



## **Educational Visits Policy 2022**

<b>Date Issued:</b>	<b>May 2022</b>
<b>Prepared/Reviewed by:</b>	<b>Deputy Head Teacher</b>
<b>Review date:</b>	<b>May 2024</b>
<b>Date Adopted by Governing Body:</b>	<b>May 2022</b>

The Governors and staff of Durham Lane Primary School acknowledge the value of Educational Visits in broadening and enhancing both the learning and social experience of pupils.

School visits benefit young people in many ways, including:

- being able to apply a different range of skills than those used in the classroom;
- enabling, supporting and complementing the work of the National Curriculum;
- experimental (first hand) and memorable learning;
- assessing and managing risks (safety);
- developing latent talents, abilities and interests, which can be motivational and have lifelong relevance.

### **Approval for Visits**

**All matters regarding each visit outside school - feasibility, planning, safety, organisation etc - will require the prior approval of the Head Teacher (Mrs Helen Gregory).**

The current Educational Visits Co-ordinator is Elaine Barrett (Deputy Head Teacher).

However, if the school is planning to provide residential learning out of the classroom experiences for children, ranging from adventure activities, field studies, expeditions and study tours abroad, we are required to complete an Endorsement Request application.

The document, available on the SBC Extranet System and on the school's shared drive, must be completed 30 days in advance of the date of departure, and forwarded by email, to the Health and Safety Unit, for appraisal and endorsement. This is to enable a robust scrutiny of the school's safety management safeguards and to provide sufficient time for the school to address any shortfall in their arrangements. This must also include a copy of the school's risk assessment for the proposed residential visit.

It is the responsibility of the Group Leader to complete the necessary paperwork. It is the EVC's responsibility to check that all the necessary paperwork has been completed correctly before the Group Leader submits it for approval.

### **Governing Body**

The Governing body needs

- To ensure that the Head Teacher and the EVC have adhered to the LA guidelines.
- To ensure that visits are approved as necessary by the LA before bookings are confirmed.
- To agree to all residential visits, trips abroad and those involving outdoor and adventurous activities. In these instances, to ensure that bookings are not completed until external providers have met all the necessary assurances.
- 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.

- To 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 the EV policy and procedures including incident and emergency management systems.

**The Head Teacher should ensure that:**

- The Educational Visit Co-ordinator (EVC) is competent to oversee the co ordination of all off-site education, and support the EVC in attending relevant training courses;
- Visits comply with regulations and guidelines provided by the LA, schools governing body and the schools own health and safety policy;
- The group leader is competent to monitor risks and supervise the trip throughout the visit;
- Adequate safeguarding and child protection procedures are in place;
- All necessary actions have been completed before the visit takes place;
- The risk assessment has been completed and appropriate safety measures are in place;
- Group leaders are allowed sufficient time to organise visits properly;
- Non-teacher helpers on the visit are appropriate to supervise children;
- Ratios of staff to pupils are appropriate;
- The LA or governing body has approved the visit if necessary;
- Parents have signed consent forms;
- Arrangements have been made for the medical and special educational needs of the pupils;
- Adequate first aid provision will be in place;
- The mode of transport is appropriate;
- Travel times out and back are known in school;
- There is adequate and relevant insurance cover;
- They have the address and phone number of the visit's venue and have a contact name;
- The group leader, helpers and office staff have the names of all the adults and pupils travelling in the group. The school will be contacted if there is an emergency and

parents need to be informed. The group leader will carry a mobile phone which will be switched on in case of emergency.

- If there is a late return home, the group leader will contact school and office staff will make parents aware of this.

## **Risk Assessment**

Risk assessments for school visits have three levels:

1. *Generic activity risk assessments, which are likely to apply to the activity whenever it takes place;*
2. *Visit/site specific risk assessments, which will differ from place to place and group to group;*
3. *Ongoing risk assessments that take account of e.g. illness of staff or pupils, changes of weather, availability of preferred activities.*

Risk assessments should take into account:

- Level of supervision on coaches
- Safety when crossing roads
- Safety of pupils at dropping off points
- Head counts when getting on and leaving transport
- Responsibility for checking seat belts
- Medical needs and conditions of the children
- Varying hazards both on the way to and from venue and whilst at the venue

## **Pre-Visits**

In order to undertake a full and comprehensive assessment of risks, it will be preferable in most cases to undertake a pre-visit. Even when the visit is made regularly, risks should be reassessed from time to time. When undertaking risk assessment, a number of variables need to be taken into account:

- the number of pupils involved;
- the age of the pupils;
- the previous experience of the group undertaking off-site visits;
- the time of day and time of year;
- the travel arrangements;
- the hazards at the environment being visited;
- the numbers, experience and quality of staff and volunteers;
- the nature of the activities;
- the special educational or medical needs of the pupils;
- the quality and suitability of available equipment;
- seasonal weather conditions;
- emergency procedures;

- how to cope when a pupil becomes unable or unwilling to carry on;
- the need to monitor the risks throughout the visit.

### **Duties and Responsibilities**

All staff must:

- conduct themselves in a manner compatible with their own safety and the safety and well-being of the pupils;
- Familiarise themselves with the risk assessment;
- inform the group leader if they are unsure of their ability to perform any supervisory function requested of them;
- recognise the limits of their responsibilities and act within those at all times;
- report to the group leader any concerns they may have regarding pupil behaviour and well being during the visit.

### **Responsibilities of Nominated Group Leader**

Group leaders, who must be a member of the teaching staff, but not an ECT, have a common law duty of care towards the pupils in their charge. Group leaders must recognise their responsibilities as follows:

- Obtain the Head Teacher's prior agreement before any off-site visit;
- Follow LA and school policy guidelines;
- Take ownership of the risk assessments;
- Pre-visit the site if possible (for most visits this should be essential);
- Informally evaluate the trip after the event and inform the EVC if the venue is unsuitable or not good value for money;
- Be able to control and lead pupils of the relevant age group;
- Be suitably competent to instruct pupils in an activity and be familiar with the location/centre where the activity takes place;
- Be aware of child protection issues;
- Ensure adequate first aid provision is in place;
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- Undertake and complete a comprehensive risk assessment (copies to be signed before the visit by the HT or EVC and then stored in office file);

- Review all undertaken visits/activities and advise EVC where adjustments may be necessary;
- Ensure that teachers and helpers are fully aware of what the proposed visit entails;
- Have enough information on the pupils proposed for the visit to assess their suitability or be satisfied that their suitability has been assessed and confirmed;
- Ensure staff pupil ratio is appropriate for the group (see supervision section);
- stop the visit if the risk to the health or safety of the pupil is unacceptable;
- Ensure that all helpers have details of the medical or special needs of the pupils and have seen the risk assessment;
- Observe the guidance set out for teachers.

### **Other teachers on the trip**

Teachers must do their best to ensure the health and safety of everyone in the group and act as any reasonable parent would in the same circumstances.

They should:

- Follow the instructions of the group leader and help with control and discipline;
- Consider stopping the visit or the activity, notifying the group leader if they think the risk to the health and safety of the pupils in their charge is too great.

### **Adult Volunteers**

Additional adults on the visit should be clear about their roles and responsibilities during the visit.

They must

- Do their best to ensure the health and safety of everyone in the group;
- Not be left in sole charge of pupils;
- Follow the instructions of the group leader and teacher supervisor and help with the control and discipline;
- Speak to the group leader or teachers if concerned about the health and safety of the pupils at any time.
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### **Pupils**

The group leader must make it clear to pupils that they must:

- Not take unnecessary risks;
- Follow the instructions of the leader and other helpers including those at the venue ;
- Dress and behave sensibly and responsibly;

- Look out for anything that might threaten themselves or anyone in the group and tell the leader or helpers about it.

**Any pupil whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit.**

### **Parents**

Parents should be able to make an informed decision on whether their child should go on a visit.

The group leader should ensure that parents are given sufficient information in writing and invited to any briefing sessions.

The group leader should also tell parents how they could help prepare their child for the visit e.g. reinforcing the visit's code of conduct.

Parents will need to:

- Sign the consent form ;
- Give the group leader information about their child's emotional, psychological and physical health, which might be relevant to the visit, where appropriate.

### **Records and Communications**

Pre-visit risk assessments should be given to the office to keep on file.

Reports of any accidents or incidents should be kept on file by the EVC and stored in the office.

Parents should always be made aware when their children are leaving the school premises even for a local walk, which is theoretically covered under the consent form parents sign when their child starts school. Parents should always be sent a brief note explaining the offsite activity and, in most cases, should be asked to sign a consent form.

Parents may exercise their right not to allow their children to take part in a visit. Under these circumstances, the school must make alternative arrangements to educate that child.

**The refusal of the parent not to allow the pupil to go on the visit does not offer the opportunity for the child to be kept off school for the day.**

### **Emergency Procedures**

Teachers in charge of visits have a duty of care to make sure that their pupils are safe and healthy.

They also have a common law duty to act as a reasonably prudent parent would. Teachers should not hesitate to act in an emergency and to take life saving action in an extreme situation.

If an accident happens, the priorities are:

- To assess the situation;
- Safeguard the uninjured members of the group;
- Attend to the casualty;
- Inform the emergency services;
- Inform school who will then inform the home contact;

- Ensure that a teacher accompanies any casualties to hospital if necessary and the rest of the group are supervised;
- Notify the police if needed;
- Ascertain telephone numbers for any future calls;
- Write down accurately all relevant facts and witness details and preserve all vital evidence;
- Keep a written account of all events, times and contacts after the incident;
- Complete an accident report form as soon as possible;
- No one in the group should speak to the media and no names should be provided,
- No one in the group should discuss any legal liability with other parties.

In an emergency the group leader would usually take control of the situation.

### **Transport**

The group leader should consider:

- Passenger safety;
- Type of journey;
- Journey time and distance;
- Stopping points on longer journeys;
- Supervision.

If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc.

### **Supervision on visits**

Pupils must be supervised throughout all visits.

Ratios for visits should be as follows according to DFE guidelines:

1 : 5 for children aged 5 or under

1 : 6 for Year 1 to Year 3

1 : 10-15 for Year 4 to Year 6 depending on the type of activity

### **Residential visits**

Staff ratio should be at least 1 member of staff for every 10 pupils. The following practicalities should be adhered to wherever possible:

- If possible, there should be at least one adult from each sex for mixed groups;
- There should be a member of staff on standby who is able to join the trip if someone on the trip is needed elsewhere e.g. repatriation;
- An agreed system of making telephone contact should be established prior to the visit in case of emergency;
- The group should ideally have rooms with teachers' quarters next to the pupils' rooms - the leader should obtain a floor plan of the rooms reserved for the groups use in advance;
- There must be separate male and female sleeping/bathroom facilities for pupils and adults;
- There should be appropriate and safe heating and ventilation;



- The whole group should be aware of the lay out of the accommodation, its fire precautions/exits, its regulations and routines, and everyone can identify key personnel;
- All staff employed at the centre should be checked on their suitability for working with young people;
- Locks on doors should work in the groups rooms but appropriate access should be available to teachers at all times;
- There should be adequate space for storing clothes, luggage, equipment;
- There should be adequate lighting;
- There should be provision for children with special needs and for those who fall sick;
- Balconies should be stable, windows secure, electrical connections safe;
- Where possible pupils should not be lodged on ground floor rooms, but where this is not possible, windows should be secure;
- The fire alarm must be audible throughout the whole accommodation;
- There should be recreational facilities for the group;
- There should be an appropriate number of supervisors on duty during the night;
- As soon as possible after arrival a fire drill should take place.

### 'Plan B'

Despite the most detailed pre-visit planning, things can go wrong on the day, e.g. parent helper is unavailable, member of staff is ill, weather is unsuitable, transport fails to arrive, museum have lost booking etc. To avoid having to make important decisions under pressure, it is important that some thinking is done in advance, in order to cater for any eventuality. This comprises 'Plan B' and will be considered in advance, but not necessarily put in writing.

### Procedure for booking a school trip at Durham Lane

#### (Please see appendix)

1. Check the date and venue with the Head Teacher/administrator to avoid clashes with school events, to ensure the venue is suitable and the visit authorised.
2. Complete trip/visit plan **part one** (available from the office or staff shared).
3. Complete a coach booking form see part one of trip/visit plan (available from the office or staff shared).
4. Show part one to Head Teacher who will complete part two of the form.
5. Complete part 3 of the form and pass to the office. (This includes informing the cook).
6. Office staff will complete part 4.
7. Complete a Risk Assessment. If you, or a member of staff accompanying you on the visit, have not visited the venue recently, you should try to visit before the event to be able to make an informed risk assessment. Venues often have an assessment of their own, but you still need to do one of ours to cover what theirs doesn't (e.g. coach travel, crossing roads, medical needs, etc.). Generic risk assessments are available in the staff folder on the network. Anything you add specific to your trip, please write in red, to make clear what you have altered. You must put names of children who have a medical condition and details of that condition onto the risk assessment.

8. Inform parents of the arrangements for the trip (costs, special clothing, packed lunches, times, etc.) and seek permission for their child to attend the trip.
9. Remember to leave a list of who has gone on your trip (including adults) with the office, as well as taking one with you.
10. Before the day of the trip, assemble medical equipment (sick bucket, First Aid kit, paper towels, medication, etc.).
11. Teachers must check the safety of the bus before travelling. You must take responsibility for the children - if there is a problem (e.g. not enough seat belts working, safety issues, poor mechanical condition, etc.) then you should deal with it immediately, even if this means delaying/cancelling the journey.

### **10 important questions for any educational visit**

The following are 10 vital questions that the Health & Safety Executive suggests should be considered when planning an educational visit:

1. What are the main objectives of the visit?
2. What is 'Plan B' if the main objectives can't be achieved?
3. What could go wrong? Does the risk assessment cover the following:
  - The main activity
  - Travel arrangements
  - Emergency procedures
  - Staff numbers
  - Generic and site-specific hazards and risks (including for Plan B)
  - Variable hazards
4. What information will be provided for parents?
5. What consents will be sought?
6. What opportunities will parents have to ask questions (including any arrangements for a parents' meeting if required)?
7. What assurances are there of the leader(s) competencies?
8. What are the communication arrangements?
9. What are the arrangements for supervision, both during activities and 'free time' - is there a code of conduct?
10. What are the arrangements for monitoring and reviewing the visit?

# Trip/Visit Plan

## Part 1 – Trip/Visit Organiser To Complete

Class or Classes:	Party Leader:	Proposed date of trip:  Proposed time:
Number of children:	Number of staff:	Number of additional adults:
Ratio of adults/children:		
Details of Trip/Visit including location:		
Purpose of Trip/Visit:		
Tickets/entry costs/activity details and cost (including contact names and telephone numbers):		estimated total cost:
Travel Arrangements (walking, minibus, coach)		Coach booking form completed by:
Coach cost:	Lunch Arrangements:	

## Part 2- Trip/Visit Authorisation

Trip Authorised by: \_\_\_\_\_  
\_\_\_\_\_

Date:



**Part 3 – Trip/Visit Summary – Trip Organiser To Complete**

Kitchen notified by:	Added to school calendar by:	Paper consent/Information letter prepared by:  <b>PLEASE PASS/EMAIL THE PAPER COPY TO CAROLINE ENNION</b>
Is the trip information required to be sent to parents on schoolcomms? Y/N	Is there a trip cost to be paid via schoolcomms? Y/N	

**Trip/Visit Summary**

total cost of travel:	total cost of ticket entry/activity cost:	total cost of trip:
total cost per child:	school subsidy payment requested:	final agreed cost per child:

**Trip/Visit Summary Completed by:** \_\_\_\_\_ **Date:**  
\_\_\_\_\_

**PLEASE COMPLETE TRIP/VISIT RISK ASSESSMENT AND PASS TO HELEN GREGORY**

**PLEASE PASS THIS PLAN TO OFFICE FOR THE TRIP/VISIT CHECKLIST TO BE COMPLETED BY OFFICE STAFF**



**Part 4 – Trip/Visit Check list – to be completed by office staff**

Travel/coach/minibus quotes obtained by:	Quote 1  Quote 2  Quote 3	Travel/coach/minibus booked by:
Travel/coach/minibus company booked with:	Entrance/activity booked by:	Kitchen notified by:
Added to school calendar:	Paper consent/information letter sent by:  Information sent out on schoolcomms by:	Payment Request set up on schoolcomms by:
Trip Authorised by:	School payment required Y/N	School payment per child:  School payment total:
Risk Assessment completed by:	Risk Assessment Signed by:	
Pupil Premium children attending Trip/Visit Y/N  Please list pupils by class and initials		



### Changes to policy May 2020

Page 1 changed date and name of governor.

Page 4 The highlighted parts were added or amended

Follow LA and school policy guidelines;

Take ownership of the risk assessments;

Pre-visit the site if possible (for most visits this should be essential);

Informally evaluate the trip after the event and inform the EVC if the venue

- Page 5 This part was added:  
(copies to be signed before the visit by the HT or EVC and then stored in office file)
- Page 7 This part was added:  
The following practicalities should be adhered to wherever possible:
- Page 9 The highlighted parts were added or amended  
ascertain the cost  
Inform Mrs Richardson (School Cook)- changed name  
If you, or a member of staff accompanying you on the visit

### Changes to policy May 2022

Page 2 Head Teacher name changed

Page 5 changed NQT to ECT

Page 9 added- wherever possible

Page 9 changed 'procedures for booking trips' section as a new form is now in place.