



# Educational Visits Policy

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## Context

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes *Rattlesden Primary Academy* a supportive and effective learning environment. The benefits to pupils of taking part in visits and learning outside the classroom include, but are not limited to:

- Opportunities for meaning making and creativity.
- Enhanced opportunities for 'real world' 'learning in context'.
- Enjoying participating in outdoor activities and adopt a positive attitude to challenge and adventure.
- Gaining personal confidence and self-esteem through taking on challenges and achieving success.
- Develop their self-awareness and social skills, and their appreciation of the contributions and achievements of themselves and others.
- Become alive to the natural environment and understand the importance of conservation and sustainable development.
- Acquire and develop a range of skills in outdoor activities, expeditions and exploration.
- Demonstrate increased initiative, self-reliance, responsibility, perseverance and commitment.
- Develop and extend their key skills of communication, problem solving, leadership and teamwork.
- Learn to appreciate the benefits of physical fitness and lifelong value of participation in healthy leisure activities.
- Display increased motivation and appetite for learning that contributes to raised levels of attainment in other areas of the curriculum.
- Broaden their horizons and become open to a wider range of employment opportunities and life chances.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions in a range of contexts.

(also see LoTC Key Outcomes of outdoor education)

## Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, *Rattlesden C of E Primary Academy*

1. Uses the DfE publication 'Health and Safety on Educational Visits (DfE 2018)' to inform best practice.
2. Adopts National Guidance [www.oeapng.info](http://www.oeapng.info), (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for residential activities and all day trips and visits that are not within the extended local learning locality or regular trips and visits, such as swimming and sporting and transition events at local schools.
4. Uses risk benefit planning for all trips and visits (regular trips and visits or those in the extended local learning locality uses generic risk assessments with additions for particular individuals) including those produced by places being visited.

All staff are required to plan and execute visits in line with school policy (this document), Local Authority policy, and National Guidelines. Staff are particularly directed to be familiar with the roles and responsibilities outlined within the guidance.

## **Types of visit**

There are three types of visit:

1. Routine local visits in the 'Extended learning locality' (See Appendix 1). This also includes regular swimming during the summer term for KS2 and regular sporting and transition events to other schools.
2. Day visits within the UK that do not involve an adventurous activity.
3. Visits that are either overseas, residential, and/or involve an adventurous activity.

## **Roles and responsibilities**

**Visit leaders** are responsible for the planning and completing a risk-benefit assessment of their visits, and/or for entering these on EVOLVE. They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning (if not in extended locality), and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits are in line with this policy and comply with all relevant guidance and requirements. Key outcomes must be recorded on EVOLVE and an evaluation completed on return, which can be used to inform future trips and visits.

Visit leaders should use a STAGED approach when planning and risk assessing a trip or visit away from the school site.

S staffing  
T transport  
A activity  
G group  
E environment  
D distance

**The Educational Visits Coordinator (EVC)** is *Cath Jeffery*, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the HeadTeacher. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents, etc. The EVC monitors the trips and visits across the school, including outcomes and evaluations, to ensure they are appropriate, safe, varied, enhance learning and meet learning outcomes.

**The Head Teacher** has responsibility for authorising all visits.

**The Governing Body's** role is that of a 'critical friend', *to ensure and seek to enable high quality visits and outdoor learning through support and challenge. Governors must agree all residential visits.* Governors may request 'read-only' access to EVOLVE.

## Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.
- Previous relevant training.
- The prospective leader's ability to make dynamic risk management judgements, and take charge in the event of an emergency.
- Knowledge of the pupils, the venue, and the activities to be undertaken.

## Staff/pupil ratios and supervision

Guidance on staff to pupil ratios can be found on OEAP website. Although there is no set ratio except for EY (all visits and trips in EY will follow DfE guidance), using the STAGED approach and risk-benefit assessment, visit leaders will determine the most suitable staff to pupil ratio. All overnight/adventurous activities will require at least 3 members of staff and all other visits will require at least 2 members of staff. Afterschool sports fixtures and very small group local visits (within local learning locality) may have 1 member of staff if deemed acceptable. During all visits, the visit leader team must supervise the group and at all times, including during unstructured times, e.g. lunch. Supervision may be indirect for older pupils and a risk benefit assessment must set the boundaries and controls which are to be put in place and ensure the group understand these. The visit leader team act in loco parentis of the group, even when the provider is in charge of the activity, meaning they act in place of the parent.

## Approval

The approval process is as follows for each type of visit:

**Local visits** Visits and activities within the 'Extended Local Learning Locality', transition events to local high schools and after-school sporting fixtures that are part of the normal curriculum and take place during the normal school day follow the operating procedures in Appendix 1.

No approval from EVC or head teacher is necessary but a member of SLT must be informed of these visits in advance. For these visits use generic risk/benefit assessments and visit leader completes a signing out sheet.

1. **Day visits**, within the UK that do not involve an adventurous activity. These are entered onto EVOLVE and must be submitted to the EVC or head teacher for checking at least 14 days in advance. Approval from the headteacher for a day visit must be sought before booking. Additional parental consent is not required but must be informed with additional information as needed.

2. **Visits that are overseas, residential, and/or involve an adventurous activity** (see LA guidance for definition of 'adventurous') – use EVOLVE to plan and risk assess the visit which is then submitted by the Visit Leader for EVC and Head Teacher for approval, at least 14 days prior to the visit. A provider must hold a LoTC quality badge. If they do not, you must ensure they fill in a Provider Form (PAF), which ensures they have the relevant risk assessments and training in place. These must be checked on arrival. Approval from the headteacher and governors must be sought before booking a residential visit.

## **Parental Consent**

The school obtains blanket consent at the beginning of each school year for activities that fall within the 'extended learning locality' (see Appendix 1). It is good practice for the school to inform parents when they will be using the extended learning locality.

Blanket parental consent is also obtained at the beginning of the school year for all day trips, including swimming lessons to the local sports centre, transition events with local high schools that do not involve overnight stays or adventurous activities. For these visits, parents must be informed and sufficient information must be made available to parents about the visit, e.g. lunch arrangements, clothing, footwear etc. Communication will also let parents know that their consent has already been obtained at the beginning of the year and whether they wish to withdraw their consent. In this way, informed consent has been gained.

Specific, (ie. one-off), parental consent must be obtained for all trips outside of school hours (where over 50% of the trip is outside school hours), including sporting fixtures and overnight trips and trips involving adventurous activities. For these visits, sufficient information must be made available to parents (letters, meetings, etc), so that consent is given on a 'fully informed' basis. As above, parents have the option of consenting online. Parents are encouraged to give consent via our online system (School Comms). Additional information (medication, additional contact information and collection arrangements may also need to be collected)

## **Educational Visits Checklist**

*Rattlesden C of E Primary Adademy's* uses the national guidance's educational visit checklist and forms part of the risk management process for visits and off-site activities. A visit should only go ahead if the answer to all relevant questions is 'YES'. *Rattlesden Primary Adademy's* Educational Visits Checklist may be downloaded from shared Google Drive (School Documents).

Signing out forms for local visits (extended locality) adapted from the visit leader checklist are kept in the school office and should be completed and left with office staff prior to leaving the building.

## **Inclusion**

*For all outdoor learning and educational visits, we comply with the Equality Act 2010. Activities are available and accessible to all, irrespective of educational, religious and medical needs. When a visit is being planned, all reasonably practical measures are taken to include all young people. Every reasonable effort is made to find a venue and activities that are both suitable and accessible and that enable the whole group to participate fully and be actively involved. However, any adjustments made in order to include a disabled person should not impinge unduly on the planned purpose of the activity. However, sometimes it may not be possible to make reasonable adjustments to include a young person in a specific visit or activity, nor to provide the whole group with a suitable alternative, perhaps because of a severe disability. It is not necessary to deprive the rest of the group of worthwhile opportunities, if it is genuinely impossible to find a suitable way to include everyone. This decision will not be taken lightly and will be made after consultation with those that have responsibility for that child. A list of pros and cons may prove a beneficial exercise.*

## **Charging / funding for visits**

*The aim is (if the school has sufficient funds) for day trips to be paid for by the school, for all disadvantaged children and only a non-refundable deposit will be required for residential trips for disadvantaged children.*

*Payment for trips is stated as a 'contribution' with polite reminders sent. Parents are encouraged to see the Headteacher if meeting payments is difficult.*

## **Transport**

*Follow national guidance for hire of coaches. Follow generic risk-benefit assessment on coach travel.*

**Use of staff cars to transport pupils** – Transport for all day trips is done through coach travel. However, afterschool sports fixtures relies on parent transport. It is good practice for children to be transported by their own parents. If necessary, staff may use their own cars to transport children, e.g. sports fixtures. They must obtain business level insurance and submit a copy to the EVC along with their driving licence, MOT certificate and completed declaration form. If a request has been made by a parent, written permission must be obtained. This must be agreed by the head teacher in advance. It is advised that 2 adults are present in the car to accompany children (preferably more than one child). If only 1 adult is present (the driver), the child being transported must be in Year 5 and 6 with no behaviour challenges and able to raise the alarm if there is an issue. All children must wear seatbelts and use car seats/booster seats if required.

*If a parent cannot transport their own child and wishes another parent to transport their child, this is done as a private, parental arrangement.*

## **After-school Sports Fixtures**

- Follow generic risk assessment for sports fixtures.
- Any additional information is obtained from parents before-hand (additional contact information and collection details)
- Transport will be parental responsibility (see section above on transport)

- Parents will make it clear when giving consent (or via communication with the office) who will be transporting their child. If they are unable to transport their own child, it is their responsibility to arrange transport via another parent. If they require the visit leader to transport them, follow guidance in above section on transport.
- It is made clear to parents that emergency medication is their responsibility and if they wish the school to take school-based medication, they must make this clear when giving consent.
- Visit leader will be a competent teacher, HLTA or our regular sports coach (employed via our sports partnership) who are fully aware of our trips and visits policy and procedures.
- Generally, one member of staff will attend an afterschool sports event. We will risk assess ratios according to number of children attending the event and number of staff if necessary.
- A list of names and contact numbers will be taken by visit leader.
- Children will be ticked off as they leave and who they are going home with will be checked as they go.
- First aid kit will be taken. Visit leader is responsible for first aid.
- Visit leader will send a message to headteacher when all children have been collected.

### **Insurance**

*Insurance for all trips and visits is with RPA insurance.*

**Swimming Lessons** Parents are informed when swimming lessons will take place (informed consent is given via yearly local visit consent). Children are supervised on the coach and visit leader follows risk-benefit assessment for this. Children are supervised in the changing rooms by the visit leader, other member of staff and other adult helper (between the two changing areas).

If a child needs assistance, a member of staff will deal with this. Risk benefit assessments are written, submitted and followed.

**Dismissal of pupils after evening activities** Pupils will be marked present when they arrive to an afterschool event/club and marked as been collected by parent or by another adult when approval has been given and discussed with visit/club leader.

**First Aid, Medical conditions and medication** A first aid kit, all care plans and emergency medications must be taken on all day and residential trips and carried by the member of staff who will be with that child. In year 5 and 6, pupils may carry their own inhaler. Ideally, a trained first aider should attend a trip. If this is not possible, the visit leader will take responsibility for first aid. On residential trips, we ask permission to administer paracetamol and sting/bite cream if required. We advise parents if we have administered these. We have blanket permission to administer minor first aid at the beginning of the academic year and parents will be advised if we have administered first aid.

**Overnight trips** Three members of staff are required for any overnight trip regardless of the number of children. If there is a larger group, ratio between children and adults will be considered. Careful consideration is given to arranging sleeping arrangements. Genders will be kept separate and any medical conditions or SEND will be considered as well as any friendship issues. Pupils will be informed of the sleeping arrangements prior to the visit.

## **Emergency procedures**

An emergency is used to include both an Emergency and a Critical Incident. Most incidents that happen during off-site visits can be dealt with by the visit leadership team. However some incidents can be serious or beyond the ability of the visit leadership team to cope, and requires support from the senior leadership team/critical incident team.

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team. Staff would follow our critical incident policy and plan.

The school has an emergency plan in place to deal with a critical incident during a visit and follow national guidance on how to deal with an emergency. This is available to all staff via our shared Google Drive folder. All staff on visits are familiar with this plan and it is revisited at least annually and following any major staffing changes. Visit leaders must be familiar with emergency procedures (Appendix 2) before going on any trip and visit.

An emergency action card is taken on school trips, which should be easily accessed by the visit leadership team at all times. If the trip is outside school hours, two emergency contact numbers are taken and all contact details for parents will also be taken in this instance.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the Academy Board Trust. Our critical Incident Policy and plan will be followed.

In an emergency EVOLVE offer assistance (01473 263942 9am-5pm and 01473 433440 5pm to 9am)

Guidance can also be sought via email: [support@evolveadvice.co.uk](mailto:support@evolveadvice.co.uk)

## **Covid-19**

All trips, day and residential can now be booked. Overseas trips are not encouraged at present due to changes in travel rules related to Covid.



## **Appendix 1 - Extended Learning Locality**

### **Boundaries**

This area includes the following frequently used venues: e.g.

- *St Nicholas's Church*
- *Pavilion and grounds*
- *'Welly Walk' (footpaths local to school site)*
- *Local shop*

We use this extended area on a regular basis for a variety of learning activities, and approved staff are allowed to operate in this area without completing the EVOLVE visit approval process, provided they follow the below Operating Procedure and following risk-benefit assessments (be aware of generic risk assessments for these localities, take account of any risks from individuals in their class and complete a signing out form).

### **Operating Procedure for Extended Learning Locality**

**The following are potentially significant issues/hazards within our extended locality:**

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, etc).
- Suitable adult/child ratio (minimum 2 members of staff)
- Individual health and behavioural issues

**These are managed by a combination of the following:**

- A member of the SLT should be informed (and give verbal permission) before a group leaves and they must be confident that the group leader is aware of operating procedure which they will follow.
- Only staff judged competent to supervise groups in this environment are approved. A current list of approved staff is maintained by the EVC and office.
- Perform risk-benefit assessments (use of generic risk assessments can be used - available on EVC folder of Google Drive)
- If it is a whole class visit, the class teacher should accompany it as visit leader. If it is an individual or small group, a TA who is deemed competent by the class teacher can accompany the visit as visit leader.
- The concept and Operating Procedure of the 'Extended learning locality' is explained to all new parents when their child joins the school.
- There will normally be a minimum of two adults for each trip or visit, although if it is an individual child and a short visit, e.g. to the local shop, and it is deemed appropriate and safe to do so, one adult may accompany them.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- Pupils are briefed on behaviour and safety whilst on visit, including how to deal with members of the public and local dogs.

- Hand sanitiser/anti-bacterial wipes taken
- Staff and pupils have been trained and have practiced standard techniques for road crossings in a group. Least busy route taken (via church unless this is not possible, then via footpath next to pub)
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the extended learning locality (Year 5 and 6 only) is done in 'buddy' pairs as a minimum, e.g. running club. Pupils will be informed of emergency procedures.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will complete a signing out form prior to leaving.
- A mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves, goggles)
- Visit leader to be familiar with emergency procedures

## Appendix 2 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office and for outside school hours, two emergency personal mobile contact numbers will be taken).
2. This nominated base contact(s) will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. Emergency contact has visit leader team' and establishment's emergency contact details.
4. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
5. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
6. These contact numbers will be kept for communication between visit leadership team and emergency contact/critical incident team.
7. Charged mobile phones are taken (if necessary are waterproof) and coverage from provider is checked (alternative means of raising the alarm if required). If going abroad, roaming is enabled.
8. Appropriate first aid to cover visit.
9. Medical needs of staff and pupils are known and visit leaders are competent to deal with them.
10. Symptoms and action of sepsis is understood by visit leadership team.
11. Contingency plan if a member of staff is taken ill or injured.
12. Procedures and plan in place to follow in case of an emergency.
13. The visit leader/s and the base contact/s know to request support from the academy trust board in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
14. For visits that take place outside the 'extended learning locality', the visit leader will carry an OEAP National Guidance Emergency action card (*Available via [www.oeap.info](http://www.oeap.info)*)
15. This Emergency Procedure is monitored and updated as required.

### Emergency Action Plan

Visit leader takes charge of an incident unless unable to. If this is a case, the visit leader team should take control.

#### Immediate Action

1. Stay Calm
2. Ensure your own safety
3. Delegate actions to leaders and participants, e.g. call 999, call emergency contact, first aid.
4. Ensure the rest of the group is supervised (delegate this role)

5. Call emergency services if necessary
6. Carry out first aid to the best of your abilities until emergency services take over.
7. Contact emergency contact:
  - give details of incident and how serious it is, number of casualties, number to contact you on, your location and if you are planning on moving location, if emergency services are involved, what help you need and if the press/media are involved. Refer press enquiries to establishment. Emergency contact should nominate a contact.
  - If press is involved, be prepared to give details of incident.
8. Ensure adequate supervision to keep group safe and to provide physical needs (shelter, food, drink, transport) and emotional support (remove from scene, provide reassurance, give them useful things to do).
9. Control communications- social media and phone calls from group.
10. Log actions taken and conversations held with times.
11. Deal with any casualties, e.g. accompany to hospital/keep track of where they are.
12. Consider/check on needs of visit leader team and yourself.
13. Continue to liaise with emergency contact and log all details, including contact details of witnesses or car registration numbers.
14. Address any further needs of group, including contact with home, transport, accommodation, toilets.
15. Contact relevant agencies, including LEA to make them aware of the incident.
16. Review incident and any actions which need to be taken as a result including informing future visits.

### **First Aid**

The aims of first aid are to:

- Preserve life (breathing, stop serious external bleeding)
- Prevent condition worsening (keep casualty warm and dry and monitor their condition)
- Promote recovery (talk to them, reassure them, hold their hand, provide emotional support)