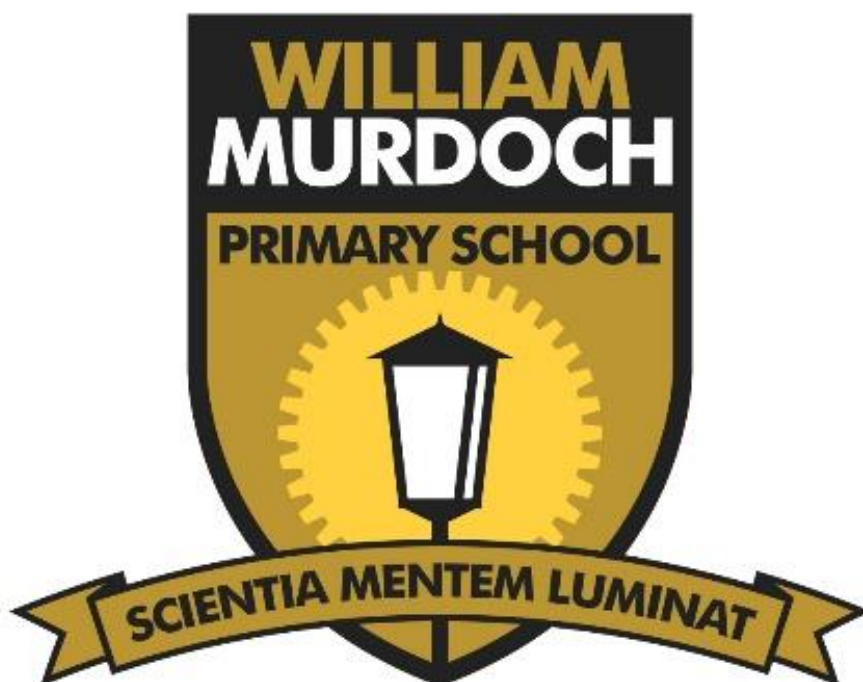


William Murdoch Primary School

Educational Visits Policy



Approved by: Daniel Taylor

Date: 7 February 2024

Last reviewed:

Next review due by: February 2025

Educational Visits and Learning Outside the Classroom Policy

Responsible for Policy: Educational Visit Co-ordinator (EVC); Headteacher and SLT

The aim of this policy is to sustain and promote a broad range of offsite Educational Visits from William Murdoch Primary School, whilst ensuring safe practice and competent supervision. This will allow children to reach their potential. Children and young people need experiences which broaden their horizons, enrich their cultural experience and understanding and improve their well-being. This policy covers all offsite visits and some on site learning outside the classroom. The Headteacher and Educational Visit Coordinator (EVC) manage this policy. It provides a local framework for staff planning of educational visits and learning outside the classroom activities. The EVC manages the practicalities. It provides a framework for staff planning of educational visits and learning outside the classroom activities. Visits fall into one of two categories as outlined below:

- Routine visits
- Visits that need extra-long planning

Contents

For ease of reference these policy guidelines have been divided into sections as follows:-

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1. INTRODUCTION

This document is the policy for William Murdoch Primary School and aligns with the Outdoor Education Advisers Panel National Guidance (NG) www.oeapng.info. Birmingham City Council Policy and Guidance for Educational Visits and Learning Outside the Classroom, as the employer underpins this policy.

The school provides a rich and varied programme of opportunities for children to learn outside the classroom – within the school, the local area and further afield. The programme of visits is structured and progressive to gradually develop young peoples' confidence, self-esteem, awareness of others, emotional literacy and resilience, mental and physical health, independence, responsibility, specific learning objectives and awareness of the environment.

This is crucial as our young people move into the wider society that the foundations are carefully laid so that throughout their lives, they continue to be successful learners, confident individuals and respectful global citizens.

Under the Health and Safety at Work Act, employers are responsible for the health, safety and welfare of its employees and must ensure that others who may be affected by their work activities such as children are not exposed to risks to their health and safety.

In addition, the Management of Health & Safety at Work Regulations requires employers to assess risks in the workplace and put in place control measures to reduce these risks. In respect of offsite visits eliminating all risk could also remove many of the benefits associated with the activity and hence would be counterproductive. Consequently, whilst risk should be managed, and should be at 'acceptable levels', there needs to be a careful balance between the risk of the activity and the benefits of participation and the learning outcomes.

This policy should be read in conjunction with "National Guidance" produced by OEAP and adopted by Birmingham City Council.

As a school it has been decided that each year group will complete three trips a year related to topics that are being taught in class. Additionally, a religious or place of worship visit needs to take place which links to RE topics taught in that year group.

2. BENEFITS OF EDUCATIONAL VISITS

Children derive a great deal of educational benefit from taking part in offsite activities with their school. Outdoor learning, offsite visits and learning outside the classroom can all have a positive impact on young people's learning and development which can include improvements to academic achievement and motivate children to learn. Educational visits also help children with their personal, social, emotional, cognitive and physical development. Outdoor learning, offsite visits and learning outside the classroom gives children real life experiences to help them evolve into good citizens of society.

Here are the key benefits to educational visits:

- To promote and develop independence, self-confidence, self-esteem, self-discipline, self-respect and respect for others.
- To encourage the development of interpersonal and social skills, e.g. trust, co-operation, teamwork.
- To develop learning potential through the introduction of new skills, challenges and experiences.
- To be considerate of others. To develop awareness of the consequences of our actions and behaviour particularly in relation to others.
- To develop positive behaviour and attitudes and to transfer that positive behaviour to school and other societal situations.
- To offer individual and group challenges.
- To develop positive awareness of mental and physical health and well-being.
- To encourage awareness, exploration and respect for the natural world and local environments.
- To be aware of safety considerations for others and ourselves.
- To become educated, creative and aware global citizens.
- To offer opportunities to step out in our local and wider areas and to enhance and broaden our horizons and 'cultural capital'.

NG 1b Foundations <https://oeapng.info/download/2826/>

3. ROLES AND RESPONSIBILITIES

Responsibility of all staff:

All roles clearly identified on the NG website <https://oeapng.info>. Specific roles are identified and clearly defined as EVC, Visit Leader, Assistant Leaders, Volunteers, Headteacher, Governing Board and Employer. There is specific guidance and information for each role.

All staff should be aware of the expectations placed upon them and should appreciate the nature of their relationship to the pupils and other staff. They must:

- be confident in their ability to lead a visit.
- conduct themselves in a manner compatible with their own safety and the safety and well-being of the pupils.
- inform the visit 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 visit leader any concerns they may have regarding pupil behaviour and well being during the visit.
- ensure that they have signed themselves out at reception and in on return.

Greater levels of responsibilities will normally be assigned to teachers and/or support staff than to adult helpers and a higher standard of care is expected of them.

Responsibility of Governing Board:

As a member of a governing board you should seek to enable and ensure high quality visits and outdoor learning through support and challenge as a 'critical friend'. You should ensure that:

- You understand who the employer is in your setting – see OEAP National Guidance document 1c "Status, Remit and Rationale"
- If the governing board is the employer of establishment staff, you are aware of the employer's responsibilities, including under health and safety law
- There is a policy for off-site visits and outdoor learning – see document 5.3b "How to Write an Establishment Visits Policy"
- The policy covers charging for visits and activities – see document 3.2c "Charging for School Activities"
- There is a plan for emergencies – see document 4.1d "Emergencies and Critical Incidents – Guidance for Establishments"
- The school has access to advice to inform its policy, practices and procedures relating to the health and safety of participants in outdoor learning and off-site visits, such as from an Outdoor Education Adviser appointed by the employer
- The school appoints an EVC, and the roles and responsibilities of the EVC, governing board members, the headteacher and other staff are clear – see document 3.1b "Establishment Roles and their Interdependence"
- The headteacher and the EVC take all reasonable and practicable measures to include in visits those with disabilities, special educational or medical needs, and those from all ethnic and socio-economic backgrounds
- There are formal notification and approval procedures for visits, and the governing board agrees on the types of visit it should be informed about
- You challenge the nature of an activity or visit when the educational objectives are not clear or where the means to meet them do not appear to be realistic
- There are procedures in place to monitor the safety, quality and effectiveness of off-site visits and outdoor learning – see OEAP National Guidance documents 3.2b

“Monitoring”, 5.1a “Establishment Self-Evaluation Form” and 5.1c “Self-Evaluation and the Ofsted Framework” (for school governors).

Responsibility of Headteacher:

A Headteacher should ensure that:

- You are familiar with your employer’s policies for outdoor learning and off-site visits
- Your school has a policy for outdoor learning and off-site visits – see OEAP National Guidance document 5.3b “How to Write an Establishment Visit Policy”
- All activities and visits comply with employer and establishment policies and OEAP National Guidance, and are notified or submitted for formal approval as required
- You approve visits as required, or delegate this to an appropriate experienced senior colleague (OEAP National Guidance document 3.3e “Checklist – Visit Planning” is a useful tool for checking visit plans)
- Visits are submitted to the employer for approval if so required
- Arrangements are in place for the governing board to be informed of such visits as required by your establishment’s policy
- You have clearly designated either yourself or a suitable member of staff as the Educational Visits Coordinator (EVC), and the designated person meets your employer’s requirements, including undertaking training as required – see OEAP National Guidance document 3.4j “Educational Visits Coordinator”
- The roles and responsibilities of those involved with visits are clear – see OEAP National Guidance document 3.1b “Establishment Roles and their Interdependence”. • You and your EVC have access to expert advice, such as from a competent outdoor education adviser appointed by your employer.
- You have ascertained that all leaders are appropriately competent, confident and accountable to carry out the responsibilities they are allocated – see OEAP National Guidance document 3.2d “Approval of Leaders”
- You support your EVC in ensuring that all activities and visits are effectively supervised with an appropriate level of leadership – see OEAP National Guidance document 4.3b “Ratios and Effective Supervision”
- You support your EVC in ensuring that information has been shared with parents, and consent has been given if required – see OEAP National Guidance document 4.3d “Parental Consent and Informing Parents”
- When you take part in a visit or activity, you and other members of the Visit Leadership Team are clear about your role (if you are not leading the visit, you should follow the instructions of the designated Visit Leader, who should have sole charge of the visit)
- Suitable safeguarding procedures are in place, including appropriate vetting of all adults including volunteers, helpers and visitors – see OEAP National Guidance documents 4.3e “Safeguarding” and 3.2g “Vetting and DBS checks”;
- You have assigned sufficient time for leaders to organise activities and visits properly;
- You support an apprenticeship/succession-planning culture to ensure sustainable activities and visits and the development of competent leaders and EVCs
- Arrangements have been made for the medical and special educational needs of all participants and staff
- Inclusion issues are addressed – see OEAP National Guidance document 3.2e “Inclusion”
- Suitable transport arrangements are in place – see OEAP National Guidance document 4.5a “Transport – General Considerations”
- Systems are in place to ensure that equipment used during activities is suitable and safe – e.g., systems for recording inspections, recording use, and reporting defects

- Appropriate insurance arrangements are in place – see OEAP National Guidance document 4.4c “Insurance
- Visits have contingency plans (a Plan B) to deal with changing circumstances
- You obtain best value – consideration must be given to financial management, choice of external providers and facilities, and contractual relationships
- Where charges are made to parents, these are within legal and employer requirements – see OEAP National Guidance document 3.2c “Charging for School Activities”
- Appropriate procedures are in place to account for the visit finances
- Risk management is proportionate, suitable and sufficient (see OEAP National Guidance document 4.3c “Risk Management – an Overview”) – it is good practice to adopt any materials made available by your employer to reduce bureaucracy
- Where the activity or visit involves a third-party provider, appropriate checks have been made and assurances obtained, a clear contract is in place setting out what the contractor is to provide, and the provider holds sufficient indemnity insurance – see OEAP National Guidance document 4.4g “Selecting External Providers and Facilities”
- There are suitable emergency procedures in place for each visit, and your establishment has an Emergency Plan for off-site visits – see OEAP National Guidance document 4.1d “Emergencies and Critical Incidents – Guidance for Establishments”
- Details related to off-site activities and visits (including personal details of both participants and leaders) are accessible at all times to designated 24/7 Emergency Contacts in case of a serious incident
- Anyone designated as an Emergency Contact is contactable and available for the full duration of the visit 24 hours a day, has the authority to make significant decisions, is able to respond immediately to the demands of an emergency, and has a back-up person or number
- There are systems in place to monitor the progress of visits while they are away from the establishment, and to raise an alert if a group does not report or return when expected
- Provision is monitored to ensure good practice and compliance with employer and establishment requirements, and to identify any training needs – see OEAP National Guidance document 3.2b “Monitoring”
- Serious incidents are reported to the employer as required by your employer’s guidance, meeting the requirements of RIDDOR
- All visits are reviewed, addressing issues raised by any incident and informing future visits – see OEAP National Guidance document 4.2c “Reviewing”
- Visits are evaluated against their aims and objectives – see OEAP National Guidance document 5.1d “Evaluation”
- Outdoor learning and visits are included within the process of establishment self-evaluation – see OEAP National Guidance document 5.1c “Self-Evaluation and the Ofsted Framework”

Responsibility of the EV Coordinator:

The key functions of an EVC are to:

- Be a champion for all aspects of visits and outdoor learning
- Challenge colleagues across all curriculum areas to use visits and outdoor learning effectively in order to provide a wide range of outcomes for children and young people and contribute towards establishment effectiveness
- Support/oversee planning so that well considered and prepared arrangements can lead to well-managed, engaging, relevant, enjoyable and memorable visits and outdoor learning
- Support the headteacher in ensuring that the establishment fulfils its duty of care and complies with legal requirements regarding outdoor learning and offsite visits – see OEAP National Guidance document 3.2a “Underpinning Legal Requirements and Duty of Care”
- Ensure good practice in the provision of visits and outdoor learning – see OEAP National Guidance document 4.3a “Good Practice – the Basics”
- Mentor leaders and aspirant leaders, supporting their ongoing development and training
- Ensure that leaders are competent to lead the activities and visits to which they are assigned – see OEAP National Guidance document 3.2d “Approval of Leaders”
- Ensure that Disclosure and Barring Service (DBS) disclosures are in place as necessary – see OEAP National Guidance document 3.2g “Vetting and DBS Checks”;
- Support leaders to ensure that parents are fully informed about visits, and to obtain parental consent as necessary – see OEAP National Guidance document 4.3d “Parental Consent and Informing Parents”
- Ensure that emergency arrangements are sufficient, and that there is an emergency contact for each visit – see OEAP National Guidance document 4.1d “Emergencies and Critical Incidents – Guidance for Establishments”
- Monitor provision in school to ensure good practice and compliance with employer and school requirements, and to identify any training needs – see OEAP National Guidance document 3.2b “Monitoring”
- Ensure that planning complies with the employer’s requirements and that, where required, the arrangements are submitted for approval within agreed timescales
- Support the headteacher and governors in approval decisions so that all those with responsibility have the competence to fulfil their roles
- Ensure that all activity is reviewed and evaluated, that good practice is shared, and that any issues are followed up – see OEAP National Guidance documents 4.2c “Reviewing” and 5.1d “Evaluation”
- Keep records of individual visits including reports of accidents and near-misses
- Keep the headteacher and governors informed about the visits and outdoor learning taking place and their contribution to establishment effectiveness.

Responsibility of the Team Leader:

Team leaders, whether teachers or adult helpers, have a common law duty of care towards the pupils in their charge. Group leaders must recognise their responsibilities and should:

- Obtain the Headteacher's prior agreement before any offsite visit
- Follow LEA and school guidelines
- Clearly define each helper's role and ensure all tasks have been assigned
- 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 risk assessment
- Review regularly undertaken visits/activities and advise Headteacher 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 section 7)
- Consider stopping the visit if the risk to the health or safety of the pupil is unacceptable and have in place procedures for such an emergency
- Ensure all helpers have details of the school contact
- Ensure all helpers have copies of the emergency procedures
- Ensure that all helpers have details of the medical or special needs of the pupils
- Observe the guidance set out for teachers

Responsibility of the Teacher:

Teachers on school visits act as employees of the LEA whether the visit is during normal school hours or outside the school day. 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
- They have been sufficiently involved in the planning and preparation of the visit
- They understand the role and responsibilities they have been assigned
- Group lists
- Staff have been properly briefed on the visit and group members
- Contribute to the evaluation
- 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

Responsibility of the adult volunteers:

- The vetting procedures for volunteers, including when an enhanced DBS check is required
- The minimum induction and training procedures for volunteers
- Under what circumstances, if any, volunteers may act as visit leaders or their assistants (if volunteers are allowed to act as visit leaders, they must be accountable, which implies that they have been engaged through a thorough

recruitment process that includes vetting and induction into the establishment's policies and procedures)

- How volunteers are assessed as competent to carry out their assigned role
- Requirements for supervision of volunteers. See OEAP National Guidance document 3.4o "Volunteers"

Office staff will ensure they:

- Have up-to-date staff contact details
- Ensure the group leader has the school mobile phone
- To have up to date contact details of parents

Responsibilities of the 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 teachers, leaders 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.

National Guidance documents for roles and responsibilities.

Roles 3.4ao EVC 3.4j <https://oeapng.info/download/1122/> (See Appendix A)

EVL 3.4k <http://oeapng.info/download/1124/> (See Appendix A)

Headteacher 3.4g <http://oeapng.info/download/1116/> (See Appendix A)

Assistant Leader 3.4i <http://oeapng.info/download/1126/>

Volunteer 3.4o <https://oeapng.info/download/1792/>

3.4f Member of Governing Board <https://oeapng.info/download/1114/>

4. PLANNING AND PREPARATION OF TRIPS

This involves a careful consideration of the questions below

- Identify the significant issues or potential risks on this visit that young people, staff or helpers are exposed to
- What are the actions (control measures) that you can put in place to mitigate the risks to an acceptable level

Key Points for all visits

- The number of pupils involved
- The age of the pupils involved
- All Educational Visits must have clearly identified aims, benefits and objectives
- All Educational Visits must have an approved competent Visit Leader

- The Headteacher/ EVC makes the approval for an Educational Visit and for the designated competent Visit Leader role
- When planning a repeat visit or a series of activities, it is important to review the previous plan (no matter how well it worked in the past) to ensure that it meets current group needs and add in any changes deemed necessary (e.g: time of year, allergies etc)
- All visits must provide evidence of a prepared written risk assessment
- Visit Leaders must be able to access all supporting information relating to the visit, e.g. emergency contacts, itinerary, names and group detail
- EVC's must retain and record all supporting information centrally
- Parents must be fully informed of all arrangements and costs
- Any cost of the visit must consider the School/establishment Charging Policy
- All necessary permission/consent slips must be obtained
- Evaluations must be completed after the visit has taken place. This will inform future visits

In order to undertake a full, thorough and comprehensive assessment of risks, where possible it may be essential to undertake a pre-visit and potential risks should be reassessed from time to time. When undertaking risk assessment, a number of variables need to be taken into account:

- The nature and duration of the visit
- Specific activities that will take place
- The number of pupils involved
- The age of the pupils, their gender, ability and general behaviour
- Staffing ratios based on age of pupil, but also the ability of the pupils and any Special Educational Needs
- If the pupils have any specific medical needs, what they are and any medication that needs to be taken
- The previous experience of the group undertaking off-site visits (check previous evaluations)
- The time of day and time of year
- The travel arrangements
- The hazards at the environment being visited and how would hazards be addressed on the visit.
- The numbers, experience and quality of accompanying 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 and how that would be addressed on the visit
- How to cope when a pupil becomes unable or unwilling to carry on
- The need to monitor the risks throughout the visit.

The Educational Visits Information Form (Appendix Two) must be completed by the group leader and authorised by the Educational Visit Coordinator and the Headteacher.

The risk assessment (Appendix Three) must be completed by the group leader and authorised by the Educational Visit Coordinator at least 2 weeks before the trip takes place. Before writing the risk assessment the visit lead must read the venues risk assessment and use the venues risk assessment to aid them to write the schools risk assessment. Furthermore, venue's ratios must be checked to ensure the correct amount of staff are attending the educational visit. Venue ratios must to be adhered to.

Staff should follow the school evaluation procedure (Appendix Four). They should complete an evaluation to aid and inform future visits. Involvement of young people in this process would always enhance the evaluation. A copy of the evaluation is to be sent to the EVC no more than 7 days after the visit. This is an important part of the educational visit process and allows practitioners to reflect on practice, achievement and learning outcomes. Was the venue suitable? How did it go in terms of planning supervision risk management? Were there any incidents or accidents? What worked well? What did not work so well? Collective visit team evaluation is valuable. What learning needs to be shared with colleagues? Were there any first aid incidents or near misses?

In addition to the OEAP National Guidance <https://oeapng.info/downloads/all-documents/> are at hand to help and aid the group leader to make sure all the relevant documents are completed before and after the educational visit has taken place.

NG 4.3c Risk Management - An overview <https://oeapng.info/download/1144/>

NG 4.3e Risk management - What to Record and How

<https://oeapng.info/download/2684/>

Categories of Activity Risk

There are 3 categories of risk

Category A Normal Risk (one day trips)

Such as swimming, games, recreation and sports, theatre visits, walking in the park and non-hazardous (not remote or involving water) field studies.

These are activities that present no significant risk beyond that of everyday life.

Category B Additional Risk

Consist of residential or higher risk activities (such as walking in non-remote countryside, camping, cycling on roads or non-remote off-road terrain).

These are activities to visits or locations with a higher risk

Category C High Risk

Consist of demanding activities that normally fall into the scope of Adventurous Activities Licensing Regulations (e.g. high rope courses, sub aqua, canoeing)

These are the highest risk activities, including those within the AALR and others

5. CONSENT FOR VISITS

When is Consent Required?

Parental consent is needed for a child under the age of 18 to participate in all offsite visits, except for certain visits organised by the school

When is Consent Not Required?

Other establishments that a child attends as part of their day-to-day education or training do not need consent for the child to participate in offsite visits that take place during the establishment's normal hours, and which are a part of its secular curriculum (Education Act 2002 section 29). They do need consent for visits that take place outside normal hours.

While parents do not have the option to withdraw their child from the curriculum, except for religious or sex education, it is good practice to inform them that a visit or activity is to take place. Asking for consent when it is not needed may lead to some parents assuming they

can withhold consent and so withdraw their child from a curriculum visit when this is not the case.

If a curriculum visit involves an adventure activity or other higher-risk activity, then parents might understandably be concerned. This can normally be addressed by providing information and reassurance about how the risks will be managed. However, an establishment could choose to seek parental consent for participation in the activity even though this is not legally required. In this case, if consent were to be refused, the establishment would have to provide alternative activities to ensure that the curriculum aims were met. Consent for Other Matters In addition to gaining consent for participation in certain visits, it may be necessary to ask parents for other consent, such as:

- Consent for a child to receive emergency medical treatment, including administration of an anaesthetic or blood transfusion, in the event of an emergency when parents cannot be contacted
- Consent for the establishment to share personal data such as contact details, medical and behavioural information with third-party providers (under the terms of the establishment's privacy policy)
- Consent for the use of photographs of a child by the establishment or by any provider
- Agreement to any financial or other terms and conditions. Gaining Consent There are two different mechanisms to consider.

There are two different mechanisms to consider:

One-off or blanket consent One-off or blanket consent may be obtained, for example, when a child is enrolled into a school or college, or annually, or at the start of a programme of activities. It provides evidence that parents have consented in advance to all visits and activities which require their consent.

Visit-specific consent While one-off consent can be used for many visits, there are situations where consent for a specific visit is necessary. These might include:

- Visits to countries which require proof of parental consent
- Visits for which an agreement is required for payment or other terms and conditions
- When it is decided to use a provider's consent form.

OEAP National Guidance document 4.3d "Parental Consent and Informing Parents".

6. RESIDENTIAL TRIPS

Residential visits fall into the enhanced category and require detailed advanced planning and preparation. There are specific management issues associated with these types of visit. Residential experiences can provide powerful learning opportunities that fulfil individual's personal and social development and promote the aims and benefits that underpin this policy. The school aspiration is that all young people should have a residential opportunity as part of their key educative foundation and offer.

Aspects to consider for all residential:

- Suitability for the age of the group and accessible to the range of abilities and individual needs
- The group should ideally have adjoining rooms with teachers' quarters next to the Suitability for the age of the group and accessible to the range of abilities and individual needs

- Cost effective, financial considerations and insurance
- Is the accommodation part of the residential package or is the accommodation separate?
- Sole occupancy, shared or public usage
- Self-catering
- Camping or home stay accommodation
- Overseas visits

Aspects that need to be considered when booking and on the residential are:

- Staff ratio should be at least 1 member of staff for every 10 pupils (1:10)
- The group should ideally have adjoining rooms with teachers' quarters next to the pupil's rooms – the leader should obtain a floor plan of the rooms reserved for the groups use in advance
- There must be at least one teacher from each sex for mixed groups
- There must be separate male and female sleeping/bathroom facilities for pupils and adults
- The immediate accommodation should be exclusively for the groups use
- 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
- Security arrangements, where the reception is not staffed 24 hours a day, should be in force to stop unauthorised visitors
- 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 drying facilities
- 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
- 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

Safeguarding during offsite visits – specific guidelines

In terms of Safeguarding, the implications for planning and preparation will vary depending on the nature of the visit, however there are two main areas that leaders need to pay particular attention to throughout the planning, operation and evaluation process:

- Child Protection procedures and arrangements
- Safe & Appropriate working practice by staff and volunteers.

Child Protection procedures and arrangements (This should be read in conjunction with the school's Safeguarding Policy)

- Offsite visits of any duration, present less formal situations where children and young people are away from the immediate school/establishment and home environment. This applies particularly to residential, but also to shorter visits. In these situations, the atmosphere can be more informal and provide opportunities for children/young people to make disclosures of a Child Protection nature to staff or peers
- By the nature of some of the activities and residential arrangements involved in offsite visits there may also be situations where evidence of abuse is noticeable
- It is important therefore that all staff are aware of the basic 'signs and symptoms' of abuse and neglect and understand how to respond to concerns and disclosures made by children/young people. It is recommended that all staff involved in offsite visits (and volunteers who assist with residential visits) have completed the basic child protection training
- All adult leaders should be aware of the procedures for reporting concerns observed or disclosures made to them on to the group leader or designated member of staff
- This includes the procedures for responding to allegation of abuse made against members of staff and volunteers or other children/young people
- There must be arrangements in place for concerns to be referred back to the appropriate school/establishment contact if necessary so that a decision can be made about how to respond to the concerns
- The school/establishment contacts must be aware of the referral process to the Birmingham Safeguarding Board (or other LA if appropriate) and have continued access to the relevant contact numbers regardless of school/establishment session times
- All children/young people should be made fully aware of the arrangements and procedures that they need to follow to keep themselves and others safe, and what is appropriate behaviour. They should also be made aware of the ways in which they can seek advice or help in situations they are concerned about
- Risk assessments should take account of any sites visited that are shared by members of the public to ensure appropriate supervision

Vulnerable and Challenging Pupils

- It is important that the Visit Leader is aware of any children/young people who are for example subject of a Child Protection Plan (where there are current concerns of a Child Protection, emotional or related nature that may place them at increased risk). As a result, the child may require increased support or monitoring in certain situations.
- Some children/young people are known to pose a risk to their peers as a result of physical intimidation and bullying or sexually inappropriate or abusive behaviour. Others because of risk taking or dangerous behaviour would also require additional supervision or other measures.

- In both of these situations appropriate assessment of risk should be made depending on the nature of the visit and behaviour or concern. The school Designated Safeguarding Lead (DSL) must be consulted at the planning of residential visits in order to inform such appropriate child specific risk assessments. The group leader should also reach agreement with the school DSL or other professionals about what information is appropriate to share with other adults involved with the visit.

Safe & Appropriate working practice by staff and volunteers

(This section should be read in conjunction with the school's Code of Conduct or Safe Working Practice policy; Guidance For Safe Working Practice for Adults who work with Children & Young People in Educational Settings DCSF 2009)

- Adults should take particular care when supervising children/young people on offsite visits and, where the setting is less formal than the usual workplace. Adults remain in a position of trust and have a duty of care and need to ensure that their behaviour remains professional at all times and stays within clearly defined professional boundaries as outlined in the documents above
- Group Leaders should ensure that all adults involved in offsite visits are reminded of the relevant sections of the documents above and the need to follow all visit arrangements and procedures. These are designed to safeguard children/young people and at the same time protect adults from putting themselves in situations that may lead to misunderstandings or allegations of inappropriate or abusive behaviour
- By following this guidance staff should feel reassured that they are acting appropriately, not putting themselves at risk and that a reasonable and proportionate approach can be followed
- All adults should be aware that any sexual activity with a child/young person under the age of 18 is a criminal offence as they are in a position of trust. Any sexual activity with a child/young person 18 or over will result in disciplinary action
- Adults should be instructed to report to the Visit Leader (or Senior Manager if more appropriate) so that any problems can be dealt with and there is no accusation of 'covering things up'
 - a. Any behaviour or situation that may give rise to complaint misunderstanding or misinterpretation.
 - b. Any difficulties experienced when for e.g. coping with a challenging child/young person, or situations that they are unsure of.
 - c. Situations where they are the subject of affection, attention or inappropriate behaviour by a child/young person.
 - d. Any behaviour by another adult that gives cause for concern that it may be inappropriate or undermines the safety & welfare of children/young people.
- It is important that adults involved in offsite visits

- a. Behave in a mature, respectful & safe manner
- b. Provide a positive role model to children/young people
- c. Treat all children/young people equally
- d. Do not behave in a way that could lead to questions about their suitability to work with children/young people.

Specific Safe Practice Issues

- All adults taking part in offsite visits are advised that if they are unsure about appropriate practices in a range of situations, seek advice from the Visit Leader. Some specific issues are covered below.
 - a. **Sleeping & Showering etc** – these should be organised to enable adequate and gender appropriate supervision and ensure that staff do not use communal shower at the same time as children/young people and do not share bedrooms except in dormitory or similar arrangements. In this case specific risk assessments will be completed and control measures put in place. Parents and group members should be made aware of the planned arrangements.
 - b. **Mobile Phones** – Adults should not use personal mobile phones to communicate with children/young people. School equipment must be used. If children/young people have mobile phones and the Visit Leader feels it is appropriate these numbers can be retained by the group leader with consent from the parents/guardians or children/young people (depending on age). These must be deleted or destroyed immediately after the visit.
 - c. **Photography** – The school must have written consent from parent/guardian for images to be taken and published. In some cases, this permission is refused for domestic or identity reasons and group leaders should make all adults aware of any such cases. If images are published or placed on the school's website or newsletter then it is important that no information is included that might enable someone to contact the child/young person independently.
 - d. **Photographs of children/young people** - Staff must be made aware that photographs taken by children/young people may be published on Social Networking sites or circulated by mobile phone. When posing for photographs this needs to be borne in mind.
 - e. **Physical Contact** – As a general rule, adults should avoid physical contact. However, there may be situations when physical contact is justified as a means of reassurance, protection encouragement etc. Some offsite visits involve physical activities where appropriate physical contact is appropriate and necessary as long as it is not intrusive or

disturbing for the child/young person and they have given consent.

- f. **Physical Intervention** – Any physical intervention should be carried out in line with the school policy and procedures by adults who have been authorised to do so by the head teacher/senior manager. Teachers do have a legal authority to carry out physical or other appropriate physical intervention. This is ideally as a last resort after other strategies have been tried or considered and to protect the health & safety of those involved.
- g. **Administration of medicines and First Aid** – Any first aid or administration of medicines must be carried out in line with the school policy by appropriately trained staff and in line with parental/guardian consent. Any regular medication or related procedures should be carried out in line with an appropriate Health Care Plan drawn up in consultation with parents/carers and the child/young person. This should indicate the details of self-administration and the arrangements for adult support and administration. If first aid is administered, other adults should be made aware and if possible, another appropriate colleague should be present. The child/young person should always be made fully aware of what is happening as appropriate. All such incidents should be recorded and reported in line with the requirements of the school first aid policy and any Health Care Plan.
- h. **Appropriate Conduct Behaviour & Dress** - In order to ensure that clear expectations of appropriate conduct, behaviour and dress are consistently conveyed to children/young people it is vital that staff follow the guidance as outlined above. Following this guidance will also protect adults involved in offsite visits from being the subject of accusations of inappropriate behaviour. Adults should take particular care when supervising children/young people on offsite visits where the arrangements are less formal than the usual setting. Adults remain in a position of trust, have a duty of care and need to ensure that their conduct and behaviour remain professional and appropriate at all times. This includes dress. Clearly the usual school dress codes do not apply to staff or children on many visits because of the nature or duration of the activities. However, adults must ensure that their dress is suitable, safe and appropriate at all times.

7. FIRST AID

- There should be a qualified first aiders on every visit
- If there is more than one coach then there must be a qualified first aider on each coach
- All adults in in charge of a group should carry a first aid kit with the relevant first aid equipment inside
- A first aid kit, 'sick bucket', paper towels etc should be taken on every visit
- If an incident occurs the visit team first aiders can attend to this

- In cases of an emergency then an ambulance is to be rung, the site members of staff are to be informed, school office staff are to be informed and school office staff will inform parents. A member of staff will attend the hospital with the child and wait with the child until parents to get to the hospital
- If a member of staff is injured then one of the first aiders will attend the medical emergency. All members of staff on the education visit and the venue where the educational visit is taking place will be informed. If an ambulance is called then school will be informed and school will make relevant phone calls to next of kin. The first aider will stay with the injured member of staff until ambulance arrives. If the member of staff wishes to attend the hospital on their own then another member of staff will not need to accompany them. The educational visit will come to an end and the children and remaining members of staff will go back to school. The school will also make arrangements for extra members of staff to escort the children from Rookery Road back to the school site
- Ensure that all medical items as such need to be clearly labelled with the child's full name and class. The adult in charge of the group will carry the medication. Carers must discuss any specific medical items e.g EPI-pens, insulin injections etc with the first aiders/teachers before the trip date

NG 4.4b First Aid <https://oeapng.info/download/1148/>

8. EMERGENCY PROCEDURES, INCIDENTS and ACCIDENT REPORTING

General

Visit leaders in charge of pupils during a visit have a duty of care to make sure that the pupils are safe. 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 lifesaving action in an extreme situation. Emergency procedures are an essential part of planning a school visit. 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 and everyone who needs to know of the incident

Four Main Categories

There are four categories dependent on the nature of the incident.

- **Incident:** This can be dealt with within the visit team. There may be communication with the base contacts
- **Emergency:** This is beyond the coping mechanism of the team and requires base support. The emergency action plan for visits can be activated. The school takes control of the situation. Advice can be sort as needed
- **Critical Incident:** This is beyond the coping abilities and strategies of the visit team and the school base support. The employer takes control of the situation to support the visit team, participants and school. Critical Incident contact numbers are used
- **Major Incident:** This is declared by the Police (in the UK) or authorities if outside the UK.

Emergency Procedures Framework

All those involved in the school trip, including supervisors, pupils and their parents, should be informed of who will take charge in an emergency, the named back up cover and what they are expected to do in an emergency.

Emergency procedures framework during the visit

If an emergency occurs on a school visit the main factors to consider include:

- Establish the nature and extent of the emergency as quickly as possible
- Ensure that all the group are safe and looked after
- Establish the names of any casualties and get immediate medical attention for them
- Inform the parents– the adult in charge of the group needs to phone the school and explain the situation. The office staff will then phone the parents or next of kin (if a member of staff) of the casualty. Update the office staff regularly of the situation so the office staff can update the parents
- Ensure that all group members who need to know are aware of the incident and that all group members are following the emergency procedures
- Ensure that a teacher accompanies casualties to hospital and that the rest of the group are adequately supervised at all times, kept together and make their way back to school safely
- Notify the police if necessary
- Notify the British Embassy/Consulate if an emergency occurs abroad;
- Inform the school contact - the school contact number should be accessible at all times during the visit, the teachers/support staff have the school mobile number should the school need to be contacted
- Details of the incident to pass on to the school should include: nature, date and time of incident; location of incident; names of casualties and details of their injuries; names of others involved so that parents can be reassured; action taken so far; action yet to be taken (and by whom)
- Notify insurers, especially if medical assistance is required (this may be done by the school contact); notify the provider/tour operator (this may be done by the school contact); ascertain telephone numbers for future calls. Mobile phones, though useful, are subject to technical difficulties, and should not replace usual communication procedures; write down accurately and as soon as possible all relevant facts and witness details and preserve any vital evidence
- Keep a written account of all events, times and contacts after the incident
- No-one in the group should speak to the media. Names of those involved in the incident should not be given to the media as this could cause distress to their families. Media enquiries should be referred to a designated media contact in the home area; no-one in the group should discuss legal liability with other parties

Emergency procedures framework for school base:

Prior to the visit, the name and school and home telephone numbers of a school contact should be identified. It is advisable to arrange a second school contact as a reserve. Head teachers and group leader should bear in mind that the contact lines may become busy in the event of an incident and that alternative numbers to ring would be useful. The main factors for the school contact to consider include:

- Ensuring that the group leader is in control of the emergency and establishing if any assistance is required from the school base

- Contacting parents; details of parents' contact numbers need to be available at all times while the group is on the visit. The school contact should act as a link between the group and parents. Parents should be kept as well informed as possible at all stages of the emergency. The school contact should act as a link between the group and LEA and/or chair of governors and arrange for the group to receive assistance, if necessary
- Liaison with media contact; if a serious incident occurs, the school contact should liaise with the designated media contact as soon as possible the reporting of the incident using appropriate forms, if necessary.

After a serious incident:

It is not always possible to assess whether group members not injured or directly involved in the incident have been traumatised, or whether other pupils or staff in the school have been affected. In some cases, reactions do not surface immediately. The school may contact local community support services and seek professional advice on how to help individuals, and the school as a whole, to cope with the effects of a tragedy.

Section 4.1 Good Practice OEAP National Guidance guide

NG 4.1b Emergencies and Critical Incidents - Overview

<https://oeapng.info/download/4697/>

NG 4.1d Emergencies and Critical Incidents – Guidance for Establishments

<https://oeapng.info/download/4713/>

NG 4.1c Emergencies and Critical Incidents – Guidance for Leaders

<https://oeapng.info/download/4725/>

9. STAFF/PUPIL RATIO

Staffing ratios are a risk management issue and should be determined through the process of risk assessment. It is not possible to set down definitive staff/participant ratios for a particular age group or activity. Some employers, guidance documents and governing bodies do set out minimum ratios, but these should be regarded as starting points for consideration rather than being definitive, as they may be appropriate only where the activity is relatively straightforward, and the group has no special requirements. If your employer does specify minimum ratios, you must follow their guidance.

Some venues require minimum ratios and the visit lead must check the venue ratios ensure the correct amount of staff are attending the educational visit. Venue ratios must to be adhered to.

The Early Years Foundation Stage (EYFS) Statutory Framework sets out legal minimum ratios for all providers working with children aged up to five. The appropriate ratio during an outing is always likely to be higher than the legal minimum: as with other age groups, this should be determined by risk assessment, which should be reviewed before each outing. It is not unusual for a ratio of 1:1 to be necessary.

However, these ratios should take into account:

- Sex, age and ability of group
- Pupils with special educational or medical needs
- Nature of activities

- Experience of adults in off site supervision
- Duration and nature of the journey
- Competence and confidence of staff
- The consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.
- Requirements of the organisation/location to be visited
- Competence and behaviour of pupils
- First aid cover
- Early years (three to five-year olds) the ratio is 1:8

A useful framework for assessing requirements for ratios and effective supervision is STAGER. See OEAP National Guidance document 1b “Foundations”:

- **Staffing:** who is needed/available? The plan must work within the limits of available numbers, abilities and experience
- **Timing:** How will the time of year or time of day affect the visit and its staffing? If the visit takes place out of the establishment’s normal working hours, or at a weekend or during holidays, how will this affect staffing and the availability of support back at base?
- **Activities to be undertaken:** what do you want the group to do and what is possible?
- **Group characteristics:** prior experience, abilities, behaviour and maturity, sex, any specific individual needs
- **Environment:** indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded? Do not overlook environments to be passed through between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions. Consider the implications of current guidance about avoiding infection during an epidemic.
- **Remoteness:** do the activities take place within the establishment grounds, close to it or at a distance? Will communications between the group and base be straightforward? How easy will it be to summon help in an emergency, and for emergency services to reach the group?

NG 4.3b Ratios and Effective Supervision <https://oeapng.info/download/1142/>

NG 4.2a. Group Management and Supervision

<https://oeapng.info/download/1138/>

Where there is more than one teacher on the visit, a group leader should be appointed who has the authority over the whole year group. When parents are taken on visits they should be carefully selected and they must be fully briefed before the visit. The Headteacher must assess the suitability of potential helpers and leaders at a very early stage of the planning. It should also be noted that for the protection of both adults and pupils all adults should ensure that they are not alone with a pupil whenever possible. All adults on a visit should clearly understand their roles and responsibilities at all times. It should always be clear that the teacher is responsible for the group at all times.

10. RECORDS AND COMMUNICATIONS

Records of a visit can provide a very useful and informative way of demonstrating the accountability of the school towards its pupils. Pre-visit risk assessments should be kept on file. Reports of any accidents or incidents should also be kept on file.

Parents should always be made aware when their children are leaving the school premises. 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 ensure that the National Curriculum work that was being developed during the visit is made available to the child in school. The refusal of the parent not to allow the child to go on the visit does not offer the opportunity for the child to be kept off school for the day. Communication with parents regarding school visits will be included in:

- The school prospectus
- Letters regarding use of private transport
- Information about visits during school time
- Voluntary contributions
- Trips outside school hours
- Details of children's medical needs
- Meetings with parents
- Consent forms

Consent forms must be signed by parents/career for each child. This will allow the child to take part in the educational visit.

11. FINANCE

All financial aspects for a visit must follow clear school processes and guidelines including timely budget preparation, accounting and collection of monies. Charges for parents/careers must be in line with the school charging policy. Parents/Careers must have sufficient notice of charges to enable them to make payments, and communication should include the detailed timelines for payments. The school do not accept any money in school for educational visits and all parents have to pay using the parent pay account. Parents/Careers should also be told of any arrangements that the school may have for any young people that need support with the cost of any visit.

12. INSURANCE

The school has comprehensive insurance with 'Zurich'. Insurance. Ensure it covers all aspects that you will require cover for. *Read the small print carefully.* Double check natural disaster and pandemic clauses in the insurance and what the policy covers for visits that take place within the UK and overseas. Information with regards to insurance should be provided for and checked by the visit leaders in consultation with the EVC and head teacher. This section refers to insurance specifically related to learning outside the classroom and educational visits that are usually offsite. Other general insurance aspects including for example, public liability, employer's liability, professional indemnity and motor vehicle insurance should be sourced from the business manager or financial officer as well as the Local Authority, your employer or Trust.

NG 4.4c Insurance <https://oeapng.info/download/1150/>

Reference: BCC Education Safety Service 'Educational Visits and Learning Outside the Classroom Policy and Guidance ' Section 14

13. TRANSPORT

National Guidance contains full information for cars, minibuses and public transport. Please ensure that you request and book minibus transport at least four weeks in advance of the visit. Coach transport should be considered and booked at the earliest opportunity.

NG 4.5a Transport General Considerations <https://oeapng.info/download/1162/>

NG 4.5b Transport in Minibuses <https://oeapng.info/download/1164/>

NG 4.5e Hiring a Coach <https://oeapng.info/download/2869/>

NG 4.5d Seat Belts and Child Restraints <https://oeapng.info/download/2540/>

All adults should consider:

- Passenger safety
- Type of journey
- Traffic conditions
- Insurance cover
- Weather
- Journey time and distance
- Stopping points on longer journeys
- Supervision

14. SAFEGUARDING

All adults involved have a duty of care and responsibility to promote the safety and welfare of the children and young people in their care. This includes during outdoor learning and off-site educational visits.

- All members of staff on the visits must familiarise themselves with the guidelines provided by the school's safeguarding policy
- Visit Leaders to liaise with DSL to ensure they are informed of any vulnerable children and specific safeguarding needs
- All members of staff will need to carry the school phone number and all the phone numbers of the members of staff that are on the visit
- Adult to children ratio is important; it the group leader' responsibility to make sure the child to adult ratio is correct. Group lists of the children are the class teacher's responsibility but the group leader will need a copy of these lists
- Must ensure that on the pre-visit that there is a lost child point and if there is not then ask a member of staff who work there what happens and note this down to prep staff when getting back to school. All children and staff are made aware and are shown the lost child point when they arrive at the venue

4.3e Safeguarding <https://oeapng.info/download/1288/>

12. Pre- Checking Venues and External Providers

The suitability of the venue must be researched. This includes checking if the providers are able to meet the intended learning outcomes and group needs.

NG 4.4f Checklist Assessing the Provider <https://oeapng.info/download/1154/>

NG 4.4g Selecting External Providers and Facilities <https://oeapng.info/download/4431/>

13. Quality Badges Accreditation and Licensing

Birmingham City Council and the OEAP endorse and support the use of the Council for Learning Outside the Classroom (CLOtC) Quality Badge. <https://lotcqualitybadge.org.uk>

Therefore, the organisation that holds this award provides a quality or safety 'benchmark' that is externally verified. Similarly, this is the case if an Outdoor provider has an Adventure Activities Licensing Authority (AALA) licence where safety paperwork does not need to be examined. If a Provider does not hold an external accreditation or verification they should complete the Providers Statement below. If in doubt consult your EVC or Adviser.

15. INCLUSION

Principles:

- There is a presumption of the right or entitlement for all young people to participate in the activities offered by the school
- Accessibility through direct or realistic adaptation or modification.
- Integration through participation with peers

It is unlawful to:

- Treat a young person less favourably
- Fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification
- Expectations of staff must be reasonable, so that what is required of them (to include a given young person) is within their competence and is reasonable

Any difficult decisions should be supported by the EVC, SLT or Headteacher and should be recorded carefully.

NG 3.2e Inclusion <https://oeapng.info/download/1086/>

16. DRESS CODE

- All children must wear school uniform unless stated otherwise by the EVC or Headteacher
- Children must wear sensible foot wear for example trainers or wellington boots
- The members of staff should dress sensibly, clothes they can move about in easily for example jeans, leggings and a t-shirt/jumper and trainers/wellington boots

17. LUNCHES

- For all children lower school and free school meal children in upper school the packed lunches will be provided for them by the kitchen. These need to be collected in the morning and given out to all children
- Pupils who are not entitled to free school meals in upper school will need to bring a packed lunch on the day
- Dietary requirements need to be given the kitchen at least seven days before the visit takes place, therefore the children will not receive anything that they are allergic to

18. CORONAVIRUS

If there is a resurgence of the pandemic the current government guidance, including public health advice, must account as part of your process of risk assessment, and then the risk assessment should be checked regularly in the days and weeks leading up to the visit, and during a residential visit, and make any changes necessary to your plans. This particularly relates to social distancing, group sizes, personal protective equipment, hygiene whether indoor or outdoors, onsite or off site. Venues should be considered that offer minimum interaction with the public and other groups from other establishments.

The same attention should be given to hygiene outdoors as well as indoors:

- Wash and sanitize hands including when going outside
- Wash hands before and after touching shared objects such as activity equipment
- Wash hands before eating, after using the toilet
- Wash hands after getting on and off transport such as a minibus and when returning inside
- Avoid touching objects shared by the public including doors and gates where possible
- Avoid activities that involve touching each other
- Sanitise equipment before usage

Staff should have available antiseptic hand gel, antiseptic wipes, tissues, bags for waste, gloves and facemasks, disposable aprons and eye protection for administering first aid.

NG Coronavirus 4.4k <https://oeapng.info/download/4835/>

19. EXPECTANT MOTHERS

The expectant mother will have a risk assessment in place that has been put together for working in the school environment. The involvement in any educational visit would be an extension of that risk assessment process to incorporate any factors that would potentially cause risk or injury to the staff member.

Factors to consider as part of that discussion with the staff member:

- How far is the visit? Will the journey be uncomfortable for the staff member? Is it too far in case the staff member has to get back home/hospital?
- What is the activity? Will this activity create physical exertion or stress to the person?
- Is there any lifting/ manual handling involved? This should be avoided.
- What is the plan if the staff member has to leave the visit at short notice?
- What will happen to the ratio and supervision of the group? Who will take her place?
- What is the emergency plan for the visit and what part does the staff member play in that emergency plan i.e are they a key member of the emergency plan who directs much of the plan?
- Is the staff member the Visit Leader? This could put undue stress on the staff member. Better that they are an Assistant Leader.
- If the staff member feels unwell on the morning of the visit, will they feel under pressure to attend the visit after all the pre-discussion?

There is nothing to stop the staff member attending the visit, unless the findings of the risk assessment (which should be done with the staff member) indicates that some of the issues above create a significant issue for the visit in general.

21. MONITORING AND REVIEWING

This policy will be reviewed every 12 months or sooner following any incident that occurs during an offsite visit.

Help Support and Monitoring

Support, Advice and professional discussion are available from the EVC. The Head Teacher with the support of the EVC monitors Educational Visits in terms policy process and practical field visits. The EVC can seek additional support from the Educational Visit and Outdoor Learning Advisers.

Current Education Visit Advisers

Tom.Lilley@shapestone-oc.co.uk 07980 266367

Richard.Batty@shapestone-oc.co.uk 07432 053936

Appendix 1

William Murdoch Primary School
EDUCATION VISIT PROCESS CHECK LIST.

<i>Before the visit: PLANNING</i>	
Learning outcome	
Accreditation of site confirmed	
Complete approval form and sign off by <u>Headteacher</u>	
Cost of trip	
Send risk assessment to EVC three weeks before the trip	
Visit letters distributed; parental consent slips and monies collected.	
Preliminary visit if required	
Complete risk assessment with team; EVC/ Head to sign it off week before visit date.	
Emergency procedures in place	
Confirm number of accompanying adults (Ratio depending on age)	
Share visit plan with all staff members/ helpers	
Agree meeting points and times for departure	
Check weather for unpredictable conditions and inform individuals	
Ensure the office have a copy of the risk assessment for contact details	
Ensure lunches are ordered (including free lunches)	
Medical equipment packed (pupils/general)	
Picture consent	

<i>During: LEADING</i>	
Mobile phones charged and ready	
Registers completed	
Lunches packed	
First aid kit	
Medical equipment packed (pupils/general)	
Activity equipment packed (if applicable)	
Discuss meeting points with children and adults	
Check traffic conditions	
Inform office of arrival at the venue/ call if running late on return	
Ongoing risk management and active supervision.	
Confirm meeting points and times where necessary	
Head counts (all the time)	
Consistent communication between leaders and groups	
Emergency procedures followed if necessary	
Plan B (if necessary) – follow site guidance	

<i>After the trip: EVALUATION</i>	
Ensure the evaluation section is completed on the risk assessment form	
Accident/ Incident forms completed if applicable	
Near misses recorded for whole team to learn from	
Accidents or incidents recorded for whole team to learn from	
Ask the children (pupil voice)	
Pat on the back!	

Appendix 2

Educational visits information form

Visit leader to complete the first section (venue confirmed) then hand in to the School Office

Venue:

Date:

Year Group/ Class:

Number of Pupils:

Number of Staff:

Entry fee per child: £.....

Entry fee per adult: £.....

Curriculum topic covered:

Name of Visit Leader:

Educational Visits Coordinator(Signed)(Date)

Headteacher authorisation.....(Signed).....(Date)

To be completed by the Office

Transport type (circle): Coach Bus Taxi Minibus

Coach Arrival Time: Pick up point:

Coach Departure Time: Drop off point:

Cost per child £.....

Cost of transport £.....

School contribution £.....

Total cost per child £.....

Sign: Date:

(Please pass on a copy of the completed form to the year group visit leader).

Appendix 3

William Murdoch Primary School
RISK ASSESSMENT FOR EDUCATIONAL VISITS

The risk assessment process must be seen as 'ongoing' and 'dynamic'. Further work, professional judgement and decisions regarding safety will need to be made during the activity if the control measures are not sufficient, the activity must not proceed.

Visit information:		Benefits/Learning Outcomes:
Venue:	Date of visit:	
Venue contact details:	Time(s):	
Year group/Class: Year 2	Visit Lead Teacher:	
ASPECTS TO CONSIDER (List only actual significant hazards/risks):		CONTROL MEASURES Written evidence that the six areas have been considered, putting into place a suitable and sufficient control measures that reduce the likelihood and severity of significant risks to an acceptable low level. Suitable briefings must be given for all 6 key areas to all relevant people.
6 KEY AREAS Six key areas are identified below where the potential hazards may occur. These are the areas that must be reviewed before final approval is granted.		
PEOPLE		
1. Type of group: (Highlight children with behaviour and medical issues) behaviour: <u>Medical needs/Injuries/allergies:</u> <u>Number of children in each group:</u>		Classes will stay together
2. Staffing: (Highlight staff with First Aid training and any other relevant notes)		

William Murdoch Primary School
RISK ASSESSMENT FOR EDUCATIONAL VISITS

First aid order(s):	
CONTEXT	
3. Equipment: <u>Appropriate dress code</u> <u>Lunches</u> <u>First aid equipment</u> <u>Activity/equipment</u>	
4. Venue/ Environment: <u>Site staff</u> <u>Labels</u> <u>Specific activities</u> <u>See venue risk assessment (if applicable)</u>	
ORGANISATION	
5. Travel: <u>Coach</u> <u>Walk to and from coach</u> <u>Walk from the coach to the entrance</u>	
6. Emergency Procedures: <u>Lost child</u> <u>Trip or fall</u> <u>Emergency contacts - staff mobile numbers</u>	

William Murdoch Primary School
RISK ASSESSMENT FOR EDUCATIONAL VISITS

Signed by Visit Leader:	Signed by EVC/ Head Teacher:
Print Name:	Print Name:

Appendix 4

EDUCATIONAL VISIT EVALUATION FORM

Visit Details

School / Group									
Group leader									
Number in group	Male		Female		Staff		Age range of students		
Venue								Dates	
Purpose(s) of Visit									
Providers / commercial organisations used									

Please comment on any relevant areas

Preparation and planning	In hindsight are there any aspects of this you would do differently?
Aims and objectives	Any comments about the aims e.g. did the visit allow you to meet them, were they sufficiently focussed or too narrow?
Staffing	Any comments about staff ratios and levels of competence required
Travel / Transport	Suitability of arrangements, problems encountered. Please rate any commercial provider
Venue	Suitability / appropriateness. Issues encountered or things you might change next time
Supervision	Any comment on the way supervision was provided – anything you may do differently next time?

First aid	Suitability of arrangements, first aid administered
Incidents or near accidents	Record here anything you feel was a potential problem for other groups which you would be aware of were to run the same visit again

Quality of the Provider

How would you rate the visit / provider? Please tick:	Very good, will use again	
	Good but minor issues need addressing	
	Would only use again if significant issues were resolved	
	Will never use again	
Highlights/successes		

Any additional comments

Completed by _____ Date _____