



**BETTER TOGETHER LEARNING TRUST**

**EDUCATIONAL VISITS POLICY**

**STATUTORY POLICY**

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## **Glossary**

The term '**School**' is used as standard to mean the educational establishment that is adopting this policy.

The term '**Headteacher**' is used to refer to the person with overall day-to-day responsibility of the **School**.

**Directors** are the Trustees of the Board.

**LGB** is the Local Governing Body.

## **Aims and Purposes of Educational Visits**

The Trust has a strong commitment to the added value of learning beyond the statutory school day and beyond the school premises. The aims and benefits of off-site visits are:

- To enrich the experiences of pupils and open up to them a wider range of activities
- To share activities with friends – from the School and from other establishments and to learn from these activities
- To promote pupils' Personal & Social Education, in liaison with parents/carers
- To generalise learning opportunities
- To promote integration and inclusion opportunities

Each year the each School will arrange a number of activities that take place off the School site and/or out of School hours, which support the aims of the School. The range of activities is outlined below along with the criteria by which pupils are able to access them. The methods by which parents/carers will be notified and asked for their consent is outlined in the Procedures section of this document under 'Communication with Parents /,

The Trust has given its approval to the following types of activities being arranged in support of the educational aims of the School:

- Out of hours Clubs
- Sporting fixtures and festivals
- Regular nearby visits (village halls, libraries, shops, woodlands, place of worship, farms)
- Day visits for particular year groups (See Visits Library, held by EVC) ☐ Residential Visits  
(See Visits Library, held by EVC) ☐ Adventure Activities, which might include a higher risk.
- Learning outside the classroom, for example, work similar in nature to Forest Schools with appropriately trained staff.

Sporting fixtures are fulfilled from either Key Stages or individual year groups depending on the event being attended.

Other off-site visits are determined by the class or curriculum teacher and are used to enhance the learning of the pupils at that time. It is encouraged that each year group has at least two off-site visits per year away from the local area to enrich the pupils' learning and open them up to a wider range of experiences.

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## **1. Purpose**

The purpose of these procedures is to set out the processes and practices to be followed by organisers and participants taking part in off-site educational, residential and adventurous activity. This policy follows closely the guidance set out in the DfES publication: *Health and Safety of Pupils on Educational Visits: A Good Practice Guide (HASPEV)* and its supplements, as well as the National Guidance <https://oeapng.info/> Members of staff who are intending to supervise or lead offsite activities are encouraged to read this publication at the earliest opportunity.

These procedures will:

- Set out the expectations for all Off-site activities
- Detail codes of behaviour
- Describe the School's strategies for ensuring properly conducted activities
- Explain how parents and others are to be kept informed of the nature of the venture

The Trust declares, by the acceptance of this policy, that they are satisfied that they can identify with the aims, objectives and expectations of this document and that appropriate strategies are in place to make them happen. Visit Leaders should do likewise.

## **2. Inclusion Statement**

Promoting inclusion through off-site visits will help all pupils to realise their potential in terms of achievement by learning through access to curricular and extra-curricular activities in settings where diversity is understood and valued such as Youth Centres, libraries and outdoor education centres, etc. The Trust offers a wide range of activities; that cater for the differing needs and ages of our pupils.

Pupils will be included in school activities relevant to them, provided that:

- A Risk Assessment has shown that a particular activity is safe and appropriate for the child concerned
- The child concerned will benefit from the activity

Risk Assessments will be carried out for each activity. Further information on Risk Assessments can be found below under the subheading 'Risk Assessment'

## **3. Equal Opportunities**

The School's curriculum is enhanced by children learning to understand and respect differences of gender, race, religion, age, ability and disability and social disadvantage. It should be noted that all pupils have the right to participate in agreed opportunities or statutory activities concerning off-site visits.

Where students are not able to participate in activities (using the two criteria listed above) alternative activities appropriate to their needs will be provided by the School. Where necessary parents will be consulted, following a discussion at Annual Review.

#### **4. Health and Safety**

Visit Leaders are responsible for their children throughout the entire venture. This duty of care means that the leader must act in the same way that a reasonably responsible parent would. They should also act in a professional manner, taking all reasonable measures to ensure that everyone under their control and supervision is safe and protected from unacceptable risks. This duty of care remains throughout the whole venture. It cannot be delegated to anyone else.

The Trust Policy on conduct and behaviour is summarised below and the mentioned behaviour contract for Off-site activities can be found at Appendix E.i.

Vicarious liability for negligence in a Leader's duty of care will only be accepted where the venture is *approved* (Further information regarding 'approval' can be found in section 6 of this document)

#### **5. Roles & Responsibilities**

The Trust's Board has overall responsibility for the safety of its employees, pupils and any visitors or volunteers whilst on School grounds and on Off-site visits. In order to ensure the health and safety of these people whilst on Off-site visits, the Board of Trustees has defined an audit trail that is to be followed on all occasions. The audit trail involves the Visit Leader, the Educational Visits Coordinator, The Headteacher. The Governors and the county's Outdoor Education Advisor. Individual responsibilities for the audit trail are defined below.

##### **5.1 The Local Governing Body should:**

- Agree the aims and objectives of Educational Visits
- Nominate a governor as signatory to the approval system (Chair of Governors).
- Ensure that realistic strategies are in place to meet the aims and purposes of the visit
- Ensure parental/carer consent is gained for all Off-site visits
- Act on behalf of the parents/carers to ensure that arrangements and risk assessments are appropriate.
- Investigate parental complaints
- Review and monitor emergency procedures
- Ensure the Headteacher and EVC are supported

##### **5.2 The Headteacher is to ensure that:**

- All staff have access to relevant documentation and training via the delegated EVC role
- Be aware of Best Value
- Ensure contingency planning is in place
- Advise the EVC and monitor the EVC for requirements of HASPEVAII work Off-site and outdoors is monitored and evaluated for effectiveness.
- There is a competent leader for each group.

##### **5.3 The Educational Visits Coordinator (EVC) is to:**

- Produce a library of educational visits, to include a plan of the development of future Offsite visits.

- Be involved in educational visit management to ensure that LEA guidance and regulations are followed.
- Work with leaders to ensure that the aims of the visit are achievable.
- Support the Headteacher in the management of educational visits.
- Induct and train Visit Leaders
- Assess the competence of Visit Leaders
- Ensure emergency plans and procedures are in place
- Monitor and review, report on successes and set targets for improvement.

5.4 The Visit Leader is to:

- Plan and deliver a safe and beneficial educational visit



Work to the requirements of HASPEV and the LEA, as advised by the EVC

## 6. Approval

The Head Teacher, supported by the EVC and in liaison with the nominated Governor approves the venture and, in particular its:

- Aims.
- Leaders.
- Management.

A single approval process undertaken at the beginning of each academic year may cover routine and regular local trips (e.g. sporting fixtures).

The County Council recognises three categories of trip / visit

- **Category A** - These comprise activities that present no significant risks with no need for the Visit Leader to have National Governing Body or other accreditation
- **Category B** -Higher risk activities which require that the leader has undergone an additional familiarisation process or induction, specific to the visit and / or location
- **Category C** - Higher risk activities which need approval by the County Council Outdoor Education Advisor and the School's Governing Body.

It is essential that the professional services of Mike Fawcett, Outdoor Education Advisor and Director of Longtown Outdoor Learning Trust, should be sought for a pre-check approval prior to organising **any Category C** visit; the visit may not go ahead until approval is given.

- The Visit Leader completes the School's Visit Planning Checklist and all of its associated roles and responsibilities. (Refer to the offsite visit file.)
- The EVC ensures that all of the appropriate documents are in place prior to the off-site Visit taking place

### Category C Approval

This is required for **ALL** Category C visits. The County Council deems these visits as 'potentially hazardous' (See the County Council's Educational Visits Policy for a definition and list of such activities).

- The Visit Leader completes the necessary Risk Assessments and Itinerary
- The EVC completes and submits the School's Category C Visit Application Form
- Once approval has been gained from Mike Fawcett, Outdoor Education Advisor and Director of Longtown Outdoor Learning Trust, the Visit Leader is to complete the same planning procedures that are necessary for Category A and B Visits.
- The EVC ensures that all of the appropriate documents are in place prior to the Off-site Visit taking place.



## **7. Risk Assessment**

Before departure Visit Leaders are expected to assess the risks from:

- The site/environment to be visited
- The safety of the pupils (e.g. the security of the premises, safety rails, level of traffic, public access etc.)  
The behaviour of the group.
- The physical needs of the group (e.g. medical issues, hoisting, lifting & handling, accessibility to buildings, surfaces in the locality etc) • The Leadership skills and qualifications of the supervisors
- The staff available for the activity (e.g. Rectal Diazepam and other medications, staff able to use hoists / tail lifts etc., key workers
- The level of staffing available and the experience of the staff available
- The safety of the staff (following an assessment of possible problems arising) •  
Transport requirements specific to the group of pupils who will be travelling

At all times the person in charge of the group should be happy that the visit taking place from the School is happening under reasonable circumstances and with a reasonable level of staffing. If any member of staff feels that this is not the case, then the matter must be reported to the EVC. Where the situation is not clear, then the matter should be discussed further with the EVC and / or the Headteacher or responsible senior manager.

### **7.1 Generic Risk Assessment**

The EVC holds Generic Risk Assessments for all current Off-site activities and these can be used when planning an Off-site Visit

### **7.2 Specific Risk Assessment**

The Specific Details relating to individual pupils, and in addition to the information contained in the relevant Generic Risk Assessment, should be added to the Generic Risk Assessment and submitted to the EVC for approval prior to the off-site Visit taking place.

### **7.3 Ongoing Risk Assessment**

During the activity Visit Leaders are expected to undertake an Ongoing Risk Assessment to recognise unforeseen or changeable events (such as changes in weather, traffic problems etc). These can introduce new risks for which a change of plan may be necessary. The Visit Leader should pass any new potential risks that are recognised to the EVC on their return; this information can then be used to update the Generic Risk Assessment Library.

**7.4 Risk Assessment Pro-Forms** are available from the EVC The EVC also holds DfES publications containing advice on Risk Assessment requirements.



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It should be noted that once a Risk Assessment is completed for a site or type of visit it should be possible to use this Risk Assessment for future visits of the same nature / to the same place.

**7.5** All risk assessments, itineraries and visit plans must be uploaded to the E-Visit system via <https://www.e-visit.co.uk/LongtownOutdoorLearning/eVisit> in order for the Education Visits Coordinator to give his approval prior to the visit taking place

## **8. Plan B / Contingency planning**

This is to be used when the Ongoing Risk Assessment dictates. The Visit Leader needs to ensure that:

- The alternate plan should be of equal value
- The plan has been previously presented to parents / carers
- The plan has been discussed with the pupils in advance of the Visit taking place The plan is recognised as the correct decision
- The Visit Leader has not been pressured against making the decision
- If the Visit Leader is in any doubt as to the correct decision they should contact the EVC or Headteacher

## **9. Supervision and Ratios**

Good supervision requires everyone involved knowing what strategies are to be used and what their roles and responsibilities are. Leaders need to be qualified, experienced and capable of ensuring the safe conduct of the activity in question.

The County Council do not provide definite guidance on the level of staff supervision for off-site visits. Each offsite visit should be risk assessed and staffed according to the individual needs of the pupils in that particular group. It should be noted that ideally no member of staff should be alone with a group of more than 4 pupils at any one time and for groups greater than 4 pupils at least 2 members of staff should be present.

It is important to note that the Risk Assessment may suggest a higher level of supervision than suggested above.

## **10. Communication with Parents/Carers**

It is essential that communication with parents/carers is clear, as full as required and interactive, so that questions can be asked and queries answered. Consent forms will be sent to parents in two instances:

- Repeat Off-site Visits – At the start of a pupil's time at the School a consent form will be sent to parents / carers asking permission for their child to undertake routine off-site visits deemed appropriate during the school day (see Appendix D.i.)
- Non-Repeat Off-site Visits – A separate consent form, containing relevant medical information, will be issued for every other day visit and / or residential Visit that is arranged for the pupil (see Appendix D.ii.)

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## **11. Photographs, Videos and Webcams**

Increasingly, technology is making it easier to use pictures and images in printed materials or on the web. Along with this increased freedom comes the responsibility to protect vulnerable individuals.

It is vital to obtain parent/carer consent before taking any images of children. It should be remembered that consent is usually only valid whilst the pupil attends the School.

The appropriateness, dress and social implications should be considered when publishing images. It is extremely important to consider if there are any issues that may arise if the pupil is specifically identifiable in the image.

## **12. Child Protection**

All activity supervisors support pupils on off-site visits that are linked to, or organised by the School must have a relevant DBS clearance. ▸

## **First Aid**

All Leaders of off-site activity or fieldwork where there will be no **immediate** access to medical support should be in-date for first aid training. If the leader does not hold a valid first aid certificate, there must be an accompanying member of staff on the visit who is first aid trained. For local visits or visits where medical support is close to hand, it is recommended that at least one leader has a current first aid certificate or that the Visit Leader is first aid competent. A first-aid kit should be carried on all offsite activities.

### **13. Behaviour and conduct during off-site activities**

The Visit Leader is responsible for Health and Safety during off-site activities and, as such, is to have their instructions followed by all supporting staff and students. A key aspect of Health and Safety and Risk Assessment is the behaviour of students. There are standards of behaviour that the pupils are to follow.

Visit Leaders will explain behaviour expectations to the pupils on the visit before the visit and in line with the Trust's Relationship Policy.

The Trust has high expectations of behaviour and failure to follow these expectations will jeopardise a child's participation in future Off-site activities. Parents may be charged for any non-accidental damage occasioned by their children, which is not covered by insurance.

Serious breaches of conduct may result in the child being removed from the activity, that may result in their early return home. If any costs arise from this action, they will be passed onto the parents.

### **14. Finance**

Visits undertaken entirely within School hours (for this purpose, School hours are usually counted as any time Monday to Friday) should be free of charge, however parents/carers may be asked for a voluntary contribution to cover the costs. Weekend and holiday visits can attract a direct charge. Whilst charges should be reasonable and not exceed costs, each venture should be self-financing. This means that all costs, including supply cover for absent teachers should be factored into the price. Please see Friars Multi Academy Trust Charging & Remissions Policy for further details.

### **15. Transport**

The usual form of transport for school visits should be either the School minibus(es) with a MIDAS qualified driver, or a hired coach through a reputable coach company. For further details, see the school's Transport policy

Private vehicles may only be used when specifically cleared by the Headteacher after completing the School's Private Vehicle Registration Form. For further details, see the Trust's Transport policy.

## **16. Accident and Emergency Procedures**

Visit Leaders in charge of any venture are to have lists of names, telephone numbers and next of kin addresses of all members of the group and should carry the School's mobile phone or their own providing the School has been given the Visit Leader's telephone number. If this is not possible a phone card or coins should be carried specifically for this purpose.

For each visit that is wholly, or in part, out of school hours there is to be a designated contact person (The EVC, Deputy Head or Headteacher where possible) who has a copy of the above contact list. For visits where there is an overnight stay, there is to be two contact persons.

### **17.1 Emergency Procedures Action Plan**

All Visit Leaders will carry an Emergency Procedures Card detailing the following Emergency Procedures.

In the event of the stated contact person being informed of a serious accident/incident, they are to contact the Headteacher/Deputy Head Teacher. The following details are to be provided by the Visit Leader:-

- What has happened
- To whom has it occurred
- Where has the incident occurred
- When did the incident occur
- What actions have taken place since the incident occurred?
- Is there any change to the contact details and location of the group and / or the leader?

The Headteacher/Deputy Head Teacher will then contact Mike Fawcett, Outdoor Education Advisor and Director of Longtown Outdoor Learning Trust as soon as is practicably possible.

The Education Officer will liaise with the School on future courses of action. Actions will vary depending upon the incident, but the School's contact should always arrange a visit to the parents of anyone injured before the media are informed. A member of staff known to the parents should do this where possible.

The School contact should also be prepared to set up an emergency control centre and an area for parents/carers to gather in the event of an accident occurring to a group of children.

Further details concerning the School's Critical Incident Management can be found in the School's Business Continuity Plan.