by terrorism and request repatriation assistance as soon as it is safe and secure enough to do so. The embassy will take a direct role in assisting British nationals and will in most circumstances also assist other passport holders if they are students at a British school. Consular assistance to school groups will normally be prioritised over adult tourists
66. It may seem obvious to attempt returning home as soon as possible by rushing to the airport or other transport hub. However, such locations are sometimes targeted by terrorists for secondary attacks. Although counter intuitive, it may be better to 'hole up' at a suitably secure hotel away from the main tourist sites.
67. Local advice should be gained from the local Embassy or High Commission or a tour operator's ground handler
an organisation does not hold the badge, the school must check that they are an appropriate organisation to use.
68. Consider changing either the date, entire destination or internal itinerary to avoid higher risk cities or locations
69. In light of heightened risks associated with overseas visits, it is strongly advised to refer to the Outdoor Education Advisers' Panel (OEAP) Checklist for guidance and comprehensive risk assessment. The checklist can be accessed at the following link:

Swimming

70. Trip organisers must take particular care when using hotel swimming pools and other water leisure activities which may not have a trained lifeguard.
71. Although there are no swimming specific health and safety laws, the Outdoor Education Advisers' Panel (OEAP) provides advice when understanding adventure specialist activities, including swimming, as we will form judgements on the appropriateness of entering water based on this advice.
72. An overview of recommendations can be found in Annex C and at the following link:
<https://oeapng.info/downloads/specialist-activities-and-visits>

Annex A - EYFS Trips Off Site and Risk Assessment

.Editable Pre Prep Day Trip Risk Assessment.docx

Annex B(1) – Lambrook Educational Visits – Request Forms and Risk Assessments

[Educational Visits - offsite day trip/ visit initial request form – Fill in form](#)

[Educational Visits - residential/ overnight trip initial request form – Fill in form](#)

[.Offsite EV information form - TEMPLATE FOR DAY VISITS.docx](#)

[.Editable Day Visit Risk Assessment Grid \(non-residential\) TEMPLATE.docx](#)

[.Editable Pre Prep Day Trip Risk Assessment.docx](#)

[04a Risk Assessment for Residential Trips.docx](#)

Annex B(2) – Timeline of Submissions for Initial Visit Form

Key Timelines

	Initial Form submitted	e.g.
Day Visit (domestic)	1 week before preceding <u>HT</u>	Trip: June 2022 Form submitted: 1 week before Feb HT
Residential Visit (domestic)	2 full terms in advance	Trip: June 2022 Form submitted: November 2021
International Visit (short-haul)	2 ½ terms in advance	Trip: June 2022 Form submitted: September 2021
International Visit (long-haul)	Min. 3 terms in advance	Trip: June 2022 Form submitted: June 2021

Annex C – Natural Water Bathing and Swimming Pools

<https://oeapng.info/downloads/specialist-activities-and-visits>

Natural Water Bathing

For the purpose of this guidance, “Natural Water Bathing” is defined as “swimming or paddling, in river, canal, sea or lake”. This document should be read alongside the following documents:

- 7x “Swimming Pools”
- 7i “Group Safety at Water Margins”.

Taking young people on a visit to the seaside or other open water in good weather, and then not allowing them to at least paddle or cool off in the water, is unreasonable and inappropriately risk-averse. A balanced approach will ensure that the risks are properly managed so that young people are given these opportunities.

Involving young people in well organised and supervised swimming or paddling in natural waters is an opportunity to develop their awareness of water safety and their swimming ability, as well as being great fun. These opportunities are important because swimming and paddling in natural waters present real risks.

Natural Water Bathing should always be a robustly structured activity. This may be by reference to a pre-planned benefit-risk assessment and corresponding operating procedure, or it may be by making a more spontaneous plan, either of which should be reinforced by careful observation and judgement at the time. As with any activity, the leader must be absolutely clear that there are no significant risks. The pleas of participants to be allowed to bathe (e.g. because it is hot weather) must never be allowed to over-ride the leader’s judgement of the situation.

As with other activities, planning should consider the SAGE variables:

- Staff
- Activity
- Group
- Environment.

These variables are each considered in turn below. The Visit Leader should assess the risks, considering all of the SAGE variables, and decide on an appropriate safe supervision level and plan, before the activity takes place. This plan should be communicated to all leaders and participants.

Staff

There must be sufficient leaders to supervise the planned activity, and they must be appropriately competent to do so. Appropriate competence means being able to deal with the worst-case scenario in the chosen environment. For example, when paddling or cooling off in contained shallow waters, or at a beach when the sea is calm and there is no risk of anyone getting out of their depth or encountering currents or underwater hazards, this may simply mean being alert and having a suitable first aid qualification. When close to or entering a swiftly flowing stream or river, a leader may require experience and skills in white water safety and rescue. When it is possible for someone to get out of their depth, then ‘in-water’ lifesaving skills may be required. In the last two cases, competence should be verified by a relevant qualification, or by evidence of sufficient training and experience assessed by a competent technical adviser.

A leader supervising participant swimming out of their depth and beyond reach from the bank/shore should generally be a competent qualified life saver and apply rigorous boundary conditions.

The Royal Life Saving Society (RLSS) has published a National Water Safety Management Programme (NWSMP), which can help leaders to develop the competence they need. Details are available at: <https://rlss.org.uk/professional-qualifications/nwsmp/>

Activity

Natural Water Bathing can encompass a wide variety of activities, from paddling or sitting chatting in shallow water at the edge of a lake or sea, through body-surfing in the sea in waist/chest-deep water, to swimming well out of one's depth.

Clearly the risks to be managed will differ across this range of activities, but it is important to recognise that the risks involved in any use of natural water should be carefully assessed.

It can be useful to consider four levels of activity:

1. Being by water with no intention of going in, but with the possibility that someone might (either accidentally or intentionally).
2. Going into shallow water - paddling, wading etc.
3. Going into deep water.
4. Water activities such as canoeing or surfing, or diving or jumping into water such as from sea cliffs or in a gorge.

Group

The choice of activity, venue and the supervision required should be appropriate for the nature of the group and the individuals within it. Factors include:

- Number of participants.
- Age and physical ability.
- Water confidence.
- Swimming ability.
- Behaviour.
- Ability and willingness to understand and follow instructions.

Environment

- Any proposed venue should be thoroughly assessed for suitability and hazards, including:
- Availability of any lifeguard service.
- Flagged areas for swimming.
- Toilet/changing facilities.
- Access and egress points to and from the water.
- Depth, temperature and clarity of the water.
- The nature of the sea/river/lakebed, e.g. weeds, sharp rocks, quicksand, underwater debris, steeply shelving, uneven or unstable.
- The nature of the bank or beach, e.g. solidity, angle of entry to the water, hidden undercuts, debris.
- The presence of any weirs and associated undertow.
- Water quality/pollution.
- Under water visibility.
- Prevailing weather conditions.
- Wave/surf conditions, including the possibility of dumping waves or undertows.
- Any currents, particularly the possibility of tidal or rip currents.
- Tides (be aware that depths and related hazards may change quickly as the tide rises or falls).
- Lines of sight - can every participant be clearly seen? Can leaders see each other? etc.

- Useful markers for designating the limits of the area to be used.
- Other water users.
- Local advice from, for example, a lifeguard, coastguard, harbourmaster, police or tourist information office.
- Other hazards (e.g. country-specific marine hazards such as jelly fish and weaver fish in the UK).

Any hazards that might affect the activity, and any arrangements put in place to mitigate the risks that they pose, should be communicated clearly to participants and leaders as necessary. These might include:

Boundaries

- Specific hazards to avoid
- Clothing to be worn (e.g. footwear; wetsuits).
- Equipment to be used (e.g. lifejackets; rescue equipment).

Managing the Activity

Wherever reasonably practicable, Visit Leaders should seek out recognized bathing areas that have qualified lifeguard cover, flagged swimming areas, etc. Even then, they should be aware that participants might mingle with members of the public and be lost to view. During Natural Water Bathing, participants should always be in sight and within reasonable reach of those supervising them. It is essential that leaders always know how many participants are in the water and where they are. A number of participants on educational visits have drowned in shallow water because leaders did not keep track of where they were. Each leader supervising a few pupils will often be more effective than several leaders supervising a larger number. A one-to-one buddy system amongst participants can be very effective.

Leaders should:

- Ascertain the level of the participants' swimming ability, if necessary by asking for them to demonstrate this under close supervision.
- Ensure the activity is suitable for the group, including any with special needs or disabilities.
- At the venue look out for warning signs or flags: normally a red flag means it is unsafe to swim; yellow flags mean that lifeguards are on patrol in the area between the flags; a black and white flag means it is an area used by surfers and not suitable for swimming. There may also be signs warning of specific hazards.
- Brief the group about the limits of the bathing area.
- Consider marking the bathing area, for example with a rope, buoys or improvised flags or markers on the shore.
- Adopt and explain signals of communication and recall.
- Carry out regular and frequent head counts.
- Have clear roles within the supervision plan – at least one supervisor should always stay out of the water for better surveillance, even where lifeguards are on duty.
- Take up a best position from which to exercise a constant vigilance.
- Divide supervision between leaders who are in the water and looking landward towards the group, and leaders who stay on land and watch the group from that vantage point.
- Give the participants their full, undivided attention.
- Be prepared to act immediately if a participant appears to be in difficulties.
- Be aware that a participant in difficulty may not wave or shout – all of their energies could be focussed on trying to keep afloat.
- Follow the advice or directions of an official lifeguard.
- Avoid swimming themselves - unless it is to help a person in distress.

- Avoid joining in with the group's water-based games if it will distract from supervising their particular group of pupils.
- Ensure that participants leave the water if they are getting cold, especially if toes and fingers look blue or feel numb (this could suggest the onset of hypothermia).

Everyone should know:

- That many young people who drown are strong swimmers.
- That sudden immersion in cold water can be very dangerous.

Use of Throw-Lines

Throw-lines in the hands of a trained and competent leader can have a significant impact on reducing the risk of drowning. However, they can create a false sense of security in the hands of someone who is not well-practiced in their use, and training with this rescue tool should be undertaken.