



Fladbury
Church of England First School

EDUCATIONAL VISITS POLICY

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| Governor Committee Responsible: | Personnel |
| Status: | Statutory / Non-statutory |
| Review Cycle: | Biennial |
| Staff Lead: | J Wilson (Head Teacher) |
| Date of Approval: | January 2024 |
| Review date: | January 2026 |

OUR VISION

Every child at Fladbury will know they are loved by God, have a happy heart and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their bright future with an open mind.

John 10:10, "I came that you may have life and have it to the full."

RATIONALE:

At Fladbury First School, we believe that outdoor learning has equal value to learning inside the classroom. The outdoor environment has unique and exciting characteristics that promote (amongst others) imagination, enjoyment, confidence, resourcefulness, cooperation and healthy living.

The national online guidance resource OEAP National Guidance (Guidance for the Management of Off-site visits and LOtC (Learning Outside the Classroom) activities) is an invaluable reference document, which should be read alongside this policy. It is available from <http://oeapng.info/>

Off site visits are activities arranged by or on behalf of the school and which take place outside of the school grounds. The governors and teaching staff believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities must serve an educational purpose, enhancing and enriching our children's learning experiences and opportunities. In this policy, we seek to establish a clear and coherent structure for the planning and evaluation of our off-site visits, and to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils and staff at all times. Within these limits, we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with disabilities. The visits will usually take place within the school day.

AIMS:

The aims of our off site visits are to:

- Enhance curricular and recreational opportunities for our pupils;
- Inspire pupils by providing high-quality experiences which bring their learning to life;
- Provide a wider range of experiences for our pupils than could be provided on the school site alone;
- Promote the independence of our children as learners, and enable them to grow and develop in new learning environments.

CURRICULUM LINKS:

For each subject in the curriculum, there is a corresponding programme of activities which could include:

- Literacy – theatre visits, cinema visits, visits by authors, experiences to inspire writing
- Science – use of the school grounds, visits to the planetarium, museums, seeing science used in local businesses
- Numeracy – use of shape and number trails in the local environment, seeing maths used in local businesses
- History – visits to castles, local area, local museums
- Geography – use of local area for fieldwork, village trails
- Art and design – art gallery visits, use of locality, use of nature to make art
- PE – a range of sporting fixtures, extra-curricular activities, “team” visits
- Music – extracurricular activities, theatre visits, school band performances
- Design and technology – visit to local area, links with local industry
- Computing – its use in local shops/libraries/ engineering firms etc
- RE- visits to local centres of worship e.g. synagogue, Mosque, temple
- PSHE and citizenship – visit to fire station, old people's residential home, community centre and use of the local area

ROLES AND RESPONSIBILITIES:

Role of the Governors:

- To ensure that the Head Teacher and the EVC have adhered to the guidelines contained within the above.
- To ensure that visits have appropriate educational merit
- To define which type of visits should be approved by the Governing Body, and/or the Head Teacher, and/or or the Educational Visit Coordinator.
- To ensure that that all aspects of risk management have been considered and that risk assessments for travel, accommodation and activities have been carried out prior to departure. It is not expected that Governors should become directly involved in risk assessment and related matters unless they have an appropriate competence.
- Ask questions about a visit's educational objectives and how they will be met. Are the objectives appropriate to the age and abilities of the pupil group? Why is a particular venue being used? Is the visit inclusive for all students? Is the visit value for money?
- To ensure measures exist to obtain parental consent on a basis of full information, to investigate parental complaints.
- To review biennially the EV policy and procedures including incident and emergency management systems

Role of the Educational Visit Co-ordinator/ Head Teacher:

It has been identified in the guidance as good practice for each school to have an Educational Visit Co-ordinator (EVC). At Fladbury First School the EVC is the Head Teacher – Miss Julie Wilson. The EVC's role is to ensure that all visits follow policy guidance and all of the schools other relevant policies and procedures:

- To approve educational visits as agreed by Governing Body
- To provide adequate documentation to support planning of all trips and visits.
- To ensure all off-site visits are thoroughly planned using standardised whole-school documentation.
- To ensure all staff are aware of the guidelines concerning their particular visit, and that their training is revisited every three years, or on staff change.
- To assign competent people to lead or otherwise supervise a visit. Competence of other adults proposed to provide support or lead activities within a visit will commonly be done with reference to accreditations from an awarding body and/or previous experience and on the job training.
- To ensure visits have appropriate support ratios and adequate cover for health and safety, first aid, medication and behaviour management.
- To work with the Visit Leader (VL) to obtain the consent or refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse consent on a fully informed basis.
- To organise the emergency arrangements and ensure there is an emergency contact for each visit.
- To keep records of individual visits including reports of accidents and 'near accidents' (sometimes known as 'near misses').
- To ensure that arrangements are in place for the Governing Body to be made aware of visits so that questions can be asked as necessary.
- To ensure that appropriate documentation has been completed in compliance with guidelines.
- To ensure that visit evaluation is used to inform future visits and training needs. Further staff training should be made available where a need is identified.
- To arrange for the recording of accidents and the reporting of serious injuries as required. Accident and incident records should be reviewed regularly, and this information used to inform future visits.

- To review systems and, on occasion, monitor practice, and ensure that own training is updated every three years.

Role of the Visit Leader:

The Visit Leader has full responsibility for the safe running of the activity including pre planning and following guidance and ensuring all participants are aware of their roles.

To achieve this, the Visit Leader will;

- Identify the clear purpose and objectives of the visit.
- Complete visit documentation and obtain EVC approval for any visit off-site, no matter how short its duration, or regular.
- Plan the itinerary in such a way as to account for all times on the visit including meal and 'down' times particularly on residential trips.
- Have prior knowledge of the venue – the visit leader should normally have made an exploratory pre visit.
- Inform parents and seek permission/consent, detailing the nature, purpose and related activities involved in the visit.
- Allocate supervisory responsibility to each adult for named pupils and ensure that each adult knows which pupils they are responsible for. To ensure that each pupil knows which adult is responsible for them and that all adults understand that they are responsible to the visit leader for the supervision of the pupils assigned to them.
- To ensure that all adults involved in supervising the visit are aware of the risk assessments including a 'Plan B' and the expected standards of behaviour.
- To continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions.

Role of the Emergency contact

At Fladbury First School the emergency contact is usually the office manager – Mrs Heather Edwards. The named emergency contact will have been briefed of the venue, location, itinerary and activities involved. They will hold the contact numbers for staff and children and will have been made aware by the EVL and EVC of the plan in the event of an emergency. It is better that this person be able to drive, and have access to a vehicle and phone line to the EVL (in addition to the one such as the school number, which may be blocked by parents incoming calls.)

Role of the Pupil

- To be aware of the risk assessments
- To know who their supervisor is at any given time and how to contact him or her and to alert the supervisor if someone is missing or in difficulties.
- To understand the need to have a meeting place to return to, or an instruction to remain where they are, if separated.
- To understand and accept the expected standards of behaviour.

PLANNING:

- a. Obtain consent and formal approval from the Head Teacher, or, in her absence, from the Assistant Head before booking a trip. This includes taking the children on a local visit which does not involve the use of transport
- b. Confirm details with the EVC/Head Teacher and ensure details have been entered into the school diary and the EVOLVE system if trip is over 50miles or a residential
- c. Complete the risk assessment, ensuring that it is signed and checked by the EVC.
- d. When the visit is authorised, letters can be sent home to parents as necessary. Parents must always be made aware when their children are undertaking a visit and will be off school premises.

- e. Collect reply slips (bearing in mind some pupils in care of social services may also need additional permission from them) - No pupil will be allowed to go on a visit without parental permission.
- f. Liaise with the EVC over any changes to the approved itinerary and arrangements.
- g. Pre-visits. In most cases it is very important to undertake a pre visit. The need for a pre-visit should be discussed with the EVC. If a pre-visit is considered as not being necessary the reasons must be noted on the visit risk assessment.
- h. Have a plan for periods of 'downtime' such as those during residential, and a plan B, should weather curtail the planned activities.
- i. Wherever possible and practical a First-aider should accompany each visit offsite. There should always be an appropriate first aid box available for use.

In planning and organising a residential trip or visit involving outdoor and adventurous activities the above process remains relevant with the following additions.

- All visits involving a residential (overnight stay) and/or adventurous activities have had responsibility of organising etc delegated to the Head Teacher, although they do need to be informed before a contract is made with a Provider.
 - Obtain approval from the Headteacher. This will allow the date to be entered into the school diary at least 10 Weeks prior to the visit
 - When the visit is authorised, letters can be sent home to parents as necessary.
 - Collect reply slips (bearing in mind some pupils in care of social services may also need additional permission from them) – No pupil will be allowed to go on a visit without parental permission. Authorisation for the visit leader to act for the child in the event of a medical emergency should be implicit within the permission.
 - Collect pupil donations using the procedures requested by the office.
- Carry out a pre visit, and read website and documents carefully – share with all adults, and where appropriate, children.
- Liaise with the EVC over any changes to the approved itinerary and arrangements. Hold a meeting for parents prior to the visit to brief them fully.

During the Trip

- Throughout the duration of any trip off-site, the pupils and staff will be expected to adhere to the policies and procedures laid down in the school's other documentation (specifically the School's Behaviour Policy, First Aid Policy and Health and Safety Policy). Where specific medical plans exist the visit leader is responsible for ensuring all staff and accompanying adults are aware of the plan.
- Staff Code of Conduct Policy is adhered to throughout the trip, even when not with children.
- One of the key features of all visits is the need for all staff to be involved in on going risk assessments. Visit Leaders need to make decisions on an on-going basis regarding the safety of the visit. (see 'Risk Benefit Assessments'). This includes the support ratios and pupil groupings dependent upon social interactions and behavioural issues presented during the day. All members of staff need to be aware of the plans and procedures identified for dealing with pupils with specific behaviour plans.
- Visit Leaders must take a mobile phone in order to remain in contact with the school (and vice versa) during the time off-site. In the event of an emergency, the school must be contacted immediately (or as soon as is practical) in order that the Head Teacher can take charge of the management of the incident. This procedure will follow the schools Emergency/Crisis Plan.

- All adults accompanying the trip must receive a copy of the risk assessment, prior to the trip. This risk assessment should include mobile numbers of all adults accompanying the trip.
- It is the school's policy that all pupils will be assigned to a group, supervised by an adult. Regular head counts will be taken throughout the day to ensure pupils are always accounted for.
- Pupils will not be permitted out of sight of accompanying adults. Pupils will not be left in the care of accompanying parents, unless accompanied by a member of staff.

Review

- All journeys and visits off-site must be reviewed and evaluated in relation to the visit aims and purpose in order to aid future planning. It is the responsibility of the Visit Leader to inform the EVC of any specific issues effecting future visits concerning the venue, the transport or the group.
- In the case of a residential or outdoor or adventurous activity, this will take the form of a formal meeting in the week following the trip.

RISK BENEFIT ASSESSMENTS:

Risk benefit assessment and risk management are legal requirements. For educational visits they involve the careful examination of what could cause harm during the visit and whether enough precautions have been taken or whether more should be done. The aim is to make sure no one gets hurt or becomes ill.

The programme of a visit, as set out in the risk benefit assessment and the consent form, should not be deviated from.

Risk Benefit Assessments must be completed for any trip or activity which takes place off site; they must be presented to the head teacher at least a week before the intended trip. If any aspect of the risk assessment changes prior to, or during the visit, the Head Teacher (or, in her absence, the Assistant Head) must be informed immediately. Some changes may lead to the cancellation of the visit.

Risk benefit assessment for educational visits can be usefully considered as having three levels:

- Generic activity risk assessments, which are likely to apply to an activity which takes place on a regular basis (i.e. weekly swimming lessons or visits to Forest School)
- Visit/site specific risk assessments which will differ from place to place and group to group. These are usually undertaken by the school for each venue and are amended as necessary for different groups. They should be prepared or agreed by someone trained and competent to assess risks, such as the EVC.
- Activities such as swimming, crossing roads and curricular partnerships with other schools are examples both Generic and Site Specific risk assessments where the same venue is used each week and, barring any changes to the nature of that venue, our prime concern on a weekly basis is the risk presented by the group of pupils undertaking the visit.
- However for visits which are 'one offs' a specific risk assessment for the venue itself as well as for the pupils is required. Examples of this would be visits to farms, galleries, museums, public parks, garden centres etc. as part of a specific curriculum module for a specific class group
- For both of these the EVC will direct the visit leader to the relevant sections of LA/employer and national guidelines covering the type of visit.

- Ongoing risk assessments are those that take account of unplanned and unexpected changes, for example, illness of staff or pupils, changes of weather, availability of preferred activity. The visit leader is responsible for making decisions on an on-going basis during the visit as to the appropriateness of continuing the visit in the light of prevailing conditions.
- Where it is considered unsafe to include a particular pupil because there are serious doubts concerning their behaviour or it is felt that they represent a significant risk to themselves or others within the group (including staff), the Head Teacher will make the final decision on whether the pupil should access the trip and suitable alternatives that will meet the educational needs of the visit will be planned.

INSURANCE:

When a trip is undertaken as part of the normal school curriculum, even though it is conducted off school premises, the insurance arrangements for the school will prevail. The visit leader must check the need for additional travel insurance depending upon the nature of the activity to be undertaken. When a tour operator is used the type and extent of the insurance cover being used should be ascertained. All Providers must hold £5 million Public Liability Insurance.

VOLUNTARY CONTRIBUTIONS:

The basic principle underlying the charging provisions of the 1988 Act (ERA 1988) is that education provided by any maintained school for its registered pupils should be free of charge if it takes place wholly or mainly during school hours. There is also the principle that an educational visit mainly outside the school day should be free of charge if it contributes to the delivery of the National Curriculum.

Charges will be made for residential accommodation.

Visits that are non-educational should not take place during school time. Therefore, all visits during the school day should therefore be deemed to be educational. The educational value of every trip will be noted on the Risk Benefit Assessment form and shared with pupils and accompanying adults.

Voluntary contributions can be requested for any educational visit that takes place during the school day; however a pupil cannot be prevented from taking part in the visit on the basis of a family not making any or sufficient contribution. Costs can be calculated against transport, board and lodging, admission costs, costs of appropriate non-teaching staff, incidental costs of staff, materials and equipment and insurance costs.

VOLUNTARY HELP:

The use of voluntary helpers should only be permitted by the Head Teacher or EVC. This permission will be based upon knowledge of the volunteers and their previous experience and training (on the job). The fact that help is voluntary does not negate the legal responsibility of those involved. The Visit Leader will be responsible for the conduct of all helpers, voluntary or otherwise on the trip. The Visit Leader will also ensure that all adults accompanying the trip are made aware of the risk benefit assessment as well as relevant school policies with regard to behaviour, first aid, etc.

DBS checks should be carried out by the office on all volunteer helpers – hence much advance notice is needed and those intending to use voluntary help should liaise with the EVC as early as possible in the planning phase.

All volunteer helpers have the same responsibility to follow the instructions of the visit leader.

TRANSPORT:

Parents should always be informed of the type of transport to be used and risk assessments carried out.

Hired transport – The school should ensure appropriate levels of supervisory staff are available to ensure the safety and welfare of all pupils. The driver of the coach has no responsibility for the behaviour and conduct of the pupils.

Uses of private cars – Parents are occasionally asked to transport their own child to a venue. If they are asked to take a friend of their child they will be asked to sign the consent form, as will the parent of the friend.

Visit Leader Check List

Please read each statement and tick/date

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| | I have been formally approved to carry out the visit |
| | I have checked to see if the provider has a LOtC quality badge on www.lotcqualitybadge.org |
| | I have accessed www.oeapng.info to gain any updated information and policy guidance |
| | I am sufficiently competent and meet the requirements of employer guidance |
| | The date of my Visit Leader training is _____ and I will ensure I renew this training within 4 years |
| | I have planned and prepared for the visit, involving staff in the planning and risk management process to ensure wider understanding |
| | I have kept my EVC informed at each stage of the planning process |
| | I have undertaken a preliminary visit if appropriate or required by establishment policy |
| | I have involved young people in these processes, wherever appropriate |
| | I have defined the roles and responsibilities of other staff (and young people) to ensure effective supervision, and have appointed a deputy |
| | I have shared details of 24/7 emergency contacts and emergency arrangements with key staff |
| | I have obtained parental consent forms (where required), medical details and contact details and these have been copied and shared with relevant staff and providers |
| | I have checked whether insurance arrangements are adequate |
| | If accompanying leaders take a family member on a visit, there are adequate safeguards to ensure that this will not compromise group management |
| | Child protection issues are addressed, including DBS checks and processes where appropriate |
| | I have disseminated relevant information to supporting staff |
| | There is access to first aid at an appropriate level |
| | Relevant information has been provided to parents and young people and pre-visit information meetings have been arranged where appropriate |
| | All aspects of the visit (both during and after the event) are evaluated |
| | Staff and other supervisors have been appropriately briefed on: <ol style="list-style-type: none"> 1. the nature of the group, including age, health characteristics, capabilities, special educational needs, likely behaviour and any other information relevant to the planned activities? 2. the nature and location of the activity |
| | The visit is effectively supervised - staffing ratios meet requirements of good practice |
| | I understand that the overarching duty of care remains with establishment leaders, even when partial responsibility is shared with a provider |
| | Staff and third party providers have access to emergency contact and emergency procedure details |
| | There is a Plan B |

Completed by _____

Date _____

Event-specific Risk-Benefit Assessment for *****

SCHOOL/ESTABLISHMENT: Fladbury First School

Specified nature and date of activity/venue: *****

EDUCATIONAL OBJECTIVES BENEFITS & PRIORITISED LEARNING OUTCOMES:

| 1. Significant Hazards and Associated Risks <i>See generic RBA overleaf. Add any significant hazards peculiar to the specified visit/activity or group</i> | 2. Those who might be harmed: <i>Number and age of young people Number of staff. Others at risk.</i> | 3. Control Measures: <i>Specific control measures not included in the generic risk-benefit assessment overleaf.</i> | 4. Residual Risk <i>Must be "acceptable", otherwise reassess controls</i> |
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| Visit Leader Responsible for: | | Other staff responsible for: | |
| Completion of risk assessment | | Read risk assessment | |
| Contact details and first aid details of staff and children | | | |
| Mobile Phone/Walkie Talkie | | | |
| Pre-arranged meeting point | | | |
| In case of emergency as identified by Visit leader they must: <ul style="list-style-type: none"> - Phone emergency services first - Phone school - Decide if they need to travel to hospital - If so organize a replacement leader - Organize specific responsibilities for each group member - School will respond to media needs | | | |

Signed (Designated Visit Leader) _____

Date _____

Signed (Establishment EVC) _____

Date _____