



Educational Visits Policy

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1. Rationale

Well planned and executed educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience.

Educational visits are an essential element of good primary practice as they can provide stimulus and support to work being covered as part of the school curriculum. Participation in these activities not only encourages healthy lifestyles, it stretches horizons; develops the personal attributes and social skills that are vital for achievement, social inclusion, responsible citizenship, enterprise and employability, and it helps children and young people to learn to manage risk.

Any off-site activity needs to have clear beneficial learning outcomes for the pupils which enhance the curriculum. This policy sets out the requirements for staff to follow when planning, carrying out and being part of an educational visit. The numerous benefits and learning outcomes which can be provided by an off-site activity are listed in appendix 1.

Sutton Park Community Primary School has considered and adopted the Outdoor Education Advisers' Panel (OEAP) National Guidance in accordance with recommendations from Worcestershire County Council when writing this policy.

2. Roles and Responsibilities

The following section outlines the roles and responsibilities for educational visits of individuals and groups within the school:

Governing Body:

When involved in matters concerning visits and off-site activity, a member of the governing body should make sure that:

- they have access to and understand the Learning Outside the Classroom (LOtC) Manifesto.
- they have access to both employer visit guidance and establishment visit policy.
- they have access to training packages to support employer guidance and establishment policy.
- there is an appropriate Educational Visits Coordinator (EVC) in place who has received employer-approved training.
- there are notification and approval processes both at establishment level and between the establishment and the employer.

Head Teacher:

Where the Head teacher is not the EVC, the Head teacher should:

- ascertain that all members of staff involved in LOtC are specifically competent to carry out responsibilities allocated to them.
- ensure that they have clearly designated a suitable member of staff as the EVC.
- ensure that suitable child protection procedures are in place, including vetting at an appropriate level of all voluntary helpers.
- ensure that the EVC, Visit Leaders, assisting staff and voluntary helpers are appropriately trained (as required by employer guidance) and competent to carry out such tasks as they are allocated.
- support your EVC in ensuring that visits are effectively supervised with an appropriate level of staffing.
- support your EVC in ensuring that visit information has been shared with parents and that

- consent has been sought where necessary.
- ensure that arrangements have been made for the medical needs and special educational needs of all the young people and also address any inclusion issues.
- ensure that suitable transport arrangements are in place and meet any regulatory requirements.
- ensure that insurance arrangements are appropriate and, wherever possible, are set up to reduce the burden of bureaucracy for all concerned.
- ensure that details related to the visit and participants (including staff) are accessible to a designated 24/7 emergency contact(s) at all times in case of a serious incident.
- ensure that, where the activity involves a third party provider, appropriate assurances have been sought e.g. LOtC Quality Badge, AALS licence or Adventuremark.
- ensure that appropriate emergency procedures are followed in case of a major incident.
- ensure that parents are appropriately informed in the event of a serious incident.
- ensure that serious incidents are reported to the employer's Emergency Planning department to enable the employer's public relations unit to deal with the media.

Educational Visits Co-ordinator:

The EVC should be specifically competent. They should be an experienced visit leader with sufficient status to guide the working practice of colleagues leading visits. EVC must update their training every 3 years.

The EVC should ensure that:

- they have an understanding of the Manifesto for LOtC and the supporting rationale.
- they have attended such EVC training as recommended or required by your employer.
- off-site and LOtC activities meet employer guidance requirements.
- their Head, Visit Leaders, assisting staff and voluntary helpers understand that all staff involved in visits require access to training at an appropriate level to ensure that employers' guidance and establishment procedures are properly understood.
- ensure implementation of Sutton Park's Educational Visit Policy.
- off-site activities must be led by competent leaders.
- assistant leaders are competent to carry out the tasks to which they are assigned.
- training of leaders and assistant leaders, including voluntary helpers is organised.
- DBS checks are in place where required.
- provide sufficient guidance to visit and activity leaders regarding information for parents and parental consent.
- there is a 24/7 emergency contact(s) for each and every visit and that emergency arrangements are in place.
- medical and first aid issues are addressed.
- emergency arrangements include emergency contact access to all relevant visit records, including medical and next of kin information for all members of the party and including staff.
- visits and LOtC activities are reviewed and evaluated and this process will require the reporting of accidents and incidents.
- visit policies and procedures are reviewed on a regular basis and immediately following any serious incident or systems failure.
- they keep up to date via EVC training events and employer information updates.
- monitoring of visit leader planning is completed.
- they complete sample monitoring of visits.
- visits are reviewed and evaluated by visit leaders.
- where the accompanying staff includes someone with a close relationship to a group member, there are adequate safeguards to ensure that this will not compromise group management.
- ensure any accidents or near misses are recorded and reported correctly, complying with

employer requirements and Reporting Injuries, Disease and Dangerous Occurrences Regulations (RIDDOR).

- they seek approval from the Governing body when planning residential visits.

Visit Leaders:

The visit leader has the overall responsibility for supervision and conduct of the visit. A single visit leader is appointed for every visit. If this role changes during a visit a clear handover should be made. The key requirements for Visit Leaders is that they must be accountable and competent and confident to lead the visit, not that they hold a particular post, title or job description.

- All teachers at Sutton Park Community Primary School are visit leader trained.
- A list of all other staff who are visit leader trained is kept in the CPD file along with dates for renewing training.
- Training for visit leaders takes place every 3 years at Sutton Park and is led by the EVC.
- Teachers on school-led visits act as employees of the LA or of the Governing Body.
- They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under a verbal agreement with their Head Teacher and Governors if some of their time on the visit falls outside normal hours. It is an expectation that class teachers will support residential trips by their attendance on the trip. Teaching assistants will be given 1 day in lieu for a 4 night residential and ½ a day for a 2 night residential. When this is to be taken will be in agreement with the head teacher or EVC.

Visit Leaders should:

- liaise with your establishment's Educational Visits Co-ordinator (EVC) and ensure that your respective roles are clear.
- be formally approved to carry out the visit.
- be specifically competent.
- plan and prepare for the visit, taking a lead on risk management. It is good practice to involve all staff in the planning and risk management process to ensure wider understanding. It is also good practice to involve young people in these processes wherever appropriate.
- complete the Planning, Risk-Benefit Assessment and Evaluation Form (appendix 2).
- define the roles and responsibilities of other staff (and young people) to ensure effective supervision, appointing a deputy wherever possible.
- if the staff team includes someone with a close relationship to a member of the group, ensure there are adequate safeguards so that this will not compromise group management.
- ensure that child protection issues are addressed (e.g. good safeguarding practice is followed and adults are appropriately vetted and checked.)
- provide relevant information to supporting staff, including about the nature and location of the visit and about the participants (including age, health information, capabilities, special needs, safeguarding and behavioural issues.)
- ensure that informed parental consent has been obtained as necessary.
- provide relevant information to parents and young people, and arrange pre-visit information meetings where appropriate.
- make sure there is access to first aid at an appropriate level.
- ensure the activity/visit is effectively supervised.
- ensure that all staff and any third party providers have access to emergency contact and emergency procedure details, including both pupils and staff emergency contact details.
- evaluate all aspects of the visit, both during and after the event.
- report any accidents, incidents or near misses to the EVC.

Assistant Leaders:

As an Assistant Leader, you should:

- be specifically competent and knowledgeable about establishment and employer policies/procedures, in so far as they affect the responsibilities you have been assigned.
- ensure that you have been sufficiently involved in the planning and preparation for the visit, including contributing to the organisation of risk management.
- ensure that you understand the role and responsibilities that you have been assigned and how these integrate with other staff and especially that of the visit leader.
- ensure that you are clear about any arrangements to hand-over and hand-back responsibility for supervision between members of staff and to/from any third-party provider.
- contribute to the on-going monitoring of all aspects of the visit, including the quality of any activities provided by a third-party provider.
- contribute to the evaluation of the visit after the event.

Volunteers / Parent Helpers:

Visit leaders should consult the EVC before using volunteers or parents. Volunteers / parents may be assigned a group of children alongside an assistant leader, but must not be left unsupervised with the children during the visit.

As a Volunteer / Parent Helper you should:

- make sure you understand the role, responsibilities and limitations that you have been assigned and how these fit with other staff including the Visit Leader.
- be competent and confident for the role and responsibilities that you have been assigned.
- know about establishment and employer policies and procedures, insofar as they affect the responsibilities you have been assigned, and work within these.
- ensure that you have been briefed about the nature and location of the visit and about the participants (including age, health information, capabilities, special needs, safeguarding and behavioural issues).
- report any concerns you have during the visit to the Visit Leader/Assistant Leaders as soon as possible.
- be prepared to contribute to the evaluation of all aspects of the visit, both during and after the event.
- be made aware of the school E-safety policy with regards to using mobile phones.

Pupils:

The visit leader should make it clear to pupils that they must:

- not take unnecessary risks.
- follow the instructions of the leader and other adults.
- dress and behave sensibly and responsibly.
- look out for anything that might hurt or threaten anyone in the group and inform the group leader about it.

Any pupils whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on (or collected early from) a visit. The curricular aims of the visit for these pupils should be fulfilled in other ways.

Parents:

The visit leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for residential visits. The visit leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct.

3. Planning and carrying out an off-site visit

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich, learning experience for the pupils and it is essential that

careful planning takes place.

The detailed planning of an off-site visit is delegated to the visit leader. During the planning stages of the visit the educational benefits and learning outcomes (Appendix 1) should be considered as well as five key variables (Staff, Activity, Group, Environment and Distance). These should be recorded on the Planning, Risk-Benefit Assessment and Evaluation Form (Appendix 2). The Radar Graph (Appendix 3) should then be used to assess the activities and risk management required.

When a group is taken off-site, medical information and emergency contact details for both staff and pupils should be carried by the visit leader but also left with staff in the school office in case of emergencies. A copy should also be given to the named emergency contact(s).

Only reputable transport providers will be used. This includes the school minibus. Booster seats are not required on school buses (Royal Society for the Prevention of Accidents).

4. Pre-visit

The visit leader should always undertake a pre-visit to:

- ensure that the venue is suitable to meet the aims and objectives of the school visit;
- assess potential areas and levels of risk;
- ensure that the venue can cater for the needs of the staff and pupils in the group;
- ensure that the group leader is familiar with the area before taking a party of young people.

In addition, it may be worth seeking views from other colleagues within school and colleagues in other schools who have recently visited the venue.

5. Risk Benefit Assessment

A risk assessment should always be carried out before setting off on a visit, using the school's agreed Planning, Risk-Benefit Assessment and Evaluation Form (appendix 2). Carrying out a risk-benefit assessment will ensure all dangers or difficulties have been considered and actions put into place to reduce risk. The risk assessment should include the following considerations:

- what are the risks?
- who is affected by them?
- what safety measures need to be in place to reduce risks to an acceptable level?
- can the visit leader guarantee that these safety measures will be provided?
- what steps will be taken in an emergency?
- what is the acceptable ratio of adults to children for this visit? (See guidance on supervision.)

The visit leader and other supervisors should continually reassess the risks throughout the visit and take appropriate action if pupils are in danger.

The visit leader should take the following factors into consideration when assessing the risks:

- the type of activity and the level at which it is being undertaken;
- the location;
- the competence, experience and qualifications of supervisory staff;
- the group members' age, competence, fitness and temperament;
- pupils with special educational or medical needs;
- the quality and suitability of available equipment;
- seasonal conditions, weather and timing.

The person carrying out the risk benefit assessment should give copies to all adults on the visit. Before the visit takes place the EVC must have the opportunity to read the risk benefit form, this should be at least one week before the visit takes place. The EVC will then sign a copy on the day of the trip.

A copy of the form is given to the school office, the designated emergency contact and stored on the shared network. For residential visits the Head teacher should also be given a copy so that approval, as necessary, can be given with a clear understanding that effective planning has taken place.

As well as carrying out a risk-benefit assessment, the visit leader must work with the EVC to submit an OS5 form to the local authority for any activity that involves:

- a journey more than 50 miles away from base
- a residential or overnight stay
- a hazardous environment
- an adventurous activity

via the 'Evolve' website.

Residential trips are organised for Years 2, 4 and 6. The EVC has overall responsibility for organising and running these trips alongside the class teacher. In addition to the procedures followed for a day trip further information needs to be sought from parents using the OS3 and OS4 forms as well as the parents being given adequate time to pay for the trip.

6. Ratios and Effective Supervision

All adults connected with a visit or activity owe a duty of care in common law to the young people they accompany. Visit Leaders must ensure that a sufficient ratio of adult supervisors to pupils for any off-site visit with the principles of "Effective Supervision", requiring them to take into consideration:

- gender, age and ability of group;
- pupils with special educational needs;
- nature of activities;
- experience of adults in off-site supervision;
- duration and nature of the journey;
- type of any accommodation;
- competence of staff, both general and on specific activities.

There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

7. First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad it is sensible to have at least one trained first-aider in the group. The visit leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

- a suitably stocked first-aid box;
- a person appointed to be in charge of first-aid arrangements.
- pupils' specific medication (including asthma inhalers and epi-pen) to be carried by the child or appropriate adult (and used as specified in the child's care plan if one is in place).

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils.

8. Communicating with Parents / Carers

Parents should be informed in writing of any off-site activity unless it is a regular part of the school curriculum which parents have already been informed about.

Before residential visits parents should be encouraged to attend a briefing meeting where written

details of the proposed visit should be provided. There should be alternative arrangements for parents who cannot attend. This is a legal requirement.

Parents need to be aware that the teachers and other adult supervisors on the visit will have a 'duty of care'. The following information on matters that might affect pupil health and safety should be imparted to parents:

- Dates of the visit.
- Visit objectives.
- Times of departure and return – parents must have agreed to meet their child on return.
- The location where the children will be collected and returned.
- Mode(s) of transport.
- The size of the group and the level of supervision.
- Details of accommodation with security and supervisory arrangements on site.
- Details of provision for educational or medical needs.
- Procedures for pupils who become ill.
- Names of leader, of other staff and of other accompanying adults.
- Details of the activities planned and of how the assessed risks will be managed.
- Standards of behaviour expected and general group discipline, including prohibited items.
- Items required by the children for the visit and activities e.g. clothing.
- Behavioural contracts for individual children may also need to be discussed and signed by both the parent and pupil prior to the trip.

9. Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety.

Pupils with Special Educational Needs or Disability including Medical Needs:

Every effort should be made to include pupils with special educational or medical needs in school visits, whilst maintaining the safety of everyone in the group. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

Additional safety measures to those already in place in school may be necessary to support pupils with medical needs during visits. Arrangements for taking medication and ensuring sufficient supplies for residential visits may be required. For residential visits an 'Administering Medication' form needs to be completed by both the visit/assistant leader and the parents prior to departure.

All adults supervising visits should be aware of a pupil's medical needs and any medical emergency procedures. Summary sheets held by all teachers, containing details of each pupil's needs and any other relevant information provided by parents, is one way of achieving this. If the pupils' safety cannot be guaranteed, it may be appropriate to ask the parent or a care assistant to accompany a particular pupil as long as this does not detract from the proposed learning outcomes of the visit e.g. to develop independence.

10. Emergency Telephone Numbers

In the event of any problems arising during the visit, such as an earlier or later return to school than published, it is important that a number is available day or night which parents can ring, for information in the event of an incident during the visit or advice about the time of return. The Sutton Park Community Primary School telephone number should be used between 0830 and 1630 hours Monday to Friday in term time, but an alternative number should be given for use out of normal school hours (this will be confirmed depending on the visit, visit leader must check

before departing).

11. Emergency Procedures

In the event of any problems arising during the visit the visit leader retains the legal duty of care and should take charge of an incident until relieved by police, doctor, and ambulance crew or rescue team. The visit leader would seek advice from the emergency contact if an incident did occur.

In the event of an accident the visit leader should phone the school (during normal school hours) and the emergency contact (outside school hours) who will implement the critical incident management plan (Emergency and Critical Incident Plan - red folder kept in school office).

Recording an incident:

The visit leader, or someone they assign, must make an accurate record of all details as soon as possible – do not leave this until later when your memory of details may be confused.

Record the following:

- time, date and nature of the incident;
- accurate incident location;
- names of casualties;
- details of injuries;
- names of others involved but not injured;
- locations of all involved when moved from the site;
- names and contact details of witnesses;
- action taken;
- action still to be taken;
- an agreed plan for further action, including a debrief of the incident.

The emergency contact will support the visit leader throughout this process.

12. Finances

All finances for a visit should be dealt with by the school business manager. Arrangements for pupils unable to afford a visit will be decided upon by the head teacher. Pupil premium funding along with the school budget and Sutton Park Friends (PTA) funds can be used to support school visits. Teachers need to bear the following in mind when informing parents of trips and costs:

<u>Cost of Trip</u>	<u>Amount of Notice needed for Parents</u>
Less than £5.00	As much as possible (at least one week)
£5.00 - £7.50	At least 2 weeks
£7.50 - £10.00	At least 3 weeks
£10.00 or more	At least 4 weeks

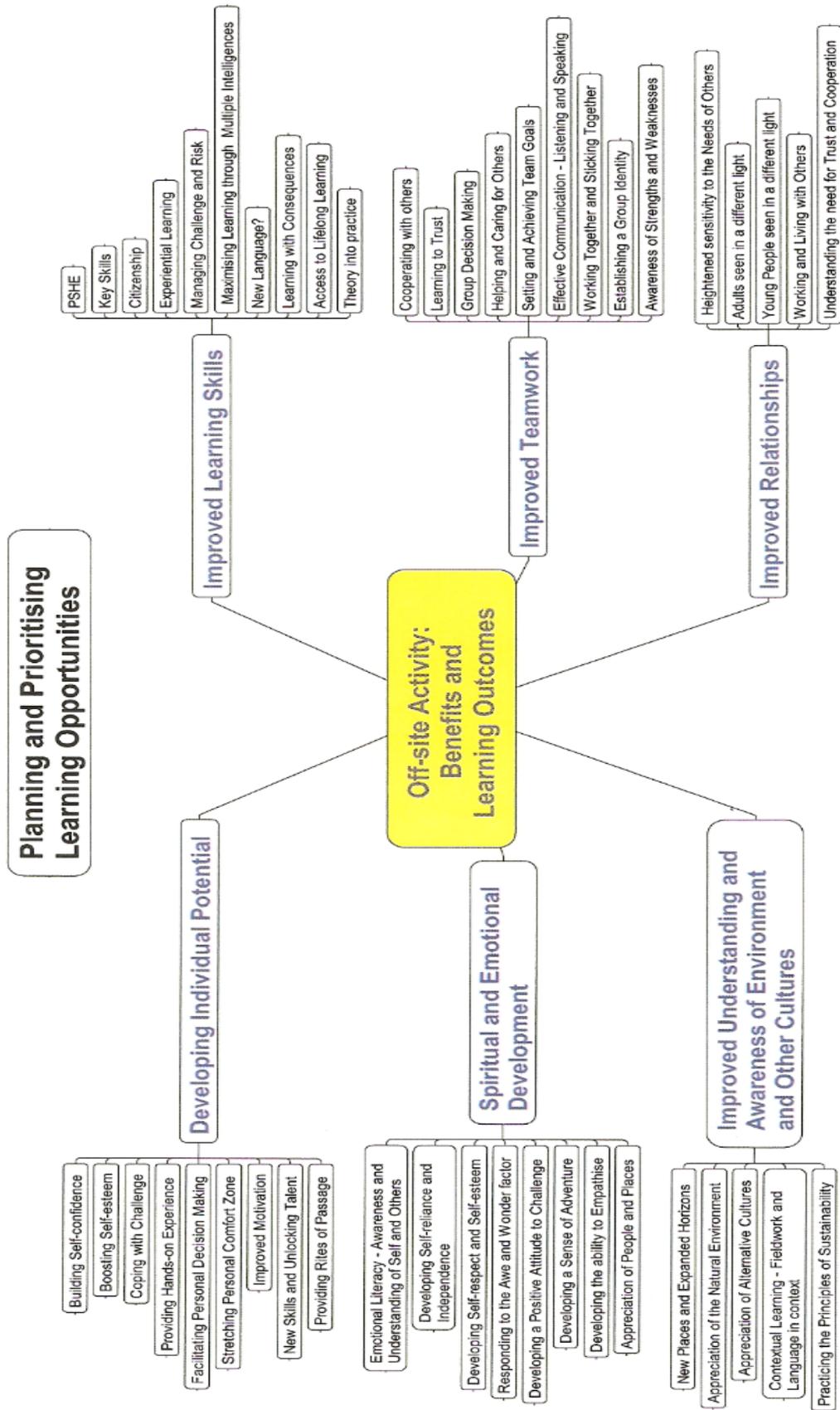
13. Evaluation and Review

Within one week of the return from the trip the visit leader, appropriate staff and the pupils where appropriate must complete an evaluation form and tell the EVC they have completed one.

14. Policy Review

This policy will be reviewed by the EVC, Head teacher and Wellbeing Governor sub-committee every 3 years or whenever legal, statutory or LA guidelines change.

Appendix 1: Benefits and Learning Outcomes



Bill Taylor & Stew Puttick

Appendix 2: Planning, Risk-Benefit Assessment and Evaluation Form

Visit Planning, Risk – Benefit Assessment and Evaluation Form

Planning

Date(s) of Visit:		Educational benefits and Learning Outcomes:	
Place of Visit:			
Staff:	Visit Leader name & contact number: Other Staff:	Transport:	
Activities:		First Aid Provider:	
		Timings:	Leaving: Return:
Group:		<u>Emergency Contact(s):</u> Sutton Park School – 01562 67742 Angela Crawley – 07870 700649 Lorna Weatherby – 07809 694 365	
Environment:			
Distance:			

Planned Learning Outcomes:

1.
2.
3.

Risk-Benefit Assessment

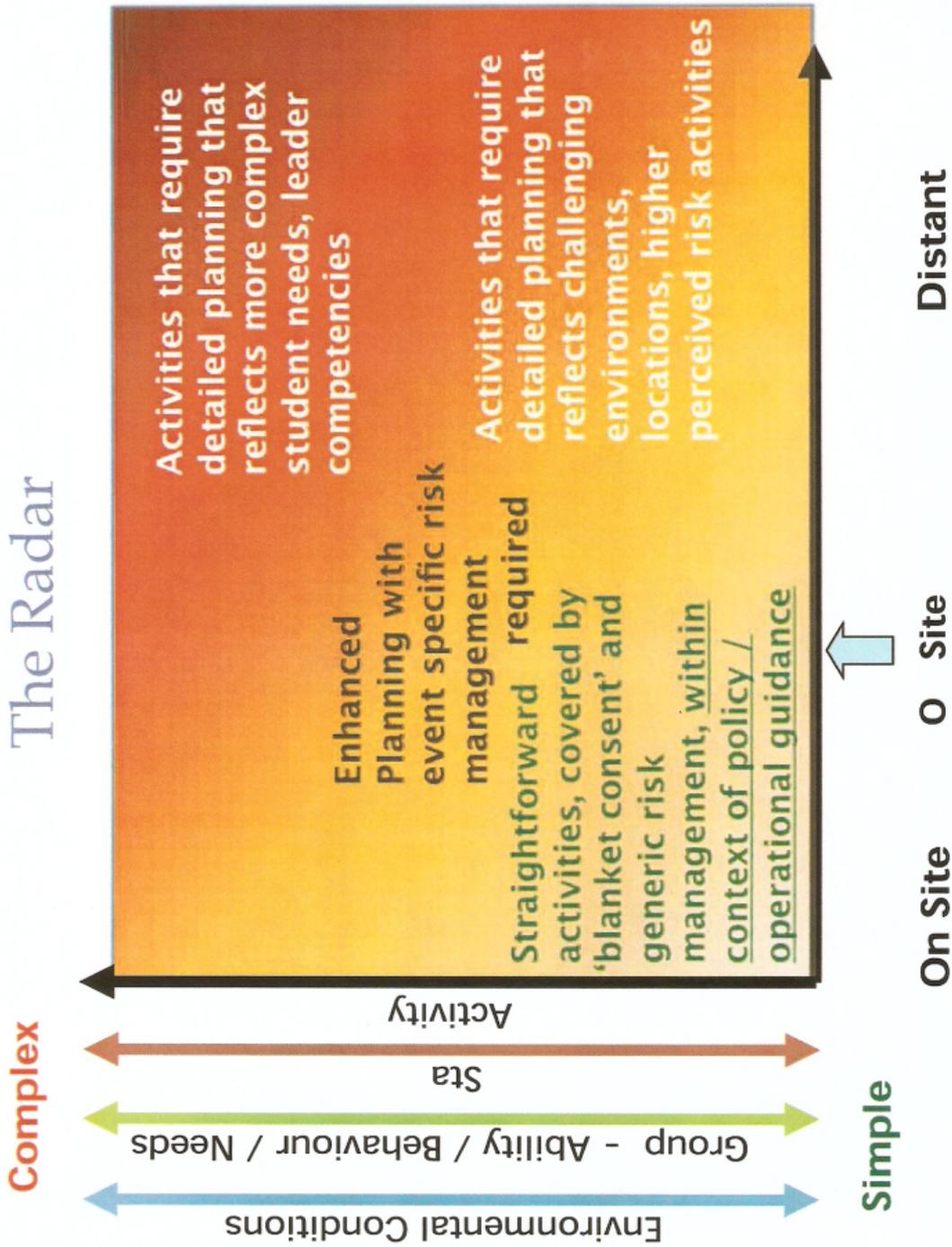
Procedures for on-going risk assessment review:
staff to be given copies of the risk assessment

1. Staff and pupils to be briefed before leaving school – all

2. On-going discussions regarding pupil behaviour throughout the visit

Significant Hazards and Identification of risk: <i>Those hazards which may result in serious harm or affect several people - general risks and specific to the trip.</i>	Those who might be harmed: <i>The persons who are at risk from significant hazards identified – no. & age of participants. no. of staff</i>	Control Measures: Controls, including relevant sources of guidance	Residential Risk Rating
Walking to venue and returning to school.		Visit leaders to be familiar with WCC off-site visit guidance. Discuss and instruct children regarding road safety routines and expected behaviour (includes dogs/members of the public). Adults spread throughout the group. Appropriate adult to pupil ratio. Children and staff to wear high visibility tabards. Cross roads at specified crossing points. Route walked prior to visit.	
Transport by coach		Use of a reputable and recognised coach company. Meet coach at bottom of school drive, children to board from pavement, use zebra crossing if coach parked on other side. No eating or drinking on the coach. <i>Large venues take a note of driver's mobile phone number.</i>	
Minibus with school staff as driver. <i>Driver must not be included in adult to pupil ratio.</i>		Driver has a current WCC licence. Expectations for behaviour made clear to children. Seatbelts to be worn at all times. Drop off point to be as close to the entrance of the venue.	
Medical needs / asthma / travel sickness		All staff to be made aware of any medical needs. Asthma inhalers, care plans & a small first aid kit will be carried. If a serious accident occurs; phone ambulance, inform school, the emergency contact will then implement correct procedures.	
Lunchtime arrangements			
Risk of separation from group			
Individual pupils' needs and behaviour.			

NB. This document is completed in landscape format and is downloadable from the school staff shared area. Staff are aware how to locate it.



Appendix 4: Visit Evaluation Form

Nature and date of visit: _____

Venue/Provider: _____

Visit Leader _____

Planned Learning Outcomes: (copy from risk-benefit assessment)

1.
2.
3.

Score the aspects of the course itemised in the matrix below on the following scale:

- 5** Very good
- 4** Good
- 3** Satisfactory
- 2** Requires some improvement
- 1** Poor, requiring major revision

Aspect	Score	Comment
Suitability of venue		
Provider input met expectations		
Visit support materials met requirements		
Learning Outcomes were achieved?		

A high quality LOTC learning experience should demonstrate the indicators in the matrix below. Where appropriate, the indicators should be modified to fit the nature of the visit/activity/experience.

	Score
Activity designed to have clear learning outcomes that are discussed with the group from the beginning and are regularly revisited throughout the session	
Activity is inclusive and shows differentiation to meet the needs of all learners	
Activity leader creates a safe and positive learning environment where the level of risk is appropriate to the aims of the session	
Group members encouraged to contribute to the discussion of safe practice and risk management	

Activity linked to wider curriculum outcomes to enhance transfer of learning	
Activity maximises achievement of learning outcomes	
All group members play an active part and are fully engaged	
A positive, professional and consistent relationship is built between the activity leader and the group	
Activity is well-paced and shows progression and clear development of skills, behaviour and knowledge	
Group have the opportunity to be creative and apply what they are learning	
Group can describe what they are learning (as opposed to what they are doing) and understand how the learning can be applied in later life	
Group have the opportunity to reflect and review, achievements are recognised and there is discussion of how the learning can be applied	

Question	Answer / Comment
Lessons learned that require cascading:	
Does the Risk-Benefit assessment require modification?	
Did the visit identify any staff training needs?	
Is the visit worth repeating?	

Completed by: _____

Dated: _____