

# Educational Visits Policy

## St Andrew's Church of England Primary School

St Andrew's is a Church school with a distinctive Christian ethos. We believe that 'Everyone is Special. Everyone is Different'. Our inclusive values and ethos shape everything we do and they have informed the development of this policy. Our school policies give structure to the community we are building, where diversity is celebrated and where children of all faiths, and none, benefit from the very best start in education.



At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

<b>Approved by:</b>	<b>TLIS</b>	<b>Date: 11/05/23</b>
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<b>Last reviewed on:</b>	<b>May 2023</b>
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<b>Next review due by:</b>	<b>May 2025</b>
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## St Andrew's C E Primary School

### Educational Visits Policy

#### Introduction

This policy covers all educational visits that occur outside the school premises. This ranges from walks around the locality to residential visits of several days' duration. It includes also Outdoor and Adventurous Activities. This policy has been developed to ensure that the school is compliant with statutory, local and best practice guidance, including:

- Health and Safety: Advice for Schools (DfE 2013)
- OEAP [OEAP National Guidance](#).
- Oxfordshire County Council policies [OCC 'Educational Visits' guidance](#)
- Oxfordshire Visits Guidance policy [OxfordshireOutdoorspolicy.pdf](#)

A policy such as this cannot cover all eventualities which might be encountered, but seeks to put in place a framework within which group leaders and/or the Education Visits Coordinator (EVC) can seek to apply their own decision-making processes.

#### Aims and Objectives for Educational Visits

Through a programme of structured educational visits, which are effectively linked to the curriculum, we aim to:

- Provide our children with first-hand experiences
- Develop a detailed knowledge of our local community
- Provide opportunities for sporting fixtures and competitions
- Make the most of opportunities which are offered locally and beyond
- Provide the opportunity for a residential visit at least once as children progress through school
- Ensure that all such visits are conducted in a safe manner.

We run a wide range of educational visits. These may include:

- Participation in local events, such as sporting fixtures, maths competitions, etc.
- Day visits to places of historical, environmental, religious or other interest to support specific curriculum areas.
- Residential visits
- Deep learning weeks
- Careers and motivational visits
- Opportunities to participate in cultural activities, such as theatre performances, trips and visits.

#### Responsibilities

The school follows the [OCC 'Educational Visits' guidance](#) and has adopted the [OEAP National Guidance](#).

Responsibilities for Health and Safety on school visits are determined as below.

**The Governing Body** ensure that there are robust procedures for the management of Health & Safety in place within school; and monitor the effectiveness of these procedures.

**The Headteacher** develops procedures in line with national guidance; ensures that staff are aware of national, local and school policy; and quality assures risk assessments for each visit to ensure that safe practice is being followed.

**The Education Visits Coordinator (EVC)** is a member of staff appointed to co-ordinate all visits and with the status to effect change and be the focus of monitoring good practice. They will implement procedures for dealing with emergency situations and for the investigation of and reporting on accidents, incidents and near misses. They take responsibility for procedures being followed (appendix A) and appropriate considerations being made (appendix B)

**The Designated Visit Leader** takes overall responsibility for the well-being of the children during the visit, provides a risk assessment, and adapts this according to any circumstances which may occur.

**The School Business Manager** takes responsibility for ensuring that any adults participating in a school visit comply with requirements for DBS checks, etc.

**The Visit Leadership Team** (staff and those volunteers on the trip) take immediate responsibility for a group of children, follow risk assessments, and ensure that children are kept safe at all times.

The school's Educational Visits Co-ordinator (EVC) is: **Mrs Jo Holmes**

## **Procedural requirements**

### **The establishment will:**

- appoint a trained Educational Visits Co-ordinator (EVC) who will ensure that educational visits follow National, LA and establishment guidelines and that the Visit Leader and accompanying adults are suitably competent to run the visit.
- ensure that appropriate enquiries are made of any establishment or company being used for residential or outdoor adventurous activities.
- develop and implement procedures to monitor all educational visits.
- develop and implement an approval system for visits, informing Oxfordshire County Council of any residential visits.
- implement a procedure for dealing with emergency situations, including having a home-based emergency plan.
- implement a procedure for the investigation of and reporting on accidents, incidents and near misses.

### **During the planning of a visit, the Visit Leader (along with the Visit Leadership Team where possible) will:**

- ensure that the visit is planned and risk assessed, including an exploratory visit whenever it is possible and appropriate.
- ensure that a parent/guardian is made fully aware of the nature, purpose and detail of a visit and that permission including all relevant information is obtained for any off site activity.
- ensure that provision, including First Aid, is made for any incident that a procedure to follow in the event of an emergency or other serious incident is created.
- ensure that all necessary forms are completed for an educational visit and the appropriate consents and approvals obtained.
- ensure that all the accompanying adults are selected on the basis of their competence and suitability to undertake the tasks they are allocated and ensure those adults understand their role and have read the school's *Safeguarding Information* document.
- ensure all pupils are informed of the nature and purpose of the visit.

### **During a visit, the Visit Leadership Team will:**

- ensure that the visit is as safe as practicable.
- curtail the visit or stop the activity if the risk to the health and safety of any participant reaches an unacceptable level.
- ensure that participants both adults and children, are aware of the need to be involved in the process of ongoing risk assessment, including the reporting of hazards and potential risks.
- retain responsibility for participants at all times, unless that responsibility has been delegated to a qualified OCC employee (e.g. activities on residential trips).
- ensure that all adults taking part in the visit understand that no photographs of the visit can be taken for personal use. Before the trip, those likely to take photographs should know which children's parents have disallowed photography for school use. These children must not appear on any photographs. It is best practice for all photographs to be taken using school cameras rather than personal cameras/mobile phones. All photographs taken on the visit should be stored on school equipment or deleted. No photographs taken on the visit can be posted on social media websites.

### **During a visit, all participants will:**

- ensure they cooperate with the Visit Leadership Team and follow the instructions given to them in order to maintain the lowest acceptable risks to the health and safety of all participants.
- develop their knowledge and understanding related to responsible participation in risk reduction.

### **After the visit, the Visit Leader will:**

- ensure that the visit is reviewed and a report of any incidents is made to the Head of Establishment.
- ensure that pertinent information acquired from or about the visit or activity is drawn to the attention of the EVC and shared with colleagues for consideration in the planning of future educational visits and activities.

### **Risk Benefit Assessment**

Risk benefit assessments are made for all Educational Visits (see attached Risk Assessment form). This requires that the Visit Leader, where possible, has made a pre-visit in order to be able to plan for the visit and to conduct a Risk Benefit Assessment appropriately. Risk Assessments must be simple, manageable, proportional, suitable and sufficient. The system must:

- identify significant hazards;
- assess the risk of harm;
- put control measures in place;
- check if anything else is needed;
- use a simple assessment language
- Risk Assessment considers the site and its environment, the group, the activity and the leaders.

Risk assessments must be signed by the Headteacher before the visit takes place and stored.

### **Approval of staff to lead activities and visits**

A headteacher alongside the EVC will have responsibility to approve staff who lead or accompany activities and visits. This will be based on experience of the activity, knowledge of the activity and knowledge of the needs of the children and staff on the visit.

If establishment staff are to lead adventure activities, they must be properly assessed as competent to do so. See OEAP National Guidance documents 3.2d "Approval of Leaders" and 6h "FAQ – Adventure Activity Qualifications".

### **Financing Educational Visits**

The school complies with the Education Act 1996 (section 451), and procedure is outlined in the school's Charging Policy [St Andrew's Church of England Primary School, Oxford - Policies](#)

### **Emergency Procedures**

It is the responsibility of the EVC to ensure that emergency arrangements are in place for all Educational Visits. This includes ensuring that all involved know who the emergency contact point in the school is for each visit. During school hours, this would be the EVC/SLT or, if the EVC/SLT is accompanying the trip, the most senior member of staff present in school. For out of hours and residential visits, The Visit Leadership Team will be provided with 24 hour contact details for the EVC/SLT. A generic risk assessment covers likely emergency scenarios.

### **Policy Review**

As with all policies, it is the responsibility of the Governors to evaluate the effectiveness of this policy and the practice that it describes. On a day to day basis this responsibility is delegated to the Headteacher who will report back to the governing body as appropriate.

## **APPENDIX 1: PROCEDURE FOR ARRANGING A SCHOOL VISIT**

1. *Local visits (within Oxford City, using the minibus or on foot)*
2. *Day visits (which usually involve coach hire)*
3. *Residential visits (including an overnight stay)*
4. *High-risk visits (involving 'licensed activity')*

The Headteacher should agree in principle the visit, date and cost.

A risk assessment should be received, using the agreed format, for all visits at least a week (category 1), two weeks (category 2), or 3 months (category 3) in advance. The risk assessment should be based on a detailed understanding of the location to be visited, which may necessitate a pre-visit.

The Headteacher should see the letter to parents before it is sent. The letter to parents should include the objective for the visit, the organisation of the day (including transport), and reference to the school charging policy (where applicable).

It is the responsibility of the Visit Leader to send this letter. For 'free' visits, the group leader and/or class teacher should collect reply slips (which can be handed into the office). For costed visits, these should come through the office to ensure that all finances are accounted for.

A group register should be compiled for every visit, which includes:

The names of all children attending the visit and details of their medical needs. If prepared in advance, this should be updated on the day by blanking out any children who are absent. A copy should be left with the school office.

The emergency contact details of all children should be easily accessible. This may be via the school office, but it is essential that trips which run beyond the school day (e.g. residentials, late evenings, weekends), when the office may be closed, should have access to all emergency numbers and details on file.

### **Preparing pupils for the visit**

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected and why rules must be followed. Lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and other's safety. Pupils can be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

### **Generic Risk Assessment**

A generic risk assessment which covers likely potential hazards is available within the staff shared area. This should be *adapted* to take account of the local context and the specific needs of students. For regular events, it is acceptable to put in place a risk assessment which covers the whole year; however, any 'new' activities introduced may also need to be risk assessed.

## Appendix 2: Some things to consider during the trip: from Outdoor Education Adviser's Panel (OEAP) National Guidance

### Staffing Ratios

Use the SAGED process. Can this staff team(S) manage this group(G) doing the proposed activities(A) in this venue environment (E) this distance(D)away from base?

Staff ratios should be considered carefully in the light of the activity which is taking place. Risk assessment should consider:

- whether the class will be together at all times;
- the level of risk in the activity being undertaken;
- where groups separate within a location.

In almost all circumstances, there should be (i) at least one qualified teacher per class and (ii) one other adult present. The exception to this may be, for example, where activities are taking place at another local school and their staff are part of the overall supervision.

### DBS

All helpers should be appropriately vetted, and careful consideration should be given as to whether voluntary helpers are engaging in regulated activity. If so, they should be required to have a Disclosure and Barring Service (DBS). Regulated Activity includes taking sole responsibility for a group of children or participating on a regular basis.

### Transport

The driver of a vehicle cannot drive and supervise young people at the same time. If the young people may need supervising during the journey - because of age, maturity, behaviour, special needs or medical issues etc, then a second adult should provide this supervision if necessary. This will always be the case for a minibus, with children under the age of 7, or with children with significant behavioural or medical issues. Adults driving the school minibus will have completed appropriate training via Oxfordshire County Council.

Where private cars are used, the adult driving should produce to the Operations Manager in advance of the trip:

- A certificate of insurance (this should include Class 1 Business Use for staff employed by the school).
- A driving licence (any endorsements should be made aware to the headteacher, who will risk assess the suitability of the driver)
- For vehicles over three years old, a valid MOT certificate
- Should be made aware of ground rules: no phoning, no drinking/eating, should be accompanied by their own child for the entire journey.

### First Aid

First Aid cover should always be planned for. This should take into account:

- The nature of the activity.
- The nature of the group.
- The likely injuries associated with the activity.
- The extent to which the group will be isolated from the support of the emergency services (both in terms of distance and response time).

Qualified first-aiders may not be necessary for all off-site activities and visits. However, a basic level of first aid support must be available at all times. This will require that one or more of the staff leading the activity:

- Has a working knowledge of simple first aid and is competent to use the first aid materials carried with the group.
- Knows how to access, and is able to access, qualified first aid support.
- Carries a first aid kit.

For children in the Early Years Foundation Stage (EYFS), there is a statutory requirement that at least one person who has a current paediatric first aid certificate must accompany children on outings. As a school, we expect that First Aid kits are carried on all visits; access to First Aid is signposted to all staff and volunteers; and that qualified First Aiders will always be present on the following types of visits:

- Forest Schools
- EYFS visits
- Visits to remote locations or where there is no obvious access to First Aid (parks, beaches, woods)
- Residential visits

Risk assessments for other visits should cover where First Aid provision can be accessed.

## The Use of External Providers

The school will ensure that any external providers used for hazardous activities are appropriately accredited and licensed. Examples of such schemes include:

- Learning Outside the Classroom (LOtC) Quality Badge (covers both quality and safety of all activities offered).
- Adventure Activities Licensing Authority (AALA) licence (this statutory scheme covers only safety management).
- Adventuremark (covers only safety).
- National Governing Body centre approval schemes (applicable where the only provision is a single, specialist activity)

If a provider does not possess this accreditation the provider should be sent a Provider's questionnaire [Revised Provider Statement | \(oeapng.info\)](#)

## Consent

The school will seek specific consent from parents for any visit which:

- Involves travelling by coach, minibus or car.
- Takes place outside of the school day.
- Involves hazardous activities.

For local/non-hazardous activities, the consent is given by parents when their child first joins the school on the admissions form.

## Maintenance of records

Risk assessments for school activities are maintained in the school office. They will be retained for two academic years, except where there has been an incident recorded, in which case they will be retained in accordance with the relevant protocols for the retention of data.

## Water

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. Swimming in the sea on a coastal visit will not be allowed. Paddling will only be allowed as part of a closely supervised activity. Pupils should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance.

Swimming should always be conducted in the presence of, and under the supervision of, qualified lifeguards or instructors. Where children are close to water (for example, a lake in the local park), this must be specifically considered within the risk assessment. Where children are using inland stretches of water, consideration should also be given to the transmission of infection such as Weil's disease.

## Farm visits

Consideration should be given to:

- Farm machinery
- Infections from e coli or other diseases
- Risk from animal bites, etc.
- Handwashing facilities
- Safety standards and animal welfare

## Medical Needs

Pupils with additional needs should be included within school visits and this should be planned for. Where a medical need might lead to risk (for the pupil or others), this should be incorporated into the risk assessment. The Headteacher reserves the right to withdraw pupils from educational visits on the grounds of behaviour. This is not a sanction and would only be made where the pupils' behaviour is likely to create Health & Safety issues on the visit. Inhalers, epipens, etc. must be carried by the adult responsible for the group. It is the responsibility of the visit leader to ensure that pupils with medical conditions are identified and that this information is shared on a need-to-know basis with those who might be taking responsibility for the pupil.

## Crossing Roads

If crossing a road, plan to cross using Pelican Crossings or Zebra Crossings. If these are not within a suitable walking distance, discussion with the school's EVC should take place to follow best practice: when crossing major roads, adults should wear fluorescent jackets. *Two adults* should stop the traffic, one on each side of the carriageway, facing the oncoming traffic. Only when the traffic has stopped moving should a third adult lead the children across the road.

## Headcounts

Regular headcounts should be undertaken throughout the visit. These must *always* include: when leaving the school building; when seated on the coach before embarking (both outward and return journey); and at any other transition points throughout the day (e.g. the end of lunchtime).

## Sun Safety

When organising an outdoor visit in the summer, consideration should be given to the risk of sunburn and heatstroke.

Measures taken to prevent this are likely to include:

- Wearing tops which cover the shoulders
- Wearing sunhats
- Having access to shade and/or drinking water
- Not participating in activities which are too energetic.

## Food

Teachers should be aware of any allergies within the group, particularly if pupils are able to purchase food during the visit. Children should not share packed lunches etc. other than with the explicit permission of parents.

## Money & valuables

Children should not be *required* to bring money on a trip or visit. If there are necessary costs, these should be factored into the published price of the visit. Where children are allowed to bring money, for example to visit a souvenir shop, group leaders must:

- Decide whether children (in the case of older pupils) or adults are responsible for the money, and
- Set a maximum amount to be brought.

Children should not bring valuables (phones, electronics etc) on trips.

## Emergencies

### All visit leaders and staff should carry the school Emergency Card-red laminated

In the event of an emergency, staff should:

- Keep calm
- Put the welfare of the children first at all times.
- Risk assess continually and take steps to avoid further accident injury.
- Follow directions given by the visit leader, or by those in a position of authority (venue staff, emergency services).
- Contact the emergency services *first* (if required), followed by the Headteacher and school. The Headteacher will inform the local authority where required.
- Contact the visit leader if they have become separated from them.

**NOTE. This appendix provides consideration for decisions made on school visits and should be used as a guide. All visits should be planned thoroughly with all the staff in the Visit's Leadership Team attending a meeting, if possible, to determine the itinerary, risk assessment and discuss the needs of specific children.**