



# Educational Visits Policy 2023

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## Philosophy

At Shalford Infant & Nursery School we believe that educational visits form a valuable and important part of our curriculum. They are an essential resource which can support, enrich and extend the curriculum for all of our pupils. We believe they provide an excellent opportunity to bring the curriculum alive and broaden the children's experiences. As a school, we mirror the requirements of Surrey County Council with OEAP National Guidance via the EVOLVE online approvals system.

## Aims

We aim to:

- provide a wider range of experiences for our pupils than we could provide at school alone
- reinforce and enhance curricular opportunities for all of our pupils
- provide opportunities that are safe, well-managed and educationally beneficial
- promote the independence of our pupils as learners and responsible individuals and enable them to grow and develop in a range of learning environments
- extend the curriculum taught at Shalford
- promote safe practice
- ensure all extra-curricular experiences are fully risk assessed and follow school procedure
- use the OEAP & EVOLVE systems to guide our decision making in and out of school.

## Roles and Responsibilities

It is emphasised that a culture of safety must prevail and there is a need for careful planning and adherence to statutory procedures. Off-site educational visits must be well researched, managed, information communicated and responsibilities recognised in line with Surrey County Council guidance.

### Role of the Educational Visits Coordinator (EVC)

- ensure competent staff are assigned to lead an accompany visits.
- ensure the policy is in place for educational and off-site visits
- attend the EVC training and remain updated as necessary
- approve all proposed educational visits and follow-up on any risk assessment queries or concerns
- approve the appointment of a group leader
- arrange and draw up proper procedures to be followed in the event of an emergency
- provide training on EVC policy for new members of teaching staff on an annual basis.

### Role of the Visit Leader

- have overall responsibility for the organisation and running of the visit
- obtain the Headteacher's approval before the visit takes place or organising a new visit
- identify the teacher on the trip who will take responsibility should the need arise in a case of emergency
- undertake a prior visit to the venue where appropriate (and in most cases) after a discussion with the EVC regarding the needs of the risk assessment
- ensure that DBS disclosures are in place for accompanying adults, where necessary
- be responsible for identifying the purpose of the visit
- be familiar with published advice and guidance
- complete an off-site planner (see appendix i) alongside the school office
- complete a risk assessment with control measures, as necessary, for the visit (see Appendix ii)
- discuss risk assessments with the EVC/Headteacher if there are any queries or concerns
- carefully consider the appropriate adult/child ratio and ensure all staff and parents accompanying children on the visit have a copy of the risk assessment
- identify individual children with medical/behavioural needs on the risk assessment
- file the risk assessment and complete the EVOLVE documentation **at least 1 week** before the visit is due to take place
- ensure that all necessary permissions and medical forms are obtained
- provide a comprehensive visit plan for everyone involved in the trip and for the school office
- use the school planning check list to ensure all procedures have been followed (see Appendix ii)

### Approval of Visits

In approving visits, the Head Teacher (EVC) should ensure that the visit leader has been appropriately inducted and/or trained, and is competent to lead the visit.

In the case of visits noted below, EVOLVE will automatically submit them for Local Authority approval, as long as the appropriate box on the visit sheet is ticked. These should be submitted to the LA at least 28 days in advance. As a school in the Learning Partner's Academy Trust, all risk assessments for the visits

listed below must also be submitted to the LGB and the Learning Partners Academy Trust CEO for approval.

- Involving an adventurous activity as defined in Section 21 of the SCC Guidance.

### **Outcomes of the Visit**

Clarity regarding the intended outcomes of the visit will help to ensure that the potential benefits can be achieved. Up to four 'intended' outcomes may be recorded on EVOLVE during the planning process, for subsequent evaluation.

Work that takes place outside the classroom can provide a very powerful means of developing learning in all curriculum areas, and raise attainment. Experiential learning can also provide opportunities for development in other areas, including:

- Relationships
- Emotional & spiritual
- Cross curricular
- Individual
- Teamwork
- Environmental

Preparatory work should take place in advance of the visit where appropriate. This, in conjunction with activity that will take place during the visit, should feed into any follow up work.

### **Inclusion**

Under the Equality Act 2010, it is unlawful to discriminate against SEN or disabled participants because of their disability, without material or substantial justification. Therefore, we are required to make reasonable adjustments to avoid children being placed at a substantial disadvantage.

However, the Equality Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

### **Planning a Visit**

When planning to undertake a visit, it is essential that all risks are taken into account and reduced to an acceptable or tolerable level; they may not necessarily be eliminated. A conventional risk-assessment for each visit, whilst essential, must be combined with the overall risk management procedures followed in this policy and by completing the necessary information on EVOLVE. All visit planning must be led by answering the question: 'What are the really important things that we need to do to keep us safe?' The considerations should focus on issues specific to the events, the needs of the group as a whole, any special & medical needs, the experience & competency of the staff and the leader in the context of the event. Planning that includes adventurous activity commonly involves delivery by an external provider and the provider will have responsibility for managing the activity. As such, the provider's risk assessments are not the concern of the establishment leader; do not need to be requested from the provider; and do not need to be uploaded to EVOLVE.

Alternative arrangements ('Plan B') should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option.

### **Safety during the Visit**

Prior to the visit, staff must ensure that all children & adults understand what is expected of them. This includes any 'rules' or behaviour contract that will be in place. These should be reemphasised as appropriate during the visit. Monitoring of the visit must be ongoing; this contributes towards enjoyment, safety, and learning. It is primarily the responsibility of the trip leader, in consultation with other staff where appropriate, to modify or curtail the visit or activity (e.g. 'Plan B') to suit changed or changing circumstances - for example: over-busy lunch area, rain, rising water levels, etc.

### **Consent**

Children do not need consent for local visits which don't involve any form of transport.

Consent from parents is required for pupils to take part in off-site activities organised by a school which involve transportation, a higher-level of risk or are outside of normal school hours. Parents must be informed of these activities in advance, and given the opportunity to withdraw their child from any particular visit or activity covered by the form.

Consent can be in the form of a returned permission slip, or by paying for the visit electronically on TUCASI where payment is taken as consent.

### **Trip Leader**

The competence of the trip leader is the single most important contributory factor in the safety of participants. The EVC/Head Teacher must therefore consider the following when assessing the competence of a member of staff to lead a visit:

- What experience has the leader in leading or accompanying similar or other visits?
- Is the leader competent in planning and managing visits?
- What are the leader's reasons for undertaking the visit?
- Does the leader have the ability to manage the pastoral welfare of participants?
- Does the leader exhibit sound decision making abilities?
- What experience has the leader of the participants he/she intends to supervise?
- What experience has the leader of the environment and geographical area chosen?
- Does the leader possess appropriate qualifications?
- If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
- If leading adventurous activities has this been 'approved' by the trust and LA?
- Is the leader aware of all relevant guidelines and able to act on these?

### **Ratios & Staffing**

On all visits there must be an effective level of supervision that has been approved by the EVC and Head Teacher. The Statutory Framework for the Early Years Foundation Stage no longer differentiates between outings and on-site settings as regards minimum specified ratios.

For all other visits the visit leader, EVC and Head Teacher must make a professional judgement regarding the number and suitability of staffing on an individual visit basis, after consideration of the following factors (mnemonic SAGED):

**S**taff qualification, experience, common sense, competence.

**A**ctivity type (adventurous, cultural, curriculum based).

**G**roup age, maturity, ability (including behavioural, medical, SEN).

**E**nvironment venue, time of year, prevailing/predicted conditions, urban, rural.

**D**istance from base, contingencies, 'Plan B' options.

A visit must not go ahead where either the visit leader, EVC, or Headteacher is not satisfied that an appropriate level of supervision exists. Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group. Depending on the trip leader should **not** count in visit ratios.

As a guideline, ratios as follows are a good starting point.

**Years N-R (for children who are not yet 5) 1:4**

**Years R (for children who are 5),1-3 1:6**

A minimum of two members of staff should accompany any visits. All members of staff who count in ratios must be DBS checked. Any accompanying adults on a visit should ideally be DBS checked but, at the discretion of the Head Teacher and/or EVC, an adult may accompany a trip without a DBS. They must not be left alone with any children at any point on the visit.

For all visits it is good practice to include a responsible adult with a good working knowledge of first aid appropriate to the environment. Based on the nature of the particular visit, the EVC (or visit leader) should make a professional judgement regarding the level of first aid required. In some circumstances it may be appropriate and suitable to rely on the First Aid cover in place at a visit venue or offered through an activity provider. A first aid kit appropriate to the visit should also be carried.

For EYFS outings, there **must** always be at least one member of staff present who holds a current Paediatric First Aid certificate.

## **Transport**

### **Private Cars**

Where a private (staff) car is to be used to transport young people by arrangement via the establishment then this must be approved by the Head Teacher and parental permission be obtained for the children travelling in the car. If the car belongs to a member of staff, they must have "Business Insurance" detailed on their insurance documents.

### **Coaches**

The school use the coaches approved by Surrey LA and that are known to the school. If the party leader of a visit chooses to use a coach company which is not known to the school, permission must come from the Head Teacher.

### **Farm Trips**

Staff should ensure that the intended outcomes of the activity are balanced with all reasonably practicable safety precautions and refer to national guidance on farm visits to ensure a safe experience for all on the trip. Advice should be sought on any current health risks to any members of the visiting party and procedures be noted in the risk assessment to minimise the chance of infections.

### **Adventurous Activities**

The following activities are regarded as 'adventurous' and require LA approval via the EVOLVE website, alongside governor and trust EVC approval:

- Open water swimming (all forms, excluding publicly lifeguarded pools)
- Camping
- Canoeing/kayaking/paddle-boarding
- Sailing/windsurfing/kite surfing
- Rafting or improvised rafting
- Use of powered safety/rescue craft
- All other forms of boating (excluding commercial craft)
- Water skiing
- Snorkel and aqualung activities
- Hill walking and mountaineering
- Rock climbing (including indoor climbing walls)
- Abseiling
- River/gorge walking or scrambling
- Coaststeering/coastal scrambling/sea level traversing
- Underground exploration
- Shooting/archery/paintballing
- Snowsports (skiing, snowboarding, and related activities), including dry slope
- Air activities (excluding commercial flights)
- Horse riding
- Motor sport – all forms
- High level ropes courses
- Off road cycling
- 'Extreme' sports

For the purposes of approval, the following activities are not regarded as adventurous and therefore do not require specific approval. However, these activities must be supervised by a member of staff who has previous relevant experience and who in the opinion of the EVC and Head Teacher is competent to supervise the activity and be included in the school's risk assessment which is uploaded onto EVOLVE:

- Walking in municipal parks or within non-remote, intensively managed country parks
- Orienteering in normal countryside

- Physical Education activities and sports fixtures (other than the above)
- Field studies – unless residential, or in the environments stated in ‘open’ or ‘remote’ country
- Swimming in lifeguarded pools
- Theme parks & tourist attractions
- Pedal go-karts
- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum, library, etc.
- Water-margin activities such as pond dipping, river sampling or walks along the canal.

The responsibility for the safety of participants in an adventurous activity will rest with either:

- a) An external provider who holds an LOtC Quality Badge. Whilst the responsibility for the safety of participants rests with the provider whilst engaged in planned activity sessions, the accompanying Shalford staff continue to retain a ‘pastoral’ duty of care or
- b) A member of Shalford staff. This person must be specifically approved by the LA to lead the activity, via EVOLVE, and have liaised with the Headteacher and/or EVC to ensure they are confident in the skills of the leader.

### **Emergency Procedures**

When on a visit, all members of staff should follow the school’s Health & Safety Policy where appropriate. A Critical Incident is defined as whereby any activity or any member of a group undertaking an offsite activity has:

- either suffered a life-threatening injury or fatality;
- is at serious risk;
- gone missing for a significant and unacceptable period;
- triggered high level media interest or serious reputational damage.

For all school visits, the party leader and any other members of teaching staff must carry an Emergency Card. For all school visits which are carried out outside of school’s normal hours, an Emergency Card must be with the emergency home contact(s) at all times. If the trip is set to finish outside of school office hours, a named member of staff must take responsibility as the emergency contact. They either need to remain in school or take home emergency contact information for all children.

In an emergency, if it is not possible to reach any of the designated establishment emergency contacts (including the Learning Partner Trust CEO), the leader should call SCC 24 hour emergency number (see Operation Duke Cards – Appendix iv).





**Shalford Infant School Risk Assessment & Risk Management Record**

Date \_\_\_\_\_

Yr Grp: \_\_\_\_\_

Location/Purpose: \_\_\_\_\_

Group Size: Ratios \_\_\_\_\_

Group Leader: \_\_\_\_\_

Other staff members: \_\_\_\_\_

<b>Step 1</b> <b>Identifying the hazards – assessing the risks</b>	<b>Step 2</b> <b>Identify who might be harmed and how</b>		<b>Step 3</b> <b>Control measures – reducing the risks</b>
<b>List of significant hazards</b> (something with the potential to cause harm)	<b>Who might be harmed?</b>	<b>Type of harm</b>	Consider the suggested measures below, and tick those that you decide are helpful and applicable, and delete or put a cross against those that are not. Add extra measures in each section as needed.

**Variation** Record any additional assessments and control measures here if this sheet is used as a generic risk assessment.



## Shalford Infant & Nursery School School Visit Checklist

<b>Pre-Planning</b>	
Check with Headteacher for visit authorisation and discuss any potential risks/issues	
Begin the trip costing sheet and check transport availability as a priority with office secretary	
Obtain cost for entrance fees and coaches and any other anticipated expenses	
Visit the proposed venue (All staff who have not visited the venue previously should make a visit and group leader should visit venue prior to each group visit)	
Check the venue for facilities e.g. toilets, eating amenities, shops and for fire precautions and security/safety implications	
Check ratio of staff : children needed for the visit	
Ensure points for alighting and entering the coach/minibus are safe	
If coach journey is in excess of ninety minutes, ensure that the suggested toilet stop is safe. If possible, avoid motorway services. Check toilets and possibility of barring members of the public whilst the children will be using the toilets	
Agree the total for children to pay based on transport, admission fees, incurred supply costs, reccy costs, incidentals and confirm with school office to double check figures	
Write a letter to parents, including details of venue, subject, date, times, cost, clothing, food and money to be brought by the children	
Ensure transport/venue is booked	
<b>In the Weeks Before the Visit</b>	
Finish the trip costing sheet with the school office and keep referring to the Visit Checklist	
Request any cheques/monies from the school office at least ONE week in advance	
Check all children's medical details e.g. allergies, asthma, travel sickness and add to the risk assessment	
Upload the risk assessment and complete the necessary online information TWO WEEKS before the trip date.	
Check all adults participating are DBS checked or you have permission from the Head teacher to take along helpers if they are not checked.	
Ensure all adults know their duties/roles and have a copy of the risk assessment identifying children with medical concerns	
Ensure a list identifying which children are travelling in which vehicle, if more than one coach/minibus is used, is given to school office	
Leave mobile numbers of all accompanying staff with the school office	
<b>After school the day before/on the morning of the trip</b>	
Confirm route to be taken by all drivers and ensure helpers included in the ratios follow the main coach	
Informally check the coach/driver for any obvious hazards including ensuring all seatbelts are working. Check necessity of booster seats for mini-bus or car journeys	
If relevant, collect medication e.g. epipens, inhalers and copy of parent's permission slip with information regarding dosage and times. Record sheet to indicate when medication was issued should also be taken	
Ensure that parent helpers and staff are sitting in designated seats on coach and that children are not in front seats, seats overlooking stair wells, next to emergency escapes or in the centre of the back seat overlooking the aisle	
Collect sick buckets and paper towels for each coach/mini-bus	
Issue medical bags to all group leaders and collect spare clothing bags from main office if appropriate	
Issue Emergency (Operation Duke) Cards to all teachers	
Take a register and liaise with parents/carers of absent children	
<b>During the trip</b>	
Call the school office and confirm safe arrival when you have reached the venue	
Call the school office on departure and give them an ETA; update as required based on traffic	
Return all medication/emergency cards/first aids kits to the school office and put medication back into class boxes	



**IN CASE OF FATALITY OR EMERGENCY :**

- Inform local emergency services and ensure the children in your care are safe.
- Inform **Michelle Dutton** (Duty Officer for Shalford)  
Work tel: 01483 562143  
Home tel: 07817 305181  
Michelle will inform you of how to proceed.
- **If Michelle Dutton is unavailable**, call SCC Emergency Management Duty Officer  
07831 473039 & Jack Mayhew 07595024281
- You will be answered by:
  - the SCC Emergency Management Team Duty Officer - quote OPERATION DUKE
  - or - an answer phone – quote OPERATION DUKE, leave a message and your number
  - or - A messaging service - quote OPERATION DUKE, leave a message and your number.



**Try to prevent staff and young people phoning home until contact has been made with Michelle Dutton or the Emergency Management Team Duty Officer**

When contacting Michelle Dutton or the emergency planning officer be prepared to give the following information:

- **Quote 'operation duke'**
- **Your full name**
- **The telephone number you are calling from**
- **Name of group involved**
- **Exact nature of the incident**
- **Is a fatality involved? Has it been confirmed? By whom?**
- **Full name(s) and ages of injured person(s)**
- **Exact nature of injuries**
- **Whether local police or emergency services have been informed**
- **Whether any next of kin have been informed, if so, how?**