Holbeton Primary School

Outdoor Education Policy 2026

Policy Updated: July 2026
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Outdoor Learning:

Outdoor learning is a fundamental component of our Teaching and Learning approach at Holbeton, providing children with opportunities to engage with the natural environment while enhancing their academic, social, and emotional development. Through structured outdoor activities, children can explore and apply curriculum concepts in real-world contexts, fostering a deeper understanding and appreciation of subjects such as science, geography, and physical education. Outdoor learning promotes physical health, encourages teamwork and collaboration, and nurtures critical thinking and problem-solving skills. By integrating outdoor experiences into our teaching, we aim to instil a lifelong love of learning. Teachers look for opportunities to enrich the curriculum and plan outdoor learning in their long-term overviews. Children at Holbeton school experience regular opportunities for purposeful outdoor learning.

Alongside outdoor learning lessons and off-site visits, children at Holbeton also experience further curriculum enrichment through Forest School, Farm School and Beach School.

Autumn Term	Forest Farm
Spring Term	Forest Farm
Summer Term	Forest Beach



Introduction

This policy covers all off-site visits and activities organised through the school and for which the Governing Body and Headteacher are responsible. The school endorses the Devon County Council /Torbay Council policy document "Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2026" (OEVOSA) as the basis for the school's policy for the management of visits and off-site activities.

- The purpose of this policy is to explain how the overall OEVOSA policy will be applied in practical terms at a local level and, in particular, the specific roles, responsibilities and arrangements that will apply at Holbeton Primary School.
- This policy also complements and should be read in conjunction with the school's Health & Safety and Safeguarding policies.

Responsibilities of the Headteacher

The Headteacher will:

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

Responsibilities of the Educational Visits Co-ordinator

Although holding the ultimate responsibility, the Headteacher has delegated specified tasks to a suitably experienced and competent EVC. Name of EVC: Sarah Honywill, Headteacher.

The EVC is responsible for carrying out the following agreed tasks and attending the relevant training and update training provided by the Local Authority (LA).

The functions delegated to the EVC are:

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

External providers must hold the Learning Outside the Classroom Quality Badge or satisfactorily complete a current SOE5 Provider Standards Questionnaire. Relevant AALA licences, insurance and qualifications must be checked as

current at the time of the visit. The school retains its duty of care and must agree clear supervision and handover arrangements with the provider.

Responsibilities of the Visit Leader

The Visit Leader will:

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

Responsibilities of Additional Members of Staff

Members of staff, volunteers and parent helpers should:

Volunteers and parent helpers must be clearly briefed and must not be given responsibilities beyond their competence. Where a volunteer is relied upon because of a qualification or leadership award, the EVC will ensure that the qualification, role and any required DBS or driver checks are recorded on Evolve. Unchecked volunteers must not be left unsupervised or undertake regulated activity with pupils.

- Assist the Visit Leader to ensure the health, safety and welfare of others including young people on the visit
- Take time to understand their roles and responsibilities whilst taking part in a visit or activity.

Responsibilities of Pupils

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

- Avoid unnecessary risks
- Follow instructions of the party leader and other members of staff
- Behave sensibly, keeping to any agreed code of conduct
- Inform a member of staff of safety concerns.

Responsibilities of Parents

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

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

Risk Assessment

The school is committed to providing a wide variety of outdoor activities and visits design to challenge and develop young people. These inevitably feature a degree of risk that demands management. Arrangements will be achieved by a risk assessment led by the Visit Leader for each activity/visit or series of visits undertaken. This process is guided by establishment specific Standard Operating Procedures (SOP) documents which have been created to establish minimum standards and expectations for Visit Leaders. The school will maintain the following establishment-specific SOP templates for various categories of visit. These are:

- SOP Day visits using transport – coach travel
- SOP Day visits using transport – minibus travel
- SOP Day visits using transport – private cars

- SOP Day visits using transport – public transport
- SOP Day visits walking from school
- SOP Alternative Provision
- SOP UK Residential Visits
- Adventurous Activity Risk Assessment form

These outline the minimum control measures that will apply to all such visits and off-site activities and have been drawn up by the Headteacher, EVC and other Senior Leaders. They will be brought to the attention of anyone undertaking the role of Visit Leader.

In assessing the risks presented by a planned visit or activity, the Visit Leader must judge if the controls described in the SOP are adequate for controlling the risks. For each visit/activity, add any additional control measures needed in the enhanced risk assessment column of the SOP document.
Any activities delivered by school staff falling within the definition of Category B (adventurous), will have a separate stand-alone risk assessment; Adventurous Activities Led by School Staff Risk Assessment.

This process will be undertaken by the Visit Leader who, whilst being supported by the EVC, will be competent and equipped to complete this task. To meet statutory requirements and to ensure sufficient communication with other staff involved, this risk assessment will be recorded using the risk assessment format on Evolve.

<u>Allergy Safety and Benedict's Law</u>

From September 2026, visit planning must identify all participants with known allergies. The Visit Leader will review relevant medical information and any Individual Healthcare Plan, complete or reference an individual-specific risk assessment, and record the required controls in the enhanced risk assessment section of the SOP. Prescribed emergency medication, including adrenaline auto-injectors and reliever inhalers, must accompany the pupil and remain readily accessible. Accompanying staff and volunteers must be briefed on the pupil-specific arrangements, recognition of allergic reactions and emergency actions. Staff in pupil-facing roles involved in visits must have completed the required allergy-awareness training.

Extreme Heat and Severe Weather

The Visit Leader will check the Met Office forecast and warnings and relevant UKHSA Heat-Health Alerts before and during visits, and liaise with providers about local conditions, accommodation and activities. Controls may include additional water, shade, reduced exertion, altered timings and rest breaks. Activities will be modified, postponed or cancelled where weather conditions or an amber or red warning make the planned activity unsafe.

Ratios

Ratios will be determined using the SAGE factors: Staff, Activity, Group and Environment, with Devon and Torbay recommended ratios as the starting point.

Forest School, Farm School and Beach School

Forest School activities will be led and risk assessed by a competent practitioner. Activities involving fire lighting or edged tools are Category B and require Local Authority endorsement through Evolve. The school will maintain suitable controls for site checks, tree inspection and maintenance, tools, fire safety, food hygiene, first aid, allergies and asthma, emergency arrangements and adverse or extreme weather. Forest School risk assessments and associated guidance will be reviewed at least annually, after significant change and following any incident. Tree climbing will only take place under direct supervision in accordance with the school's site-specific risk assessment and local rules.

Outdoor education, visits and off-site activities will be planned to enable participation by all pupils, irrespective of disability, medical need or other protected characteristic. The school will anticipate barriers, consult pupils and parents where appropriate, and make reasonable adjustments in accordance with the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014 and statutory guidance on supporting pupils with medical conditions. Any adjustment will be recorded through the visit-specific risk assessment and enhanced SOP process.

Approval of Off-site Activities

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

There are 3 categories of visit:

Category A:

Non-adventurous visits i.e. visits to local places of worship, farms, public places etc

Non-adventurous residential visits i.e. cultural visits to towns/cities etc

Category B:

Adventurous visits where activities are delivered by school staff (i.e. Ten Tors, kayaking etc)

Adventurous day visits led by external providers (i.e. visits to climbing centres, a pony trekking centre etc)

Adventurous residential visits to outdoor centres etc.

Category C:

Visits of all types outside the UK

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

9.4 The policy of Holbeton Primary School is that Category A visits will be uploaded to the Evolve system to allow the EVC and school leaders to monitor the management of off-site visits.

Safeguarding

The safety and welfare of children is paramount. In the event of a safeguarding issue or concern being identified during the trip or visit, the Visit Leader should follow the school's child protection/safeguarding policy and procedures. All staff and volunteers on the trip should be made aware of these before the trip or activity takes place.

Arrangements should be in place to enable contact with the school's Designated Safeguarding Lead outside normal school hours if necessary. Contact details should be communicated to all staff/volunteers on the trip (as well as the Visit Leader) in case the safeguarding concern is about the Visit Leader.

The Provision of Training and Information

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

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

Action in the Case of Emergency

The Headteacher will ensure that emergency arrangements are in place before approving visits. The Visit Leader will identify these arrangements via a process of risk assessment. Where necessary, this assessment must include the identification of contingency plans.

It will also include the identification of sufficient First Aiders, as well as emergency contact details which must include a school contact for outside normal hours if necessary.

Any accidents and incidents that occur during off-site visits and activities will be reported and recorded in accordance with establishment policy arrangements. Accidents and incidents will subsequently be reviewed to identify any learning points.

Monitoring and Review

School leaders will monitor the application of this policy.

This policy will be reviewed:

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

Submission of Visit Form Timescales

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

Category A Day Visits – 1 week notice
Category A Residentials – 2 weeks notice
Category B Adventurous Day visits – 4 weeks notice
Category B Adventurous Residential visits – 3 months notice
Category C Overseas visits – 4 months notice

USING STANDARD OPERATING PROCEDURES TEMPLATES

The following Standard Operating Procedures (SOPs) are designed to make the risk assessment process more straightforward. The generic document below has been pre-populated with typical hazards and their associated control measures which would apply to visits and off-site activities.

The Headteacher/Manager, Educational Visits Coordinator and Designated Safeguarding Lead should review the sections in grey including the Standard Operating Procedures (third column) and amend them accordingly. Specifically:

- Delete anything that does not apply / add anything local that is not listed / amend each bullet point so that it reflects precise local arrangements and expectations.
- Where desired, and to avoid unnecessary inclusion of irrelevant information, separate SOPs documents can be created for different categories of visits i.e. day visits using minibuses, day visits using coach travel, sports fixtures etc.
- The Headteacher/Manager and Designated Safeguarding Lead should sign and date the final establishment specific SOPs documents at the end of the document.

The final setting specific SOPs document/s will then list the control measures which should be applied by staff to all visits of this kind. The SOPs documents form part of the setting's Outdoor Education, Visits and Off-Site Activities Policy document and copies of the establishment specific SOPs should be uploaded to the 'Establishment Documents' in the resources section of Evolve. Staff should be briefed in the content and purpose of these SOPs.

Upon commencing the planning of a visit, the Visit Leader should take the most appropriate establishment specific SOPs and review the sections in white, starting with the name and date of the specific visit concerned. The Visit Leader should then judge if the Standard Operating Procedures (third column) adequately control the risks and, where necessary, add any additional control measures in the enhanced risk assessment section (fourth column). For example, this could be medical

issues relating to an individual or a concern about the behaviour of a specific class, group or individual. Some priority areas have been pre-populated in red to prompt considerations.

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

Devon County Council	***…[insert establishment name]…***

DAY VISITS USING TRANSPORT

Name of Visit Leader:			**Date of risk assessment:**
Proposed visit / activity:			**Date/s of visit/activity:**
Identify the hazard	**Identify who might be harmed**	**Standard Operating Procedures** *Where relevant, these control measures will apply to all visits / activities of this kind.*	**Enhanced Risk Assessment** *The Visit Leader should consider if the SOPs are adequate for the proposed visit / activity. Any additional control measures necessary should be recorded below.*
Management Arrangements			
		Visit Leader should NOT amend this column	**Visit Leader should add additional controls in this column**
Management arrangements for all visits Injuries or incident arising from lack of staff	Pupils	• All activities are undertaken in accordance with general requirements of the Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2026. • Planning Checklist has been used to check that all reasonable steps have been taken to manage the risks.	Specify the minimum staff/pupils' ratios:

competence / inadequate supervision		• Visit Leader identified above has assessed if these Standard Operating Procedures are adequate for the activity/visit. • Visit Leader is competent for the scope of the specific visit undertaken. Where visits require the Visit Leader to have additional specific competencies, this is detailed in the enhanced risk assessment column. • Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals. • Where visits require a higher level of supervision, this will be detailed in the enhanced risk assessment column. • Where visits involve any degree of 'remote supervision', this will be detailed in the enhanced risk assessment column. • Group control measures used to supervise pupils will be recorded in enhanced risk assessment column. • Parental consent is obtained in line with policy. • Arrangements overseen by Educational Visits Coordinator *…[state who]…* who attended training *…[state when]…* • All visit approved by the Headteacher *…[amend if the task of approval has been delegated to another member of SLT]…* • Arrangements for Category B and C Visits endorsed by the Adviser for Outdoor Education.	Specify what information/instructions are provided to pupils (emergency actions cards etc.) Specify the procedures for supervision, (e.g. buddy systems, large groups split into small groups each with named leaders, coloured caps for identification)
Emergency arrangements Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements	Pupils and staff	• At least one member of staff is a competent First Aider • Sufficient staffing to allow for dealing with emergencies • Consent process includes specific medical/medicinal information. Any specific medical needs are considered and recorded in the enhanced risk assessment column. • First Aid kit and mobile phone carried. Emergency procedure card carried with First Aid kit. • Visit Leader has staff/pupil list plus parent/guardian contact details with them.	Summarise arrangements for participants with additional medical (personal data and details from Individual Health Care Plans do not need to be included here)

		• Emergency contact available to assist both in and out of school hours and will include two out of hours emergency contact numbers for designated SLT. • Visit timetable, location and staff/pupil list known to this emergency contact(s). • Visit Leader has staff/pupil list plus parent/guardian contact details with them. • Pupils briefed in what to do should they become separated from the group.	Specify what information/instructions are provided to pupils (emergency actions cards etc.)
Using external providers incompetent external providers / failure to coordinate supervision with external provider	Pupils	• The Visit Leader will ensure that the proposed locations for the visit are suitable for the activity and manageable for the group. Wherever practicable, this will be achieved by undertaking a preliminary visit to the location. Where this is not possible, the method of assessing locations/venues will be detailed in the enhanced risk assessment column. • Where an external provider controls or determines activities, including accommodation, the SOE5 form has been used to vet this provider unless this provider has the LoTC accreditation. • SOE5 or LoTC accreditation to verify that DBS checks undertaken for all external coaching or centre staff who have regular contact with children. • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. • Staff, including volunteers, have been briefed about their roles, responsibilities and any specific risks about which they should be aware. Emergency contact information shared. • External providers briefed in roles and responsibilities and handover procedures. Emergency contact information shared.	

		• Pupils briefed about appropriate conduct and specific risks about which they should be aware.	
Weather Cold, wet, sun exposure.	Staff and pupils	• Spare clothing for pupils who may not come prepared with suitable clothing • Weather forecast checked ahead of visit and programme adjusted accordingly. Any specific controls for extreme weather will be considered and recorded in the enhanced risk assessment column. • Ongoing dynamic risk assessment will be undertaken to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, sun block carried (at least SPF 30). Access to drinking water ensured for all group. Loose fitting clothing with head covering will be worn. Suitable breaks out of the sun ensured in the timetable for the day.	
Travel Arrangements			
Travel by coach Road traffic collisions / injuries sustained by failure to wear a seatbelt / pupil left behind	Staff and pupils	• Staff briefed on roles and responsibilities during journey and any stops made. • Pupils briefed in expectations. • Head counts when getting on and off coach plus before departure from any stop or location. • One staff member embarks first, with other staff ensuring order outside the coach; reverse process for disembarkation. • Suitable embarkation points are used such as coach park or area with wide pavement.	

		• Visit Leader will determine staff seating arrangement to best manage supervision. Double decker buses will have staff on each deck. Staff/pupil supervision ratio will disregard driver. • Departure and return times made known to pupils, staff and parents. • Visit Leader to liaise with driver to plan rest stops/breaks. • Arrangements for travel sickness in place. • Contingency plans in place in the event of lateness or incident. • Communications with transport provider available in case visit needs to be curtailed early. • Mobile phone communication available. • Coach is hired from reputable company. • Coaches have seat belts - pupils instructed to wear seatbelts and staff check to make sure that they do so.	
Travel by minibus Road traffic collisions / lack of driver competence / injuries sustained by failure to wear seatbelt / driver fatigue	Staff and pupils / members of the public	• Minibus driver(s) are competent to drive and have the correct licence for the minibus being used and has passed DCC test or appropriate training. • Minibus is maintained in accordance with manufacturer's requirements and checked prior to each journey: lights/horn/seatbelts/windscreen/tyres/spare tyre/jack/fuel etc. • First aid kit and fire extinguisher carried. • Pupils instructed to wear seatbelts and staff check to make sure that they do so. • Vehicle loading is within maximum permitted as described by manufacture and aisles are not blocked. • Towing only undertaken when side emergency exit is available and D1 exemption not being used. • Head counts when getting on and off minibus plus before departure from any stop or location.	Specify minibus drivers' licence category:

		• Suitable embarkation points from nearside door are used such as car or coach park or area with wide pavement. • Staff/pupil supervision ratio will disregard driver unless recorded in enhanced risk assessment column. • Sufficient stops planned for longer journeys to avoid driving when tired (max 4.5 hours with 45-minute break or 3 x 15-minute breaks. Maximum of 9 hours in one day) • Arrangements for travel sickness in place. • Luggage stored without obstructing aisles. • All exits unlocked when carrying passengers.	
Travel by car / use of private vehicles Road traffic collisions / injuries sustained by failure to wear seatbelt / safeguarding concerns	Staff and pupils / members of the public	• Driver ensures that pupils wear seatbelts. • Pupils briefed about behavioural expectations and not distracting the driver • Departure and return times made known to pupils, staff and parents • Route planned and agreed with all parties. Expected travel times known to all parties. • Drivers will not diverge without good reason and without communicating change • Contingency plans in place in the event of lateness or incident including allowing extra time for delays • Where multiple vehicles used, a lead vehicle will be identified, and vehicles will not overtake. • Each car to carry: emergency contact details, charged mobile phone, sick bag. First Aid kit to be available in any convoy. • Driver confirms that they are insured for work related journeys via self-declaration. • Self-declaration obtained that vehicle is taxed and MOT is valid. • Standard letter and self-declaration have been sent out and returned for volunteer drivers.	

		• Volunteer drivers considered for the suitability by Visit Leader and Headteacher. • Child protection issues are addressed by not having any pupil alone with driver other than their own child. If this is unavoidable, then the child must not ride in the front of the car. • DBS checks undertaken for those who drive pupils. • DBS checks undertaken for those who regularly transport children. (DCC/Torbay requires that DBS checks undertaken for all drivers).	
Service stations and other breaks in journey Injury through poor behaviour / pupils being separated or left behind / vehicle pedestrian conflict in car/lorry park	Pupils – especially young pupils	• Brief pupils re: purpose and timings of stop. • Staff briefed on roles and responsibilities during stop. • Clear expectations for behaviour established. • Pupils briefed on how and where to contact staff – establish permanent meeting point in service area and ensure that it is manned until final departure. • Brief pupils to remain in pairs or small groups. • Remind pupils about moving traffic and other hazards and establish no go areas. These to be established via dynamic risk assessment by staff at the service area. • Careful headcount before departure.	
Road vehicle breakdown or road traffic collision Secondary collision from passing vehicles / vehicle/pedestrian contact	Staff and pupils	• *Coach:* • Liaise with coach driver on safest place for group; either to stay on the coach or evacuate to an area behind barriers and away from road. On motorway, the only reason for not evacuating the coach would be that the area beyond the crash barrier created a greater danger.	

		• Visit Leader has over-riding decision until arrival of emergency services when instruction will be taken from them. • *Minibus:* • Visit Leader to judge safest place for group; either to stay on the minibus or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. • Visit Leader to take instruction from emergency services upon their arrival. • *Car:* • Driver to judge safest place for group; either to stay in the vehicle or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. • Driver to take instruction from emergency services upon their arrival. • If travelling in convoy, the Visit Leader to be notified at earliest opportunity. • Contact the emergency contact at the school base with details of what has happened and what your plan is. Arrange regular updates. School to contact parents/guardians to inform them of incident and of changes in expected timetable. • Make a careful check of all individuals in party. If you suspect that there may be shock or delayed shock seek the advice of emergency services present and if desirable take pupils to hospital for check-up.	

		• Ensure that a competent member of staff accompanies any injured pupils to hospital. • Ascertain extent of injuries and of release times for the uninjured/lightly injured. • Ensure regular updates fed back to school and hence parents/guardians.	
Travel on foot Vehicle pedestrian conflict / pupils separated and lost in crowds	Staff supervising at front and rear / pupils – especially young pupils / staff leading on road walking routes	• Pupils briefed on which side of the road to walk on. • Brief pupils on hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other pedestrians. • Staff briefed on roles and responsibilities for walking route. • Means of communication between staff arranged and understood. • Emergency plan is in place for eventuality of separation of child from group. • Coach/minibus disembarkation point chosen to avoid busy traffic routes. • Route planned to avoid fast roads, blind spots and other hazards. Pavements used wherever possible. • Designated crossing points used wherever possible. • When walking on road, group will walk facing traffic or on most appropriate side depending on conditions. • Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers. Other staff evenly spread throughout the group. • Ongoing dynamic assessment by Visit Leader and/or staff at front of group controls varied accordingly. • Means of identification used to identify members of group quickly in crowded environment. • Regular headcounts taken.	

		• When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing is worn.	
Use of public transport, including trains and underground Injury through poor behaviour / pupils being separated or left behind / pupils lost in crowded environments	Pupils – especially young pupils	• Route planned to identify potential for problems and to account for delays. • Timetables considered ahead of time to ensure particular trains/connections will not be missed. Contingency plan for alternatives if train /connections missed. • Brief pupils in hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other public transport users and to be aware of dangers. • Staff briefed on roles and responsibilities for travel route. • Means of communication between staff in place. • Party to move through crowded areas with adult in lead and adult at back of the group. • Meeting points established and staffed throughout time in station concourse and pupils briefed accordingly. • Brief pupils to remain in groups of at least 3. • Means of identification used to identify members of group quickly in crowded environment i.e. high vis vests, coloured caps etc. • Regular headcounts taken. • Large groups divided into small groups with adequate staffing for ease of management. • Emergency plan is in place for eventuality of separation of child from group.	Specify the procedures if the group is accidentally separated.

Name of Principal/Headteacher/Manager:	**Sign:**	**Date:**

Name of Designated Safeguarding Lead:	**Sign:**	**Date:**

Devon County Council	*…[insert establishment name]…*

DAY VISITS WALKING FROM SCHOOL / ESTABLISHMENT

Name of Visit Leader:			**Date of risk assessment:**
Proposed visit / activity:			**Date/s of visit / activity:**
Identify the hazard	**Identify who might be harmed**	**Standard Operating Procedures** *Where relevant, these control measures will apply to all visits / activities of this kind.*	**Enhanced Risk Assessment** *The Visit Leader should consider if the SOPs are adequate for the proposed visit / activity. Any additional control measures necessary should be recorded below.*
		Visit Leader should NOT amend this column	**Visit Leader should add additional controls in this column**
Management arrangements for all visits Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management arrangements /	Pupils	• All activities are undertaken in accordance with the general requirements of the Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2026. • Planning Checklist has been used to check that all reasonable steps have been taken to manage the risks. • Visit Leader identified above has assessed if these Standard Operating Procedures are adequate for the activity/visit. • Visit leader is competent for the scope of the specific visit undertaken. Where visits require the Visit Leader to have	Specify the minimum staff/pupils' ratios:

incompetent external providers		additional specific competencies, this is detailed in the enhanced risk assessment column. • Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals. • Where visits require a higher level of supervision, this will be detailed in the enhanced risk assessment column. • Where visits involve any degree of 'remote supervision', this will be detailed in the enhanced risk assessment column. • Group control measures used to supervise pupils will be recorded in the enhanced risk assessment column. • Parental consent is obtained in line with policy. • Arrangements overseen by Educational Visits Coordinator *…[state who]…* who attended training *…[state when]…* • All visit approved by the Headteacher *…[amend if the task of approval has been delegated to another member of SLT]…* • Arrangements for Category B and C Visits endorsed by the Adviser for Outdoor Education.	Specify the procedures for supervision, (e.g. buddy systems, large groups split into small groups each with named leaders, coloured caps for identification)
Emergency arrangements Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements	Pupils and staff	• At least one member of staff is a competent First Aider • Sufficient staffing to allow for dealing with emergencies • Consent process includes specific medical/medicinal information. Any specific medical needs are considered and recorded in the enhanced risk assessment column. • First Aid kit and mobile phone carried. Emergency procedure card carried with First Aid kit. • Visit Leader has staff/pupil list plus parent/guardian contact details with them • Emergency contact available to assist both in and out of school hours and will include two out of hours emergency contact numbers for designated SLT. • Visit timetable, location and staff/pupil list known to this emergency contact	Summarise arrangements for participants with additional medical (personal data and details from Individual Health Care Plans do not need to be included here)

		• Visit Leader has staff/pupil list plus parent/guardian contact details with them • Pupils briefed in what to do should they become separated from the group.	Specify what information/instructions are provided to pupils (emergency actions cards etc.)
Weather Cold, wet, sun exposure.	Staff and pupils	• Spare clothing for pupils who may not come prepared with suitable clothing • Weather forecast checked ahead of visit and programme adjusted accordingly. Any specific controls for extreme weather will be considered and recorded in the enhanced risk assessment column. • Ongoing dynamic risk assessment will be undertaken to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, sun block carried (at least SPF 30). Access to drinking water ensured for all group. Loose fitting clothing with head covering will be worn. Suitable breaks out of the sun ensured in the timetable for the day.	
Travel on foot Vehicle pedestrian conflict / pupils separated and lost in crowds	Staff supervising at front and rear / pupils – especially young pupils / staff leading on road walking routes	• Pupils briefed on which side of the road to walk on. • Brief pupils on hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other pedestrians • Staff briefed on roles and responsibilities for walking route. • Means of communication between staff arranged and understood. • Emergency plan is in place for eventuality of separation of child from group • Route planned to avoid fast roads, blind spots and other hazards. Pavements used wherever possible	

		• Designated crossing points used wherever possible • When walking on road, group will walk facing traffic or on most appropriate side depending on conditions. • Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers. Other staff evenly spread throughout the group • Ongoing dynamic assessment by Visit Leader and/or staff at front of group controls varied accordingly • Means of identification used to identify members of group quickly in crowded environment • Regular headcounts taken • When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing is worn.	

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

Devon County Council	*…[insert establishment name]…*

UK RESIDENTIAL VISITS

Name of Visit Leader:			**Date of risk assessment:**
Proposed activity / visit:			**Date/s of visit / activity:**
Identify the hazard	**Identify who might be harmed**	**Standard Operating Procedures** *Where relevant, these control measures will apply to all visits / activities of this kind.*	**Enhanced Risk Assessment** *The Visit Leader should consider if the SOPs are adequate for the proposed visit / activity. Any additional control measures necessary should be recorded below.*
Management Arrangements			
		Visit Leader should NOT amend this column	**Visit Leader should add additional controls in this column**
Management arrangements for all UK residential visits	Pupils	• All activities are undertaken in accordance with the general requirements of the Outdoor Education, Visits and Off-Site Activities Health and Safety Policy 2026 • Planning Checklist has been used to check that all reasonable steps have been taken to manage the risks. • Visit Leader identified above has assessed if these Standard Operating Procedures are adequate for the activity/visit.	Specify the minimum staff/pupils' ratios: Specify what information/instructions are

Injuries or incident arising from lack of staff competence / inadequate supervision / inadequate management arrangements / incompetent external providers		• Visit leader is competent for the scope of the specific visit undertaken. Where visits require the Visit Leader to have additional specific competencies, this is detailed in the enhanced risk assessment column. • Where children of supervising staff participate in the visit, these will be the same age and ability as the remainder of the group and hence can participate as equals. • Where visits require a higher level of supervision, this is detailed in the enhanced risk assessment column. • Where visits involve any degree of 'remote supervision', this is detailed in the enhanced risk assessment column. • Group control measures used to supervise pupils will be recorded in enhanced risk assessment column. • Appropriate parental consent is obtained in-line with policy. • Arrangements overseen by Educational Visits Coordinator *…[state who]…* who attended training *…[state when]…* • All visit approved by the Headteacher *…[amend if the task of approval has been delegated to another member of SLT]…* • Arrangements for Category B and C Visits endorsed by the Adviser for Outdoor Education.	provided to pupils (emergency actions cards etc.) Specify the procedures for supervision, (e.g. buddy systems, large groups split into small groups each with named leaders, coloured caps for identification)
Emergency arrangements Incidents of injuries being exacerbated by absence of First Aid and emergency arrangements	Pupils and staff	• At least one member of staff is a competent First Aider. • Sufficient staffing to allow for dealing with emergencies. • Consent process includes specific medical/medicinal information. Any specific medical needs will be considered and recorded in the enhanced risk assessment column. • First Aid kit and mobile phone carried. Emergency procedure card carried with First Aid kit. • Visit Leader has staff/pupil list plus parent/guardian contact details with them. • Emergency contact available to assist both in and out of school hours and will include two out of hours emergency	Summarise arrangements for participants with additional medical (personal data and details from Individual Health Care Plans do not need to be included here) Specify what information/instructions are provided to pupils (emergency actions cards etc.)

		contact numbers for designated SLT. Visit timetable, location and staff/pupil list known to this emergency contact. • Visit Leader has staff/pupil list plus parent/guardian contact details with them. • Pupils briefed in what to do should they become separated from the group. • Visit Leader has an agreed plan of action with the provider in the event that a group member or members (adults or children) need to be isolated/removed from the group in the event that they develop a contagious disease. • Visit Leader and Head have agreed a plan for additional staff to attend in the event the supervision ratios are compromised due to the departure of a supervising adult.	
Outbreak of infectious illness	Pupils and staff	• Visit Leader has an agreed plan of action with the provider in the event that a group member or members (adults or children) need to be isolated/removed from the group in the event that they develop a contagious disease. • Visit Leader and Head have agreed a plan for additional staff to attend in the event the supervision ratios are compromised due to the departure of a supervising adult.	
Using external providers incompetent external providers / failure to coordinate supervision with external provider	Pupils	• The Visit Leader will ensure that the proposed locations for the visit are suitable for the activity and manageable for the group. Wherever practicable, this will be achieved by undertaking a preliminary visit to the location. Where this is not possible, the method of assessing locations/venues will be detailed in the enhanced risk assessment column. • Where an external provider controls or determines activities, including accommodation, the SOE5 form is used to vet this provider unless this provider has the LoTC accreditation.	

		• SOE5 or LoTC accreditation to verify that DBS checks undertaken for all external coaching or centre staff who have regular contact with children. • SOE5 or LoTC accreditation to verify that £5million public liability in place and that coaching staff are suitably qualified. • Staff, including volunteers, have been briefed about their roles, responsibilities and any specific risks about which they should be aware. Emergency contact information shared. • External providers briefed in roles and responsibilities and handover procedures. Emergency contact information shared. • Pupils briefed about appropriate conduct and specific risks about which they should be aware.	
Weather Cold, wet, sun exposure.	Staff and pupils	• Spare clothing for pupils who may not come prepared with suitable clothing. • Weather forecast checked ahead of visit and programme adjusted accordingly. Any specific controls for extreme weather will be considered and recorded in the enhanced risk assessment column. • Ongoing dynamic risk assessment will be undertaken to review arrangements in light of weather changes during the visit. • Where over-exposure to the sun is possible, sun block carried (at least SPF 30). Access to drinking water ensured for all group. Loose fitting clothing with head covering will be worn. Suitable breaks out of the sun ensured in the timetable for the day.	
Travel Arrangements			

Travel by coach Road traffic collisions / injuries sustained by failure to wear seatbelt / pupils left behind	Staff and pupils	• Staff briefed on roles and responsibilities during journey and any stops made. • Pupils briefed on expectations. • Head counts when getting on and off coach plus before departure from any stop or location. • One staff member embarks first, with other staff ensuring order outside the coach; reverse process for disembarkation. • Suitable embarkation points are used such as coach park or area with wide pavement. • Visit Leader will determine staff seating arrangement to best manage supervision. Double decker buses will have staff on each deck. Staff/pupil supervision ratio will disregard driver. • Departure and return times made known to pupils, staff and parents. • Visit Leader to liaise with driver to plan rest stops/breaks. • Arrangements for travel sickness in place. • Contingency plans in place in the event of lateness or incident. • Communications with transport provider available in case visit needs to be curtailed early. • Mobile phone communication available. • Coach is hired from reputable company. • Coaches have seat belts - pupils instructed to wear seatbelts and staff check to make sure that they do so.	
Travel by car / use of private vehicles Road traffic collisions / injuries sustained by	Staff and pupils / members of the public	• Driver ensures that pupils wear seatbelts. • Pupils briefed about behavioural expectations and not distracting the driver. • Departure and return times made known to pupils, staff and parents. • Route planned and agreed with all parties. Expected travel	

failure to wear seatbelt / safeguarding concerns		times known to all parties. Drivers will not diverge without good reason and without communicating change. • Contingency plans in place in the event of lateness or incident including allowing extra time for delays. • Where multiple vehicles used, a lead vehicle will be identified, and vehicles will not overtake. • Each car to carry emergency contact details, charged mobile phone, sick bag. • First Aid kit to be available in any convoy. • Driver confirms that they are insured for work related journeys via self-declaration. • Self-declaration obtained that vehicle is taxed and MOT is valid. • Standard letter and self-declaration sent out and returned for volunteer drivers. • Volunteer drivers considered for their suitability by Visit Leader and Headteacher. • Child protection issues are addressed by not having any pupil alone with driver other than their own child. If this is unavoidable, then the child must not ride in the front of the car. • DBS checks undertaken for those who drive pupils. • DBS checks undertaken for those who regularly transport children. (DCC/Torbay requires that DBS checks undertaken for all drivers).	
Travel by minibus Road traffic collisions / lack of driver competence / injuries sustained by	Staff and pupils / members of the public	• Minibus driver(s) are competent to drive and have the correct licence for the minibus being used and has passed DCC test or appropriate training. • Minibus is maintained in accordance with manufacturer's requirements and checked prior to each journey: lights/horn/seatbelts/windscreen/tyres/spare tyre/jack/fuel	Specify minibus drivers' licence category:

failure to wear seatbelt / driver fatigue		etc. • First Aid kit and fire extinguisher carried. • Pupils instructed to wear seatbelts and staff check to make sure that they do so. • Vehicle loading is within maximum permitted as described by manufacture and aisles are not blocked. • Towing only undertaken when side emergency exit is available and D1 exemption not being used. • Head counts when getting on and off minibus plus before departure from any stop or location. • Suitable embarkation points from nearside door are used such as car or coach park or area with wide pavement Staff/pupil supervision ratio will disregard driver unless recorded in enhanced risk assessment column. • Sufficient stops planned for longer journeys to avoid driving when tired (max 4.5 hours with 45-minute break or 3 x 15-minute breaks. Maximum of 9 hours in one day). • Arrangements for travel sickness in place. • Luggage stored without obstructing aisles. • All exits unlocked when carrying passengers. Passenger movements around minibus limited.	
Service stations and other breaks in journey Injury through poor behaviour / pupils being separated or left behind / vehicle / pedestrian conflict in car/lorry park	Pupils – especially young pupils	• Brief pupils re purpose and timings of stop. • Staff briefed on roles and responsibilities during stop. • Clear expectations for behaviour established. • Brief pupils how and where to contact staff – establish permanent meeting point in service area and ensure that it is manned until final departure. • Brief pupils to remain in pairs or small groups. • Remind pupils about moving traffic and other hazards and establish no go areas. These to be established via dynamic risk assessment by staff at the service area.	

		• Careful headcount before departure.	
Road transport - breakdown or road traffic collision Secondary collision from passing vehicles / vehicle / pedestrian contact	Staff and pupils	*Coach:* • Liaise with coach driver on safest place for group; either to stay on the coach or evacuate to an area behind barriers and away from road. On motorway, the only reason for not evacuating the coach would be that the area beyond the crash barrier created a greater danger. • Visit Leader has over-riding decision until arrival of emergency services when instruction will be taken from them. *Minibus:* • Visit Leader to judge safest place for group; either to stay on the minibus or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. • Visit Leader to take instruction from emergency services upon their arrival. *Car:* • Driver to judge safest place for group; either to stay in the vehicle or evacuate to an area behind barriers and away from moving traffic. On motorway, the only reason for not evacuating would be that the area beyond the crash barrier created a greater danger. • Driver to take instruction from emergency services upon their arrival. • If travelling in convoy, the Visit Leader to be notified at earliest opportunity.	

		• Contact the emergency contact at the school base with details of what has happened and what your plan. Arrange regular updates. School to contact parents/guardians to inform them of incident and of changes in expected timetable. • Make a careful check of all individuals in party. If you suspect that there may be shock or delayed shock seek the advice of emergency services present and if desirable take pupils to hospital for check-up. • Ensure that a competent member of staff accompanies any injured pupils to hospital. • Ascertain extent of injuries and of release times for the uninjured/lightly injured. • Ensure regular updates fed back to school and hence parents/guardians.	
Travel on foot Vehicle pedestrian conflict / pupils separated and lost in crowds	Staff supervising at front and rear / pupils – especially young pupils / staff leading on road walking routes	• Pupils briefed on which side of the road to walk on. • Brief pupils in hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other pedestrians. • Staff briefed on roles and responsibilities for walking route. • Means of communication between staff arranged. • Emergency plan is in place for eventuality of separation of child from group. • Coach/minibus disembarkation point chosen to avoid busy traffic routes. • Route planned and walked ahead avoid fast roads, blind spots and other hazards. Pavements used wherever possible • Designated crossing points used wherever possible. • When walking on road, group will walk facing traffic or on most appropriate side depending on conditions.	

		• Pupils walk in controlled groups with staff member at front of group with another at the rear who is looking out for stragglers. Other staff evenly spread throughout the group. • Ongoing dynamic assessment by Visit Leader and/or staff at front of group controls varied accordingly. • Means of identification used to identify members of group quickly in crowded environment. • Regular headcounts taken. • When walking in dark or semi-darkness, leaders at front and staff member at rear have torches. High visibility clothing will be worn.	
Use of public transport, including trains and underground Injury through poor behaviour / pupils being separated or left behind / pupils lost in crowded environments	Pupils – especially young pupils	• Route planned to identify potential for problems and to account for delays. • Timetables considered ahead of time to ensure particular trains/connections will not be missed. Contingency plan for alternatives if train /connections missed. • Brief pupils in hazards, safety arrangements and expectations for behaviour. Pupils instructed to be considerate of other public transport users and to be aware of dangers. • Staff briefed on roles and responsibilities for travel route. • Means of communication between staff in place. • Party to move through crowded areas with adult in lead and adult at back of the group. • Meeting points established and staffed throughout time in station concourse and pupils briefed accordingly. • Brief pupils to remain in groups of at least 3. • Means of identification used to identify members of group quickly in crowded environment i.e. high vis vests, coloured caps etc. • Regular headcounts taken.	Specify the procedures if the group is accidentally separated.

		• Large groups divided into small groups with adequate staffing for ease of management. • Emergency plan is in place for eventuality of separation of child from group.	

Accommodation Arrangements			
Hazards arising from accommodation failing to meet statutory minimum standards Fire / building regulations / safer recruitment practices / welfare and security failings	All participants and staff.	• Accommodation provider to complete form SOE5 or holds LOTC Quality Badge to provide assurance that accommodation meets required standards. • Accommodation has tourist board rating or external validation of standards. • Pre-visit check carried out to confirm standards are satisfactory where possible. • Upon arrival, and ongoing throughout visit, visual inspection of windows, balconies, stairways, electrical fittings, hazards in grounds or in immediate surroundings, washing and toilet facilities, heating and catering facilities. A particular focus should be placed on fire safety arrangements. • Pupils briefed to report any faulty items found in rooms to staff. • Shortcomings in provision will be discussed with accommodation manager. • SOE3 parental consent information checked to ensure dietary requirements met.	Specify what action has been taken to ensure suitability of accommodation
Supervision and privacy Safeguarding concerns / incidents arising from lack of supervision Sexual assault / vexatious accusations of sexual	All participants and staff	• Separate male and female sleeping accommodation and washing facilities are provided. • Separate staff accommodation is suitably located to ensure adequate supervision but also ability for pupils to raise concerns if needed. • Mixed parties are accompanied by at least one adult of each sex.	

assault / sexual grooming / violence/incident arising from failure to supervise		• A bedroom plan detailing who is allocated to which room will be completed by the first day of the visit *at the latest* and shared with all staff at the earliest opportunity. • Staff have access to pupils whilst sleeping at all times. • Dormitories are for the exclusive use of the group concerned.	

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

Attack or disturbance by intruder Sexual assault / abduction / violence / property theft	All participants and staff	• On arrival Visit Leader to check physical security arrangements to ensure that reasonable steps taken to prevent unauthorised persons entering the accommodation. • The accommodation is secure at night. • Accommodation staff are on duty or accessible overnight. • Ensure that all windows and doors are secured from external entry without compromising means of fire escape. • If windows lead onto balconies, only staff or reliable pupils occupy these rooms. • If other guests share the accommodation, sole occupancy of the floor will be sought where possible and have designated staff rooms adjacent to pupils. • Roles and responsibilities for staff identified. • Pupils briefed to inform staff in the event of an emergency and where they can be found. • Staff to check pupils at "lights out".	Specify whether accommodation staff are on duty overnight. Where not, explain how they are accessible.

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

Age Group / Visit Type	DfE Statutory Ratio	OEAP Recommended Ratio	Notes
Under 2 years	1:3	1:1	(or 1:2 local)
Age 2	1:4 (or 1:5)	1:2	
Age 3+ (Nursery)	1 teacher:13	1:4	
Reception	Class size≈30	1:5–6	
KS1 (Y1–2)	—	1:6	For busy/off-site venues
Lower KS2 (Y3–4)	—	1:15	Depends on independence
Upper KS2 (Y5–6)	—	1:15	Higher only for low-risk visits
Non-adventurous visits	—	1:15	Museums, walks
Adventurous (provider-led)	—	1:15	Outdoor centres
Adventurous (school-led)	—	1 qualified:15	Requires NGB-level competence
UK Residentials	—	1:15	Outdoor/city residentials
Overseas visits	—	1:10 (min 2)	Ski/cultural trips
SEND groups	—	1:6 or tighter	Based on needs/risk assessment