



Defence  
Children  
Services

# DCS Directive 3.2.11

## Outdoor Learning and School Visits

DCS 3.2.11 July 22 v3.0

## General

<b>Authorisation</b>	Head DCS
<b>Senior Responsible Owner</b>	CEO MOD Schools
<b>Review Date</b>	July 2024
<b>Related Policy/Guidance</b>	OEAPNG
	Getting out there: Scotland
	JSP 375 Management of Health and Safety in Defence
	JSP 800 Defence Transport
	2017DIN01-042 Support Available for Staff Facing Legal Proceedings
3.1.5	DCS directive: Charging for school activities
3.2.4	DCS directive: Supporting pupils with medical conditions
3.2.1	DCS directive: Safeguarding

## Introduction

1. MOD provided schools and settings are committed to the benefits of outdoor learning and educational visits. The knowledge and experience gained beyond the classroom can consolidate, enrich, and extend the taught curriculum, particularly in the unique overseas context, providing excellent opportunities to inspire lifelong learning.

## Aim

2. This policy defines the direction on outdoor learning and school visits. For additional guidance and information on planning, MOD provided schools and settings should refer to the associated MOD School Guidance on Outdoor education and school visits at Annex A.

## Scope

3. This policy applies to all MOD provided schools establishments overseas, settings and Music Centres.

4. The Queen Victoria School (QVS) Dunblane will follow Scottish National statutory direction and guidance for outdoor learning and school visits and may make use of this Directive and its associated guidance where it is complementary to do so.

## Context

5. The Health and Safety at Work etc Act 1974 requires employers to ensure the health and safety of their employees and non-employees so far as is reasonably practical. The Act also places duties on individuals to take care for the health and safety of themselves and others. MOD provided schools establishments come under the umbrella of MOD and DCS health and safety policies, to which this policy is subservient.

6. MOD provided schools makes use of the guidance issued by the Outdoor Education Advisers' National Panel (OEANP) for the "Management of Outdoor Learning, Off-site Visits and Learning Outside the Classroom". This can be found at [www.oeapng.info](http://www.oeapng.info). To maintain currency, this is only published in online format.

## Types of outdoor education

7. Outdoor education can take place in several ways.

- a. Educational visits: that leave the school or setting site to journey to another location. This can take place wholly or partly during the school day and can extend outside of school hours. This does not include work experience or activity in schools on split sites.
- b. Adventure activities: Activities that take place in challenging environments.
- c. Off-site activities: these take place away from the school or setting grounds.
- d. Learning Outside the Classroom (LOT); Activity that takes place on the school or setting grounds.

## Factors to be considered

8. Schools and settings are responsible for ensuring reasonable checks of all learning activities outside of the classroom, including trips outside of the overseas location. Schools and Settings should check current travel advice and ensure that the country and context is relevant to the proposed trip learning outcomes. Additional advice can be sought from the Outdoor Education Advisor (OEA). Schools and settings should also ensure reasonable checks on external organisations are carried out, whether this is for on site or off-site activities.

Reasonable checks could include checking:

- a. Their insurance.
- b. That they meet legal requirements.
- c. Their health and safety policies.
- d. Their risk assessments.
- e. Control measures.
- f. Staff competence.
- g. Safeguarding.

- h. Accommodation.
  - i. Sub-contract arrangement where applicable.
  - j. That they have a licence, where needed.
9. A provider visit checklist can be found on the [www.oeapng.info](http://www.oeapng.info) website, section 8 Checklists, Model Forms, Mind Maps and Training Resources. Further information and guidance should be sought from the Outdoor Educational Advisor (OEA).

## **Roles and Responsibilities**

### **Defence Children Services**

10. Defence Children Services (DCS) is the parent organisation for MOD provided schools establishments overseas, and is responsible for setting overall policy on visits, for monitoring that establishments have enough trained staff, and for support to the Visit Leadership Team and Head/Manager in the event of a critical incident. In this iteration of school visits policy, authority for approvals of all categories of visits is delegated to Heads/Managers of schools, settings and Music Centres. In addition, visits that fall in zone 3 category are subject to endorsement by the OEA and the local ACEO.

### **Heads and Managers**

11. Heads/Managers are responsible for ensuring that practice in their school, setting or Music Centre follows the requirements and recommendations of this policy. They should also have an Establishment Visit Policy (EVP) that makes a formal statement linking their policy to this, as well as setting out any procedures or requirements particular to their establishment. Draft guidance and templates for creating an EVP can be found on the [www.oeapng.info](http://www.oeapng.info) website.

12. Heads/Managers should be aware that the appointment of an Educational Visits Coordinator (EVC) is critical to the implementation of this policy. All Establishments that undertake Educational Visits must have a currently validated EVC who meets the criteria set out below. In some cases, it may be more effective for an EVC to be shared between Establishments e.g., for 0-3 settings in the same area. Proposals to share an EVC require DCS approval.

13. It is the setting managers ultimate responsibility to ensure that any outdoor activity and visit is compliant with 0-3 standards in Safeguarding. Ensuring adequate and appropriate ratios, health and safety as well as appropriate for 0-3-year-olds. Evaluating the educational value and benefits for children of this age group.

14. Heads/Managers should designate a named person to fulfil the role of EVC and agree enough time to fulfil the role. They may choose to designate themselves. Where the Head/Manager has not designated a named member of staff, then the functions of the EVC will automatically be attached to those of the Head/Manager.

15. The Head/Manager is responsible for the approval of all categories of visits involving children from their establishment, including medium and high-risk activities and all residential visits. The Head/Manager may delegate responsibility for the approval of low-risk visits to a trained Educational Visits Coordinator.

## **Outdoor Education Advisors**

16. DCS employs an external party who acts as OEA to all MOD provided schools and settings. The Outdoor Education Advisor (OEA) is responsible for providing advice, guidance, and support for all types of outdoor learning undertaken by MOD provided schools and settings, as well as endorsing all zone 3 activities on behalf of DCS.

## **Educational Visits Coordinator**

17. The EVC is responsible for:

- a. Ensuring that all activities and visits meet the requirements of this policy, OEANP guidance and the relevant Establishment Visit Policy.
- b. Supporting the Head/Manager with approval of visits and other decisions.
- c. If delegated by the Head/Manager, approval of low-risk visits.
- d. Supporting the Head/Manager in ensuring that all members of Visit Leadership Teams are competent, and that, where necessary, Visit Leader training has been undertaken.
- e. Ensuring that emergency arrangements are in place.
- f. Ensuring that activities and visits are reviewed and evaluated.

## **Visit Leader**

18. The Visit Leader has overall responsibility for supervision and conduct of a visit. To ensure accountability and to avoid potential confusion, a single Visit Leader should be appointed for each visit. The Visit Leader retains a duty of care for the group at all times, unless the responsibility for providing care and supervision has been formally handed over to an appropriately selected third party provider for a specific period. The Visit Leader must have good knowledge of the employer and establishment policies and procedures.

19. To ensure a clear audit trail of responsibility allocation, there must be only one designated Visit Leader for each visit.

## **Other Staff**

20. Teachers and setting staff accompanying educational visits act as MOD provided schools employees whether the visit takes place within or outside normal hours. A second MOD provided schools employee must be appointed as the Deputy Visit Leader and be able to take full responsibility for the Visit Leader's role if necessary. The Deputy Visit Leader must be familiar with the relevant employer and establishment policies and procedures.

21. Teaching assistants, keyworkers, support staff, parents and volunteers can play an important role in providing appropriate supervision. The Visit Leader must ensure that they are competent to undertake their responsibilities and brief them to ensure they understand their role and responsibilities.

## Training

22. Bearing in mind future changes to the number of MOD provided schools establishments, the potential transfer of staff between schools, and the turnover rate for military dependants, Heads/Managers should pay particular attention to the longer-term requirement for trained staff, particularly for EVC and Visit Leaders. It may be prudent to have more than the minimum number of trained staff to allow for turnover.

23. Staff must be competent and confident to lead visits. This is part of the EVC approval process. Training courses are available to develop visit leadership skills, please refer to the [www.oeapng.info](http://www.oeapng.info) website or refer to the HQ DCS CPD & Training Co-Ordinator for further details.

24. There are standards national standards for staff who want to lead adventure activities. Please consult the OEA for further details.

## EVCs

25. EVCs must have attended an EVC course accredited by the Outdoor Education Advisers Panel. This is a one-day course, delivered by accredited OEAP trainers. Co-ordination of staff training for EVCs is overseen by HQ DCS Training and Assessment Lead.

26. EVCs must undertake formal revalidation training every three years. This will be overseen by the HQ DCS Training and Assessment team, but schools and settings should be tracking staff training records.

## Visit Leader

27. As a minimum, all Visit Leaders must have in-house training before leading a visit. This can be provided by the establishment's own trained Education Visits Coordinator. For more complex visits and/or those involving medium to high-risk activities, Visit Leaders must have attended a one-day OEAP certificated course. For simple visits and low risk activities, external Visit Leader training is recommended but not mandatory.

28. There is no revalidation requirement. However, Visit Leaders are expected to be current in their knowledge of good practice in outdoor education. Update refresher training is therefore recommended, at intervals to be determined by the EVC.

29. EVC and Visit Leader training are readily available at a range of UK venues. DCS will arrange occasional trainer visits to overseas locations where it is cost effective to do so.

30. Anyone leading an adventure activity should have appropriate skills and qualifications as contained in [www.oeapng.info](http://www.oeapng.info).

31. Any adventurous activity will require the OEA to sign off. Following OEA sign off, any decisions to approve the activity is delegated to establishment level.

## Visits to High-Risk Countries

32. Visits to some countries are governed by the MOD “Overseas Travel Risk Management Policy and Process”. This policy sets out special approval and training requirements for visits to high-risk countries. These may be high risk due to the conduct of military operations or because of risks posed by crime, terrorism or poor infrastructure. For proposed visits to high-risk countries, approval must be sought from DCS at the earliest planning stage before any commitments have been made. The list of high-risk countries is accessible on MOD Net. It should be noted that the training requirements for staff leading and accompanying such visits requires commitment, the Security Awareness in Fragile Environments (SAFE) course, required for travel to many of these countries, is a three-day residential, held only in the UK.

## **Notification to DCS**

33. DCS must be notified in advance of any proposed trips to high-risk countries. Notification should be sent to the CEO MOD Schools at DCS HQ Upavon. In addition, the local ACEO should be consulted on visits categorised as Zone 3 at least 3 months in advance, with the exception of residential visits which ACEOs should be consulted on at least 6 months in advance.

## **Risk Management**

34. Plans should be proportionate and sensible, focusing on how to manage genuine risks. The risk assessment and risk management process are at the heart of effective planning and preparation for successful educational visits. There is no legal requirement to record a risk assessment in a particular format. However, there is a legal requirement to:

- a. Identify any hazards which present significant risks.
- b. Identify how those risks can be managed to reduce them to an acceptable level.
- c. Record the results of this risk assessment.

35. The Department for Education recommends that schools should take a common sense and proportionate approach to risk, remembering that risk assessment and management are tools to enable children to undertake activities safely, and not to prevent activities from taking place.

## **Insurance**

36. “Staff are entitled to clarity about the extent to which their conduct at work could potentially render them subject to civil or criminal proceedings. The MOD is committed to standing behind its people who act reasonably and in good faith in the course of their duties or work-related activities. With regard to safety related decisions, the Defence Board has made clear that it expects people to make such decisions based on proper procedures and will support those who do so including in cases where there is an injury or fatality<sup>1</sup>.”

37. Volunteers accompanying a visit and acting under the direction of MOD staff would be similarly supported.

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<sup>1</sup> 2017DIN01-042 Support available for staff facing legal proceedings

38. Beyond the above commitment to defend claims of negligence against staff acting in the course of their duties and following reasonable instructions, visit planners should note that the MOD has no commercial insurance against personal accidents, injuries, health, or medical problems; travel incidents, cancellations or delays; and theft, loss or damage to personal possessions. For example, if a child is injured on a skiing trip and needs to be repatriated, the cost of this would fall to the establishment that arranged the trip. Visit planners should therefore consider the need for travel insurance to cover against such eventualities. The need for staff and children to be covered by their own personal accident and belongings insurance should also be considered.

39. MOD provided schools<sup>2</sup> should not take out additional insurance for activities which form part of the curriculum as these are considered MOD Core business, payable through the public purse and therefore covered by MOD “self-insurance”.

40. Enrichment activities outside of the curriculum should be funded from non-public funds and this includes the purchase of necessary associated insurances.

41. As part of their schools visit checklist at Annex B, visit leaders should confirm whether the trip constitutes part of the curriculum and confirmatory approval given by the local ACEO at the informal planning stage. Settings managers should also discuss the relevance with their Early Years Advisor.

42. It is important that visit leaders allow enough time for ACEO and OEA approval for activities/visits that fall into zone 3. Visit leaders should provide visit information to ACEOs for all zone 3 activities, at least 3 months in advance, with the exception of residential activities which ACEOs will need at least 6 months in advance.

## **Finance**

43. Schools and settings should refer to the DCS MOD Schools Directive on Charging to determine what they can and cannot charge parents for.

## **Travel**

44. All methods of transport should be risk assessed and considered for appropriateness, (including in relation to the age range of children), for example use of commercial flights, Eurostar, non-military coaches. Schools and settings should refer to JSP 800 Volume 5 for rules on the use of Defence transport.

## **Safeguarding and Child Protection**

45. All education staff have a duty to safeguard and protect children in their care<sup>1</sup> and must act in accordance with their own establishment’s child protection policy. Staff must have received the appropriate level of safeguarding training and know the appropriate action to take. They should be familiar with JSP 831: Safeguarding, MOD Schools safeguarding policy and with the procedure for dealing with allegations against staff.

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<sup>2</sup> At the time of writing, MOD settings do not fall under the remit of “MOD core business” as they are self funded. DCS has a watching brief on policy changes in this area. MOD settings should contact the DCS HQ Upavon regarding this, prior to booking trips to ensure insurance measures are in place.



46. The appropriate vetting and Disclosure and Barring Service (D&BS) checks for staff and volunteers must be in place. MOD Schools staff that work “frequently or intensively” with or have “regular access” to young people or vulnerable adults, must undergo an enhanced D&BS check as part of their recruitment process. For the purpose of this guidance, “frequently” is defined as once a week or more, and “intensively” is defined as four days or more in a month, or overnight. However, it must be understood that a D&BS check (or other vetting procedure) is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.

47. Consideration must be given to the possibility of abuse from someone within the group or having access to it, including intruders entering or a pupil leaving residential accommodation. This must be detailed in the school visit risk assessment and details about how to mitigate against this risk must be included.

## **Inclusion**

48. 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, or religion. Schools should take all reasonably practical measures to include all young people.

## **Parental consent**

49. Consent from parents can be gained either by “blanket consent” or consent for individual trips. Blanket consent is appropriate for routine local visits and activities which are a normal part of the establishment’s educational provision. This can include visits and activities beyond the normal day such as after school sports activities. Individual written consent is required for all visits which involve a higher level of risk including but not limited to longer journeys, residential visits and adventurous activities, those which fall outside of normal hours and non-routine activities which are not a normal part of educational provision.

50. It is essential that blanket consent should be turned into informed consent prior to any visit. Parents should therefore be given information about upcoming visits and given the opportunity to withdraw their consent if they do not wish their child to participate.

51. Activities that involve a charge, or that include payment or cancellation terms, will need parental agreement to the financial arrangements.

52. Consent may be recorded either on paper or electronically. Whichever form of consent is used, proper consideration must be given to correct storage of personal information and to its retention. Visit records must be kept for a minimum of 12 months after the event. In the case of a reportable incident, it is advised to keep details until seven years after the event or in the case of people under 18 at the time then seven years from their 18th birthday.

## **Ratios**

53. Clarification of ratios for each school and setting visit must consider the following:

- a. The nature and duration of the activity.
- b. The location and environment in which the activity is to take place.

- c. The age and gender of the young people to be supervised.
- d. The ability of the young people, including their behavioural, medical, emotional, and educational needs.
- e. Staff competence in relation to the activities.

54. Ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/student ratios for a particular age group or activity. However, as a minimum requirement for low-risk activities (e.g., visits to local historical sites, museums, and local walks) the ratios in normal circumstances would be:

- a. 0-3 settings 1 adult for every 2 children aged 2 or over.
- b. FS1 1 adult for every 2 to 4 children.
- c. FS2 1 adult for every 4 to 6 children.
- d. Years 1-3 1 adult for every 6 pupils.
- e. Years 4-7 1 adult for every 8 pupils (NSPCC guidance states ages 9 to 12 years, 1 adult to 8 pupils).
- f. Year 8 and above 1 adult for every 10 pupils (NSPCC guidance states ages 13 to 18 years, 1 adult to 10 pupils).

55. Years 12-13 may be able to use a lower ratio than the above.

56. A minimum of two adults is required for any visit.

57. For residential visits, the number of male and female staff and other adults in relation to the number of boys and girls in the group also needs to be taken into consideration.

58. Full details about group management, ratio advice, effective supervision of groups, medical conditions, are all found via the Leaders Role buttons on the National Guidance website.

## **First Aid and Medication**

59. Establishments should already have in place a risk assessment which determines their first aid provision on site. Off-site provision should simply be an extension of this. First aid requirements should take into account:

- a. The nature of the activity.
- b. The nature of the group.
- c. The likely injuries associated with the activity.

d. The extent to which the group will be isolated from the support of the emergency services.

60. Qualified first aiders may not be necessary for all off-site activities and visits. However, a basic level of first aid support must be available at all times. This will require that one or more of the staff leading the activity:

a. Has a working knowledge of simple first aid and is competent to use the first aid materials carried with the group.

b. Knows how to access, and is able to access, qualified first aid support.

61. For children in the Early Years Foundation Stage (EYFS), there is a mandatory requirement that at least one person who has a current paediatric first aid certificate must accompany children on outings.

62. Visit Leaders should be aware of the medical needs of any children taking part in the visit. Parents should be asked to provide written details of medical conditions and of any medication required (including instructions on dosage/times), and for their permission for staff to administer medication, or for their child to administer their own if this is appropriate.

63. Teachers' conditions of employment do not include any obligation to manage or administer medicines. Heads/Managers should ensure that they have sufficient staff members to accompany a visit who have volunteered to do so. Staff should be trained to manage medicines, but in many cases such training need only involve familiarisation with the employer's policy and reading instructions from a parent or doctor, or perhaps a demonstration of how to use an epinephrine auto-injector (e.g., EpiPen).

## **Emergency Procedures and Incident reporting**

64. The majority of incidents that occur on off-site visits will be dealt with by the visit leadership team and establishment. However, some of these may be critical incidents and require support from the DCS. A critical incident is where any member of a group undertaking an off-site activity has:

a. suffered a life-threatening injury or fatality.

b. is at serious risk.

c. has gone missing for a significant and unacceptable period.

65. If a critical incident should occur, the visit leader should immediately contact the head of establishment. In turn, the head of establishment must immediately contact the CEO MOD Schools. The Army Reporting Cell should also be notified immediately. In accordance with Army Briefing Note (ABN) 118/2021 the Army Incident Notification Cell is now the Army Reporting Cell [ASCen-ARC-Mailbox@mod.gov.uk](mailto:ASCen-ARC-Mailbox@mod.gov.uk).

66. All personnel should familiarise themselves with Accident and Incident reporting procedures in JSP 375 Chapter 16, Accident/Incident reporting and investigation, advice should also be sought from the DCS SHEF Advisor.

### Introduction

1. This guidance is for schools and settings considering outdoor learning and/or a school visit. This guidance is complementary to and aligns with the DCS Directive for Outdoor Learning and School Visits.

### Aim

2. This guidance covers all offsite visits and some on site learning outside the classroom. It provides a local framework for staff planning off site visits. All visits require planning, preparation, and levels of approval. This varies according to aspects of complexity and distance. These are explained in the guidance below and on the [www.oeapng.info](http://www.oeapng.info) website.

### Visit Zones

3. Visits fall into one of three zones which are defined below. Further information on zones can be sought on the [www.oeapng.info](http://www.oeapng.info) website and from the OEA. If schools and settings are unsure which zone their trip falls into, they should contact the OEA for further guidance.

4. The Zones are defined as:

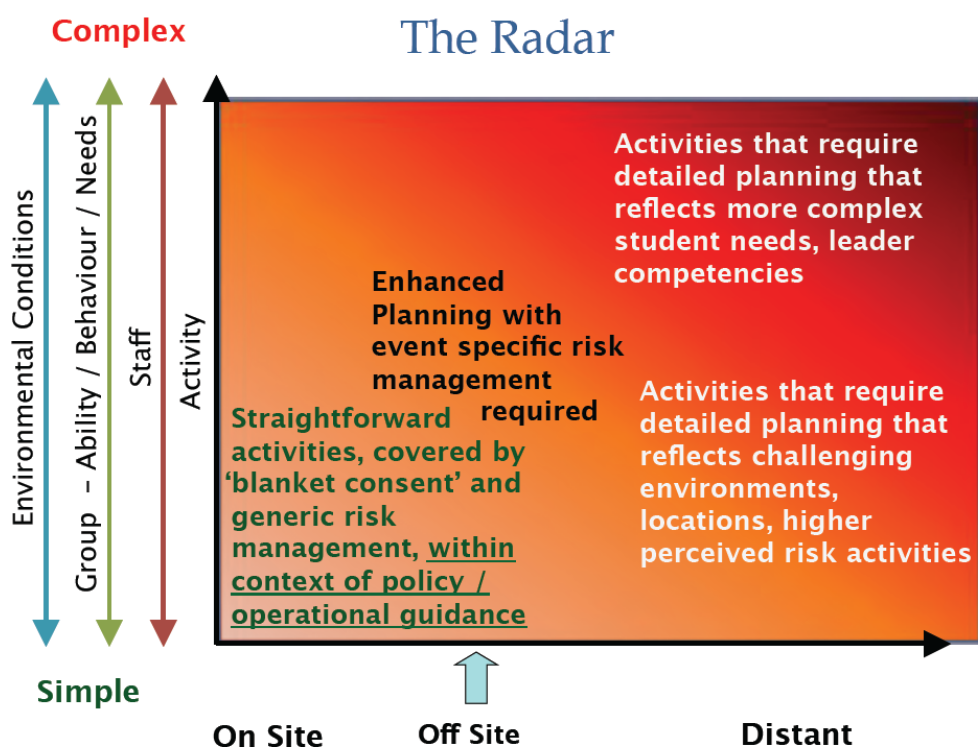
a. **Zone 1** This is for Head/Manager and the EVC to define for their school and include activities on and off the school site and outside the classroom. These activities are regular, not usually complex, and a maximum distance away from the site may assist in defining the activity. Risk Management of Zone 1 should be covered by a range of pre-prepared documents.

These documents will define for staff, the procedures they need to follow to enable the activity to take place. (These can be amended by staff of the event if anticipated to be more complex based on the variable factors of Staff, Activity, Group or Environment). Examples of zone 1 from most schools will include activity on the school site, forest school PE lessons, local walks, swimming lessons, regular local visits, PE fixtures, travel by bus/ public transport within a defined distance.

b. **Zone 2** If any activity is a one off /once a year then this event should be Zone 2. All visits and activities approved by EVC at school/setting level. These visits will involve specific planning and will normally be one off/once a year/ not multiple activities. These are the majority of school visits. There will be aspects of complexity that require careful planning. All visits are planned by staff and approved by the EVC and Head/Manager. Advice on these visits will normally come from the EVC and the National Guidance site. Approval for visits of greater complexity may require pre-approval before undertaking detailed planning and the EVC should be consulted.

c. **Zone 3** Activities in this area are more complex activities to plan with further distance from the school. This zone includes all Adventure, residential and overseas visits. These visits require specific approval at School level and the endorsement of the Outdoor Education Adviser. These visits should be submitted to the Adviser for approval at the initial planning stage.

5. The Radar Diagram should be completed by schools and will define a range of activities that fall in Zone 1, 2 and 3. Activities in the three zones need to be defined by the school/EVC. Any activity that contains a visit abroad or adventure element will be Zone 3. Please contact the OEA for further guidance in this area.



## Roles and Responsibilities

6. Roles and responsibilities are defined above and on the [www.oeapng.info](http://www.oeapng.info) website. Schools and settings should ensure that they name the persons responsible for each role as detailed below. Volunteers are managed under the school volunteer policy including relevant Disclosure and Barring Service (D&BS) checks.

- a. Visit Leader.
- b. Assistant Leader.
- c. Volunteers.
- d. EVC.
- e. Head Teacher.
- f. Governing Body.
- g. Employer.

## Planning a Visit

7. When planning any visit, the first consideration for the Visit Leader is to identify the intended learning outcomes.

8. All visits should be thoroughly researched to check the suitability of the venue and that facilities and third-party provision will meet group expectations. Such information gathering is

essential in assessing the requirements for risk management and effective supervision of young people. Pre-visit research for new venues will often include a preliminary visit from the Visit Leader.

9. For visits to adventure activity providers the Visit Leader will need to check that the provider's setting; accommodation, facilities, activities, staffing, and ethos meet the needs of the group and the intended learning outcomes. UK providers may be accredited under various schemes including:

- a. The Learning Outside the Classroom (LOtC) Quality Badge.
- b. Adventure Activities Licensing Scheme.
- c. Adventuremark.
- d. National Governing Body centre approval scheme.

10. MOD provided schools takes the view that where a provider holds any of the above accreditations, there should be no need to seek further assurances, although the school should still obtain a copy of the provider risk assessment and conduct their own visit risk assessment. These schemes do not apply to adventure activity providers outside the UK. For providers not covered by any of the listed accreditation schemes, the Visit Leader should check that equivalent standards are met.

11. Staff should research the suitability of any visit venue and be sure that the provision will meet the intended learning outcomes with groups needs being met. If the provider does not have a UK LOTC Quality badge, then the provider forms provided in section 8 Checklists, Model Forms, Mind Maps and Training Resources on the [www.oeapng.info](http://www.oeapng.info) website must be used.

12. An adventure provider, who does not hold an LOTC QB, or AALA License, please check with the OEA before proceeding to any form of booking. There are other checks that the adviser may undertake with you and advise accordingly. Bookings should not be undertaken before checks are completed.

13. All staff on a visit should carry a list of all emergency contacts, including the provider, school, and pupil emergency contacts.

14. A checklist for planning visits should be completed and retained for all visits. A template is attached at Annex B.

## **Planning Documentation**

15. The Visit Leader should first present an outline application for visit approval to the EVC and Head Teacher/Setting Manager (and ACEO/OEA if zone 3). If initial approval is given (in writing, e.g., email), the Visit Leader should gather full information, where necessary including information obtained during a preliminary visit, and submit this for formal approval. This may be done using the form at Annex C. Establishments may alternatively use an IT system for visit approval that captures at least the same information.

16. All visit documentation, including approvals (initial and formal), planning documentation etc. should be retained and filed in accordance with MOD records management policy.

## Evaluation

17. Following the return of a visit, the visit leader should submit any follow up paperwork to the EVC. This may include an evaluation of the visit and any accident / incident forms. The evaluation should be saved until the next visit to inform those plans.

18. For advice and support, please contact the Outdoor Education Adviser Service  
Office email [Outdoor.education@cambridgeshire.gov.uk](mailto:Outdoor.education@cambridgeshire.gov.uk)

Phone 01480 379677

Adviser email [Stephen.brown@cambridgeshire.gov.uk](mailto:Stephen.brown@cambridgeshire.gov.uk)

## Annex B School Visits Checklist

Establishment	
Visit Title	
Visit Date	
Visit Leader	

Area	Item	Y/N or N/A
Outline Proposals	Aims & Objectives	
	Curriculum or Enrichment	
	Who (Pupils)	
	Who (Staff)	
	What (activity)	
	Where	
	High Risk Country	
	Zone Category	
	Cost Estimate	
Initial Approval in writing e.g., email	EVC	
	Head of Establishment	
	Local ACEO (Zone 3)	
	OEA (if high risk country or Zone 3)	
	CEO (if high risk country)	
Formal Proposal	Detailed Itinerary	
	Supervision and Safeguarding	
	SEND provision	
	Medical & Welfare Issues	
	First Aid Provision	
	Accommodation	
	Provider Assurances	
	Finance – Business Case approved by DCS HQ	
	Insurance (if enrichment/non-core activity)	
	Transport	
	Familiarisation visit	
	Risk Assessment	
	Appropriate Emergency Plans	
	Emergency Contacts	
	Parental Consent Method	
OEA advice for Zone 3		
Formal Approval as listed on Annex C	EVC	
	Head of Establishment	
	ACEO (if Zone 3)	
	OEA (if high risk country or Zone 3)	
	CEO (if high risk country)	



Fully Informed Parents	Full Written Details	
	Opportunity to withdraw blanket consent	
	Specific consent if needed	
	Recommendation of personal insurance for child	
	SEND, medical, welfare information requested	
	Method to advise itinerary change	
	Parents Meeting	
Informed Pupils	Full details of visit or activity	
	Involved in Risk Management	
	Behaviour & Conduct Expectations	
	Responsibilities of accompanying adults	
	Emergency Procedures	
Informed Staff	Full details of visit or activity	
	Risk Management	
	SEND, medical, welfare information	
	Defined Responsibilities	
	Emergency Procedures	
	Recommendation to staff to obtain personal insurance.	
Visit or Activity	Documentation to all staff on visit	
	Emergency Contacts	
	Contact numbers to/for pupils	
	First Aid Kits	
	Appropriate way home for all	
Review	With Pupils, Staff, Parents	
	Report to EVC & Head of Establishment	
	Identify issues for future visits	

## Annex C Educational Visit Approval Form

### APPLICATION FOR APPROVAL OF SCHOOL VISIT

*Not all sections will be relevant to every proposed visit.*

The visit leader should complete this form as soon as possible once the preparations are complete. The visit leader should have already received initial approval in writing (e.g., email) for the proposed visit from the head teacher/EVC (and A/CEO/OEA if visit to high risk country or Zone 3) and should have regularly updated the head teacher/EVC on the progress of the preparations. The head teacher/EVC should be informed of any subsequent changes in planning, organisation, and staffing.

<b>School/Setting Name</b>	
<b>Visit Leader</b>	
<b>Residential/Day Visit</b>	
<b>Zone Category (1,2,3)</b>	
<b>Initial approval received in writing</b>	Please attach copy

Ser	Details	
1	Purpose of visit and specific educational objectives:	
2	Date and time of departure:	Date and time of return:
3	Place of departure:	Place of return:
4	Transport arrangements:	
5	<b>Organising company/agency</b>	
	Name:	
	Address:	Telephone Number:
6	Proposed cost and financial arrangements	
7	<b>Insurance arrangements for all members of the proposed group, including voluntary helpers</b>	
	Company Name and Address:	
	Policy Number:	Expiry Date:
8	<b>Accommodation</b>	
	Accommodation Name and Address:	Telephone Number:
	Name of Head of Centre/Proprietor/Contact:	Emergency contact details (where different from above):

9	Program of activities (include who is leading each section of the program e.g., staff or event provider):		
10	<b>Details of any hazardous activity and the associated planning, organisation and staffing:</b>		
11	<b>Existing knowledge of places to be visited and whether an exploratory visit is intended:</b>		
	Date of last staff visit:		
12	<b>Names, relevant experience, qualifications and specific responsibilities of staff accompanying the group, including First Aid:</b>		
13	<b>Names, relevant qualifications and specific responsibilities of other adults accompanying the group:</b>		
14	<b>Name, addresses and telephone number of the contact person in the home area who holds all information about the visit or journey in case of an emergency:</b> (NB person/s with this role will need to be available on a 24-hour contact basis)		
15	<b>Size and composition of the group</b>		
	Age range:		
	Number of girls:	Number of boys:	
	Number of accompanying adults:	Number of males:	Number of Females:
	Visit Leader/participant ratio:		

### Parental Consent and Risk Assessment:

Ser	Form	Y/N
1	Parental consent forms attached	
2	School Risk Assessment form attached	
3	Provider Risk Assessment form attached	

<b>Ser</b>	<b>SEN or Medical Needs</b>
1	Do any of the participants have special educational or medical needs? Yes/No
2	If yes, please state what arrangements are in place:

## Approval

<b>Ser</b>	<b>Signatory</b>	<b>Date</b>
1	Visit Leader (name in full):  Signature:	
2	EVC (name in full):  Signature:	
3	Head Teacher/Manager (name in full):  Signature:	
4	ACEO (name in full): (if Zone 3)  Signature:	
5	Outdoor Education Advisor (name in full) (if Zone 3/High Risk Country):  Signature:	
6	CEO MOD Schools (name in full) (High Risk Country):  Signature:	