



Partnership Achievement Community Excellence

Educational Visits Policy

Introduction

This policy covers all educational visits that occur outside of the school premises. The schools within PACE Academy Trust have adopted the national guidance provided by the Outdoor Education Advisory Panel (www.oeapng.info).

The schools believe that educational visits, both local and further afield enrich the curriculum and make a significant contribution to children's learning. They also allow children to develop a range of social skills, an awareness of the environment and an awareness of other cultures.

Reference should also be made to the following trust policies:

Health & Safety

Business Continuity

First Aid

Charging & Remissions

Responsibilities

Directors

- Overall responsibility for health, safety and welfare of staff and pupils
- Overall responsibility for the development and review of this policy (Executive Head Teacher)
- Approving overseas, residential and adventurous activities

Local Governing Board (LGB) (see also Governor Checklist [Appendix III])

- Being aware of visits (approving those which are local and non-adventurous) and asking questions about their educational objective
- Ensure visits are included on LGB agendas
- Ensure that the Head Teacher/Head of School/Educational Visits Coordinator is certain that all necessary risk assessments have been carried out
- Support the work of the Educational Visits Coordinator

Head Teacher/Head of School

- Ensure that arrangements are in place for informing the local governing body about visits, including through Head Teacher /Head of School reports to LGBs;
- Ensure that the governing body has approved the educational visits policy and receives reports on visits as appropriate;
- Ensure that visit arrangements and outcomes are evaluated to inform future visits and staff training needs;
- Arrange for the reporting of accidents and incidents as required. Records of these should be reviewed regularly, and the information used to inform future visits;
- Ensure that proper support systems are in place to cope with incidents, emergencies and critical incidents;
- Provide a rich and varied programme of opportunities for young people to learn outside the classroom. The programme of visits should be structured and progressive to gradually develop young people's confidence, independence and responsibility;
- Make sufficient time and resources available for the EVC to arrange induction and training of staff and volunteers. This should include opportunities for staff to develop competence in risk management by assisting more experienced colleagues on a range of educational visits and by attending relevant training courses;
- Check that the EVC has designated an appropriately competent visit leader who will meet the employer's criteria for ensuring the best interests of the young people. The Head should make a judgement on a member of staff's competence and suitability to lead a visit. It should be borne in mind that discipline on an educational visit may have to be stricter than in the establishment;
- Ensure that appropriate provider assurances are in place;
- Check that the visit leader or another leader is familiar with the location where the activity will take place;
- Ensure that the educational objectives of a visit are fully inclusive, are set out in the pre-visit documentation, and are made known to all relevant parties;
- Ensure that charging procedures for visits are implemented and comply with the Trust policy and legal requirements;
- Ensure that the visit emergency contacts are part of the critical incident team and are clear about their roles.

Educational Visits Coordinator (see also EVC checklist [Appendix I])

- Support the Head Teacher/Head of School/LGB with approval decisions;
- Assign competent people to lead or otherwise supervise a visit;
- Assess the general competence and supervisory ability of leaders and other adults proposed for a visit.
- Where a provider is being used ensure that appropriate checks have been undertaken and that there is a clear contract/agreement in place about who is responsible for what (activities/supervision etc);
- Carry out occasional monitoring of visit leaders to identify further training needs;
- Organise the 'Risk Management', ensuring that appropriate assessments are carried out by the visit leader
- Work with the visit leader to provide parents with information about the visit and obtain the consent or refusal of parents for their child to take part in the visit as appropriate;
- Keep records of individual visits including what worked well, what didn't and any accident/incident reports.

Visit Leader (see also – Visit Leader Checklist [Appendix II])

- Ensure that the planned visit and activities are suitable for the group;
- Obtain the Head/EVC's approval for the visit according to this policy;
- Obtain Directors/LGB if leading any visit for which this approval is required;
- Ensure the ratio of staff to pupils is appropriate for the environment/activities and the needs of the group;
- Have enough information about the pupils to assess their suitability for the visit or be satisfied that their suitability has been assessed and confirmed;
- Carry out relevant risk assessments prior to the trip. This will always include a pre-trip visit, often with other relevant adults. Identify **and record** significant hazards and the safety measures required to reduce risk to a tolerable level. Make known to the Head Teacher/ Head of School and others the level of residual risk that needs to be managed;
- Carry out dynamic risk management while the visit takes place. Consider modifying or stopping the visit if the risk to the health or safety of the young people is unacceptable and have in place procedures/alternative plans for such an eventuality;
- Undertake and complete the planning and preparation of the visit, including the briefing of group members and parents/carers;
- Seek appropriate assurances from Providers and ensure that there is a clear contract/agreement in place about what they are responsible for;
- Make appropriate and adequate preparations for emergencies in conjunction with the EVC and ensure that all accompanying leaders are familiar with these procedures.

Other Adults are expected to:

- Follow guidelines from group leader.
- Ensure the safety of the group they are responsible for.

Pupils are expected to:

- Wear appropriate clothing and footwear.
- Behave appropriately.
- Consider their safety and the safety of others.

Risk Assessments

- The visit leader must undertake a thorough risk assessment using the trust's template (Appendix III);
- All outcomes, once mitigating actions have been identified, must be acceptable or tolerable if the visit is to take place;
- Risk assessments must be approved and signed by the Head Teacher/Head of School;
- All visits which are overseas, residential and/or adventurous must have risk assessments approved by the Head Teacher/Head of School and LGB/Directors at least six weeks in advance of the trip;
- By signing the risk assessment, the visit leader confirms that all responsible adults (except additional voluntary helpers) have read, understood and adopted the written assessment;
- Voluntary helpers must be shown and understand the risk assessment before the advent of the trip.

Risk Assessments – External providers

- When using an external provider, such as an activity centre (e.g. PGL), for which you have received appropriate assurances, school staff only need to risk assess those aspects of the visit where they are in charge;
- When using a provider, you do not need copies of their risk assessments if they hold a valid 'Learning Outside the Classroom (LOtC) Quality Badge, an AALA license or Adventuremark as this provides assurance that they meet accepted standards of risk management. If not the EVC or Visit Leader should seek written assurance that appropriate risk management systems are in place.

Pupil/Staff ratios

As a general guide and in normal circumstances the adult child ratio may be:

EYFS 1 1 : 2

EYFS 2 1 -:3 /4

Y1, Y2 1 : 6

Y3 – Y6 1:10

EHCP/ELP/Behaviour For individual children a 1:1 ration may be appropriate

However, a professional judgment must be made for each visit and taking into account different circumstances. These include:

- Type, duration and nature of activity
- Experience and competence of staff/accompanying adults
- Nature of venue
- Weather conditions
- Nature of transport

Emergency Procedures

Procedures in the event of an emergency are detailed in the Business Continuity Plan (appendices A1.1 and A1.2). These are attached as appendix IV.

Inclusion

All our children are entitled to participate in all our educational visits

- Every effort will be made to adapt/modify activities to allow engagement by children with physical disabilities, medical or other special educational needs;
- Special attention will be given to adult/pupil ratios;
- The needs of all our children will be considered when choosing destinations for visits. This will involve families where appropriate;
- Children will not be prevented from attending any visit, whether residential or otherwise in relation to charges.

Parental consent

- Wherever possible, parents/carers should be given at least two weeks' notice of a visit;
- Specific consent must be obtained for each visit and parents/carers should be given as much information as possible to allow them to make an informed decision.

Charging

Day visits

Parents will be asked for a voluntary contribution towards the cost of a visit

Residential Visits

Parents will be charged for board, lodging and transport. The charge will not exceed actual costs

Monitoring

The Head Teacher/Head of School is responsible for monitoring the implementation of all procedures outlined in this policy

All trips should be subject to 'debrief' with notes made regarding implications for future trips.

EVC Check List

General

For each of the following bullet points, further clarification on good practice can be found elsewhere in this guidance.

- I have attended OEAP approved EVC training and remain currently competent, and I have access to advice such as from an accredited outdoor education adviser.
- I have an understanding of how visits/outdoor learning can support a wide range of outcomes for children and young people.
- My establishment has a policy for visits/outdoor learning, which I understand, and it adopts OEAP National Guidance.
- Visits/Outdoor Learning are an integral part of the work of the establishment and are evaluated and good practice shared.
- I support/oversee planning so that activity is well-managed, engaging, relevant, enjoyable and memorable.
- Procedure and responsibility for engaging leaders and determining their competence is clear and I support those involved in approval decisions.
- Leader induction and training needs are identified and I support leader development, sampling activity to identify any further training needs.
- Visits/outdoor Learning are regularly considered at Senior Leadership level and by Governors/Trustees and I provide information about the range of activity and its contribution to school/establishment effectiveness.
- There is an establishment emergency response procedure, appropriate to the nature of activity undertaken, which is periodically tested.
- Accidents and incidents are reported and investigated, learning is shared and RIDDOR requirements are met.
- Notification and approval procedures are followed correctly and within agreed timescales.

Visit/Activity Specific

- Preliminary visits have taken place if required.
- Any third party providers have been appropriately selected.
- Parental consent, where required, is in place.
- Parents have been provided with appropriate information.
- There are clear learning/development aims, which contribute to the wider aims/ethos of the establishment. An evaluation process is in place.
- The leadership team are sufficiently confident and competent for this activity with this group.
- The Visit Leader is responsible for, and has ownership of, the visit plan including risk-benefit management.
- Where appropriate, all leaders and participants have been involved in the planning process.
- There are sufficient leaders to ensure effective supervision and to deal with incidents and emergencies.
- Everyone is aware of their roles and responsibilities.
- Medical, first aid, inclusion and safeguarding issues have all been addressed.
- Any travel, transport, and residential arrangements are appropriate.
- There is a 'Plan B'/alternative options if needed.
- Where necessary, there is a designated 24/7 emergency contact with access to all information and documentation relating to the activity.
- The Visit Leader has sufficient funds and an effective means of communication in case of an emergency.
- Suitable insurance is in place.

Finally

- All relevant requirements of the employer and establishment policy/procedure have been met.
- The Visit Leadership Team and Activities are appropriate for this Group – it's age, competence and the needs of the young people – in this setting/Environment (SAGE).
- This Visit is well prepared and ready for approval.

Visit Leader Check List

This list is designed as a final check on visit planning. The relevance of the bullet points and the complexity of the responses are dependent on the nature of the particular visit. For each of the points, further information about good practice can be found elsewhere in this guidance.

- The benefits and risks of all aspects of the visit have been considered and the visit plan has an appropriate balance and an acceptable level of residual risk.
- The visit plan has involved leaders and helpers before the visit and they are clear about what they are expected to do in order to manage the risks.

Content and Aims

- There are clear and well-considered aims that are particular to the learning and development of the group as a whole and individuals within it, which contribute to the wider curriculum or ethos of the establishment.
- Evaluation and visit review arrangements are in place.

The process has led to a visit plan addressing the following variables:

Staffing

- I am clearly identified as the Visit Leader and approved by the establishment.
- All members of the Visit Leadership Team are sufficiently confident and competent to fulfil their designated role.
- There are sufficient leaders to ensure effective supervision and deal with incidents and emergencies.
- All members of the Visit Leadership Team have received all relevant information on both the visit and the group.
- If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.
- I have kept my EVC informed during the planning process.

Activities

- Activities are appropriate to the aims of the visit and the nature of the participants.
- Appropriately competent activity leaders are in the Visit Leadership Team or a suitable Provider has been contracted to lead activities.
- There is a sufficient amount of suitable equipment for activities.

Group

- Up to date contact details, medical information, dietary requirements and information about special needs are available and shared appropriately with the Visit Leadership Team and any relevant provider staff.
- Information has been provided to parents and young people to enable informed consent (where consent is required).
- Participants have been provided with information about what to do and what is expected of them, and, where appropriate, have been involved in the planning and risk benefit assessment process.
- Safeguarding issues are addressed.
- Inclusion issues are addressed.

Environment

- Environmental factors (weather, daylight hours, temperature, water levels etc) have been considered.
- Accessibility issues are addressed.
- Safety and security have been checked and considered.
- I have undertaken a preliminary visit if appropriate or required by establishment policy. In the absence of a preliminary visit. I have sufficient information from other sources.
- There is access to first aid at an appropriate level.
- Where remote supervision will be used, the environment is suitable.
- Accommodation, where used, is safe, suitable and appropriate.
- Travel or transport arrangements are appropriate.
- There is a Plan B/alternative options in place, where necessary.
- There is an emergency plan in place and leaders, helpers, participants, providers and emergency contacts have been given relevant information about it.
- Suitable insurance is in place (and required documents if visiting overseas).

Finally

- The visit meets all relevant requirements of my employer and establishment policy/procedure.
- My decision is that this visit is appropriately prepared and should take place.

RISK ASSESSMENT FORM - PART 1

If you are taking a coach or other transport to the venue please attach a list of passenger names for each vehicle registration number. **This must be left with the office.**

School -

Site or Location:	Work activity:
Assessor:	Date:
Names person in charge of event:	Review Date(s):

Contact mobile phone number of person in charge of event:

Outline

SIGNED:

DATED:

SIGNED:

DATED:

SIGNED:

DATED:

(Head teacher –)

RISK ASSESSMENT FORM – PART 2

Activity:

Risks to be judged with control measures in place

HAZARDS	PERSONS AT RISK				CONTROLS PRESENT	SEVERITY OF HARM			LIKELIHOOD OF HARM			RISK RATING
						S	H	EH	L	U	HU	
	C	A	M	O								

SIGNED:

DATE:

RISK ASSESSMENT FORM – ACTION SHEET

Activity:

COMMENTS/ ACTION REQUIRED	TIMESCALE	RESPONSIBLE PERSON

CALCULATING THE RISK

Severity of harm	Examples:
Slightly Harmful	Superficial injuries; minor cuts and bruises; eye irritation from dust. Nuisance and irritation e.g. headaches; ill health causing discomfort.
Harmful	Lacerations; burns; concussion; serious sprain; minor fractures. Deafness; dermatitis; asthma; work related upper limb disorder; ill health leading to minor disability
Extremely harmful	Amputations; major fractures; poisoning; multiple fractures; fatal injuries. Occupational cancer, other severely life shortening diseases; acute fatal diseases.

RISK RATING	Slightly harmful	Harmful	Extremely harmful
Highly Unlikely	Trivial	Tolerable	Moderate
Unlikely	Tolerable	Moderate	Substantial
Likely	Moderate	Substantial	Intolerable

RISK LEVEL	ACTION AND TIMESCALE
Trivial	No action required. No records need to be kept
Tolerable	No additional controls are required. Consideration may be given to a more cost-effective solution or improvement that imposes no additional cost burden. Monitoring is required to ensure controls are maintained.
Moderate	Efforts should be made to reduce the risk, but the costs of prevention should be carefully measured and limited. Risk reduction measures should be implemented within a defined period. Where the moderate risk is associated with extremely harmful consequences, further assessment may be necessary to establish more precisely the likelihood of harm as a basis for determining the need for improved control measures.
Substantial	Work should not be started until the risk has been reduced. Considerable resources may have to be allocated to reduce the risk. Where the risk involves work in progress, urgent action should be taken.
Intolerable	Work should not be started or continued until the risk has been reduced. If it is not possible to reduce the risk even with unlimited resources, work has to remain prohibited. to

C = Child A = Adult M= Member of Public O = Other
SH = Slightly Harmful H = Harmful EH = Extremely Harmful L = Likely U = Unlikely HL = Highly Unlikely

A1.1 Guidance for group leaders following a major incident during out of school activity

Firstly:

Establish who is in charge at the scene **Name:**.....

The person in charge must delegate where possible or perform the following tasks and ensure all task are undertaken.

TASK	ROLE	
Establish a loggist	To keep a written record of the timings of all events, actions and decisions. It is vitally important as information may be required at a later date as evidence at a public enquiry, in court etc	
Delegate someone to call emergency services	Police / Ambulance / Fire / Coastguard as required. Noting: <ul style="list-style-type: none"> • exact location • type of incident • any hazards • access • numbers of casualties 	
Administer first aid where possible	Be aware of blood contact. Where an incident/injury has occurred e.g. involving electricity or chemicals, be aware of residual hazards before providing first aid. For electricity, switch off supply first; for chemical, seek professional advice.	
Account for all members of party	<ul style="list-style-type: none"> • If party all together - arrange for non-casualties to return to base and await further instructions • If party in separate groups - advise other groups where possible 	
Ensure non casualties stay together	Delegate member of staff to support the non-injured away from the injured.	
Establish contact point	If possible, one member of staff to remain at incident site to liaise with the emergency services	
Travel with casualties to hospital	Delegate member of staff to escort to hospital with casualties details. Take contact number.	
Request assistance on site as necessary	Refer to Telephone Contact List if out of school hours) Nature/date/time/location of incident Names of those involved – injured/non-injured	
Consider abandonment of activity	Details of known injuries and location of injured/non-injured and details of any supervising adults Action taken/on-going Contact point	
At earliest point advise school of incident.	Telephone EHT/H of S/deputies and inform them of the situation & actions so far. Use emergency contact telephone number	
LATER ACTIONS		
Prepare for reception/accommodation of relatives	School Halls	
Arrange for non-casualties to return to school	Consider transport arrangements/need to hire additional vehicles/drivers	
Complete accident forms		
Gain advice from school as to who will deal with the media (see page 16)	Beware of rumour - try to dispel. Pupils should not talk to the media unless arranged by staff/parents and written permission given by parents/carers	

A1.2 Guidance for senior staff at the school advised of a major incident affecting an out of school activity

Firstly:

Establish who is in charge at school Name:.....

The person in charge must delegate where possible or perform the following tasks and ensure all task are undertaken.

TASK	ROLE	JOB IN PROGRESS / DONE
Establish a loggist	To keep a written record of the timings of all events, actions and decisions. It is vitally important as information may be required at a later date as evidence at a public enquiry, in court etc	

Establish and confirm the following information:

Who Is In Charge At The Scene	
Contact Details	
Location of Incident	
Time of Incident	
Names of those involved: continue overleaf	Details of Known Injuries
Hospital Details if known	
Action taken / ongoing	Ensure this information is recorded in the log book.
Are back-up staff required? Review staff and levels regularly	
If Head Teacher not aware immediately inform at earliest opportunity.	Date: Time:
Access all necessary data e.g. parents/carers/group leaders home addresses and telephone numbers and any known medical conditions of those involved	

EHT/H of S/SLT members member to inform the following:

LA (see Contact List)	LA to establish Helpline, form Crisis Management Team with the school, set up emergency meeting and call other support as necessary eg. Corporate Services, Emergency Planning, H&S, HSE, religious support, Insurance, Press Office, Translators
Other staff Teaching & Non-teaching (both on and off site)	
Chair of Directors/LGBs and other Governors	

Head Teacher or senior staff member to arrange the following:

Form Incident Management Team with the LA & set up emergency meeting	Record all Team's decisions – set up/maintain incident log Consider whether school needs to send a representative to the incident site, particularly if Group leaders involved Consider if LA representative needed to accompany school representative to the site
Advise parents/carers/spouses of pupils/teachers/parents on trip	Casualties and non-casualties
Arrange visits to hospital	To parents/carers of casualties
Arrange transport facilities	For parents/carers to visit casualties
Arrange for to meet returning party	For parents/carers of non-casualties
Arrange briefing meetings	Staff, pupils, parents. Inform pupils in a sensitive way (small groups if appropriate)
Decide who is to speak to the media (see page 12)	
Consider issue of information e.g. info telephone line (recorded message)	
Establish reception facilities	For concerned relatives coming to the school – establish they are relatives not media