

Coppermill Primary School



Educational Visits Policy

Adopted from the LBWF model policy

Ratified by the Curriculum and Achievement committee on: 30 April 2015

Next review: Summer 2017

Overview

The school acknowledges the great value of Educational Visits in broadening and enhancing both the learning and social experience of pupils.

Under statutory guidance which came into effect on 1st March 2004, all schools are required to have a named Educational Visits Co-ordinator (EVC), who will ensure that the planning and supervision of all visits and adventurous activities meet the DfES Requirements and LA guidelines.

The role of the EVC is detailed in Section B of the publication 'London Borough of Waltham Forest – Guidance for Off-Site Visits and related Activities with National Guidance and EVOLVE 2014' Booklet a copy of which is in the staffroom.

All Visit Leaders are required to read the booklet in conjunction with this policy. All forms referred to in this policy are available from the EVC, or may be photocopied from the booklet.

Approval for Visits

All matters regarding each visit outside school – feasibility, planning, safety, organisation etc – will require the prior approval of the EVC.

Approval of 'normal' day visits is at the discretion of the Headteacher. However; visits which are either:

- overseas
- residential or
- involving an adventurous activity (as defined in Section 21 of the booklet)

will require the additional approval of the LA. Further approval will also be required from the governing body for visits of these types.

Competence to Lead

Any member of staff leading a visit will need to have their 'competence to lead' assessed before approval for the visit is given. For the majority of visits this will be assessed by the EVC. In assessing competence to lead, the EVC will take account of the factors stated in Section 10 of the booklet. In the case of the leading (i.e. instructing) of adventurous activities the assessment is undertaken by the LA, using the procedures and criteria in Section 28 of the booklet.

Reasons for Visits

It is essential that all visits have sound and clearly stated educational aims. Trips 'for the sake of it' will not receive approval.

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 disabled participants because of their disability, without material or substantial justification. You are required to make reasonable adjustments to avoid participants 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.

Assessment of Risk

A 'Risk assessment' is a careful examination of what could cause harm to pupils, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the professional judgement of the assessor, is deemed to be acceptable (ie. low).

In considering risk, visit leaders should be mindful using:

- Generic and Event Specific Risk – any significant hazard or risk relating to the specific activity and outside the scope of item 1 above. These should be recorded on EVENT SPECIFIC NOTES (or risk assessment) Form – See Appendix 1.
- Ongoing Risk – the monitoring of risks throughout the actual visit as circumstances change.

Further detail on risk assessment will be found in Sections 7 and 8 of the booklet.

Plan B

Despite the most detailed and sedulous pre-visit planning, things can go wrong on the day, e.g. parent helper is unavailable, member of staff is ill, transport fails to arrive, museum have lost booking, etc. To avoid having to make important decisions under pressure, it is important that some advanced thinking is done to cater for any foreseeable eventuality. This takes the form of

Plan B.

Staffing Ratios

DfES states that “as a general guide for local visits in normal circumstances the staff: pupil ratio might be 1:6 for Years R-3 (Nursery classes should have a higher ratio) and 1:10-15 for Years 4-6.” In practice, the ratio should be determined by factors relevant to the visit, e.g:

- type, duration and level of activity
- needs of individuals within the group (SEN)
- experience and competence of staff and accompanying adults
- nature of the venue
- weather conditions at the time of year
- nature of transport involved

A professional judgement must be made by the Visit Leader, Headteacher and Assistant Headteacher as to the appropriate ratio for each visit.

Supervision

Pupils must be supervised throughout all visits. However, there are circumstances when they might be unaccompanied by an adult (indirect supervision). The decision to allow indirect supervision should be based on risk assessment and must take into account factors such as:

- prior experience of pupils
- age of pupils
- responsibility of pupils

- competence/experience of staff
- environment/venue

Role of Supervising Parents

Parents, if asked to help supervise a group will always be accompanied by a member of school staff. Supervising parents must be fully briefed on the programme, venue, activities, supervision arrangements and their responsibilities.

First Aid

The level of first aid provision should be based on risk assessment. On all visits there should be a member of staff who has a good working knowledge of first aid. The Appointed Person First Aid Certificate is the minimum requirement for residential visits. First aid kits are available from the office; if the visit involves the party splitting up by any distance, a kit should be taken for each group.

Transport

Travel arrangements should be included in the risk assessment. Refer to section 14 of the booklet. If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc.

If travel is by coach or minibus, all pupils must wear a seat belt. Staff must ensure that pupils comply with this rule; pupils may also be asked to check the seat belt of their neighbour. If a minibus is being borrowed or hired, the driver must have passed the LBWF test for the driving of council vehicles or the equivalent Community Transport test.

If any pupils are to travel by car, the driver must complete PRIVATE CAR Form. This is also relevant to sports fixtures, and applies to both staff and parents' cars. A new form must be completed every academic year. (See Appendix 2)

Water 'Margin' Activities

Where pupils might participate in learning activities near or in water, such as a walk along a riverbank or seashore, collecting samples in ponds or streams, or paddling or walking in gentle, shallow water, then the guidance contained in DfE 'Group Safety at Water Margins' is relevant. All staff, including parents, should be provided with a copy of this guidance prior to the visit. A copy of this is in the staffroom.

Swimming

All swimming activities and venues must be included within the visit plan, and lifeguarding arrangements checked in advance. **Young people must be supervised by a competent adult at all times whilst undertaking swimming activities.**

Educational Visits Checklist (See Appendix 3)

This checklist is an essential part of the risk management process and is applicable for all visits. It may be photocopied from the booklet.

Seeking Parental Consent

Written consent from parents is not required for pupils to take part in the majority of off-site activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. However, it is good practice to inform parents of where their child will be at all times and of any extra safety measures required. The letter to parents should give full details of the visit, the reason for the visit (educational aims), supervision arrangements and the transport arrangements. Ensure that detail of other incidental activities is included, together with Plan B if appropriate. The letter should also state the cost of the visit and the suggested voluntary contribution per child. The Administration Assistant will write the letter.

Written consent is usually only requested for activities that need a higher level of risk management or those that take place outside 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. The school must ensure that changes to parent / carer contact details and child medical details are up-to-date.

The Department for Education has prepared a 'one-off' consent form which schools can ask parents to sign when a child enrolls at the school. This will cover a child's participation in any of these types of activities throughout their time at the school. These include adventure activities, off-site sporting fixtures outside the school day, residential visits and all off-site activities for nursery schools which take place at any time (including during school holidays or at the weekend). Alternatively, schools may devise their own consent form.

Before the Visit

- 1a) Fill in the school's Educational Visits Planning form (see Appendix 4) at least one month in advance. The Headteacher must sign this form and copies should go to the office and EVC.
- 1b) In the case of residential, overseas, or adventurous activities, the EVC will complete relevant forms as detailed in 'Approval for Visits' above.

Administration Assistant will book visit and transport.

On the Day of the Visit

Be sure to:-

- Collect Educational Visits pack from the office
- Collect first aid kit(s)
- Collect bucket if appropriate
- Collect spare changes of clothes if appropriate
- Send pupils for asthma inhalers or medication required
- Brief supervising parents
- Give supervising parents their lists of pupils
- Ensure that a minimum of one mobile phone is working, and that the office has the number(s)
- Count pupils

During the course of the visit, pupils should be counted regularly as appropriate, and always when changing locations. Always 'double-count'. The mobile phone(s) should be switched on during the whole trip.

After the Visit

It is important that after each visit a proper debrief takes place, including an evaluation statement on the risk assessment/event specific note form. This should take place within a week of the visit date, and should involve the Visit Leader, accompanying staff and, if appropriate, the supervising parents. The purpose of the debrief is to identify what went well and what could have been done better, in order to inform future planning

Appendix 1: Event specific notes Form

Visit Details:

Carried Out By:

Date:

ISSUE List significant hazards which may result in serious harm or affect several people. Consider venue, activity, group, transport, Plan B, etc....	HOW TO MANAGE IT What procedures will we have? (Control Measures)	WHO TO BE INFORMED PARENTS STAFF PARTICIPANTS		
Any incidences during the trip?				

You must also ensure that appropriate persons are aware of any Generic procedures, but do not need to be repeated here.
 The activity must only take place if the residential risk following implementation of control measures is deemed to be acceptable.
 If none, strike through sheet and write 'NONE'.

EVC signature:.....

Date:.....

Appendix 2: Use of private car form

PRIVATE CAR
FORM

Use of a private car to transport young people

1	To: The Head of _____ Establishment
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I confirm that I am willing to use my own vehicle for transporting young people on educational visits. I accept responsibility for maintaining appropriate insurance cover (see below). I have a current valid driving licence and will ensure that my vehicle is legal and roadworthy in all respects.

2	Signed: _____ Print name: _____
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3	Address: _____ _____ _____ _____
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4	Date: _____
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The LA and the establishment reserve the right at any time to request copies of any relevant documentation i.e. Registration Document, MOT, Insurance, Driving Licence

	Insurance cover required
For teachers, youth workers, or other LA employees	<i>'Use by the Policyholder in connection with the business of the Policyholder'</i>
For parents and other volunteers	<i>'Use for social, domestic and pleasure purposes'</i>

Appendix 3: Coppermill Primary School Educational Visits Checklist

These questions can be considered to assist the EVC/visit leader in the trip planning process.

In advance of the visit:

- | | | | |
|-----|---|--------------------------|--------------------------|
| 1. | Have the intended outcomes of the visit been clearly identified? (see Section 4) | <input type="checkbox"/> | yes |
| 2. | Is the visit appropriate to the age, ability and aptitude of the group? | <input type="checkbox"/> | yes |
| 3. | Has there been suitable progression/preparation for participants prior to the visit? | <input type="checkbox"/> | yes |
| 4. | Does the visit comply with any guidelines specific to your Establishment? | <input type="checkbox"/> | yes |
| 5. | Does the visit comply with any specific LA guidelines? (see relevant sections) | <input type="checkbox"/> | yes |
| 6. | If a member of staff is going to <u>lead</u> an adventurous activity, have they been 'approved' by the LA? (see Section 28) | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | If using an external provider or tour operator, does the provider hold an LOTC Quality Badge (see www.lotcqualitybadge.org.uk) or have they satisfactorily completed and returned a 'Provider Form'? (see Section 29) | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | Are transport arrangements suitable and satisfactory? (see Section 14) | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | If residential, have appropriate measure been taken to ensure the suitability of accommodation? (see Section 17) | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | If the visit is overseas, have appropriate additional measures been taken to ensure the suitability of activity and safety of participants? (see Section 18) | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Has a pre-visit taken place? (normal procedure for most visits within the UK).
If not, have appropriate additional checks been made? | <input type="checkbox"/> | yes |
| 12. | Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations). | <input type="checkbox"/> | yes |
| 13. | Have any adult helpers (non LA employees) been approved by the Head of Establishment as to their suitability? | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. | Is the level of staffing sufficient for there to be an appropriate level of supervision at all times? | <input type="checkbox"/> | yes |
| 15. | Does the Visit Leader possess the necessary competence to lead the visit, and is he/she comfortable with their role? | <input type="checkbox"/> | yes |
| 16. | Are all support staff aware of and comfortable with their roles? | <input type="checkbox"/> | yes |
| 17. | Are all helpers aware of and comfortable with their roles? | <input type="checkbox"/> | yes |
| 18. | If appropriate, have Event Specific Notes (ESN) been made and will these be shared with all relevant parties? (see Section 7 and ESN Form) | <input type="checkbox"/> | yes |
| 19. | Is insurance cover adequate? (see Section 13) | <input type="checkbox"/> | yes |
| 20. | Does at least one member of staff know the participants that are being taken away, including any behavioural traits? | <input type="checkbox"/> | yes |
| 21. | Have participants been advised in advance about expectations for their behaviour?
If appropriate, are participants aware of any 'rules', and have sanctions to curb | <input type="checkbox"/> | yes |

unacceptable behaviour been identified and agreed with participants and staff?

- | | | | |
|-----|---|--------------------------|--------------------------|
| 22. | Are participants aware of the nature and purpose of the visit? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | |
| 23. | Are parents fully aware of the nature (including contingency plans), and purpose of the visit, and has consent been obtained? (see Section 9) | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | |
| 24. | Have all relevant details been issued? (eg. itinerary, kit lists, etc?) | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 25. | Are staff aware of any medical needs and/or other relevant details of participants? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | |
| 26. | Has parental consent been gained for staff to administer specific drugs/injections, and if necessary have named staff received appropriate training? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 27. | Are staff aware of any relevant medical conditions of other staff/helpers within the group? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 28. | Does at least one responsible adult have a 'good working knowledge' of First Aid appropriate to the environment? (see Section 12) | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | |
| 29. | Is a first aid kit (appropriate to the visit) available? (see Section 12) | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | |
| 30. | Is there flexibility within the programme? Are there contingency plans that would be suitable in the event of changed or changing conditions, staff illness, etc. eg. 'Plan B', and have these plans been risk assessed and parental consent been obtained? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | |
| 31. | For journeys taking place outside the establishment's 'normal' hours, will an Emergency Card (Visit Leader) be with the leader, and an Emergency Card (Home Contacts) be with the designated home contacts? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 32. | Are full details of the visit at the LA establishment, or recorded on EVOLVE, and if appropriate with the establishment's Emergency Contact(s)? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | |
| 33. | Are staff aware of the appropriate action to be taken in the event of accident, incident or emergency? (see Section 27) | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | |
| 34. | Is a weather forecast and/or other local information necessary, and are staff able to access this information and act upon it appropriately if necessary? (see Section 19) | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 35. | If undertaking water-margin activities, has a copy of 'Group Safety at Water-Margins' been made available to all supervising staff in advance of the visit? (see Section 16) | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 36. | A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visiting? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 37. | Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 38. | Does any specialist equipment conform to the standards recommended by responsible agencies? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | n/a |
| 39. | Have all financial matters been dealt with appropriately? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | |
| 40. | Has the visit been approved by the Headteacher and EVC? | <input type="checkbox"/> | <input type="checkbox"/> |
| | | yes | |

41. If residential, overseas or involving adventurous activities, has the visit been approved by the LA ? (see Section 3) yes n/a

During the visit

42. Do all staff have a list of participants/groups? + emergency contact details and an Emergency Card (Visit Leader) if out of the establishment's normal hours? yes
43. Does the establishment office have a list of the names of all participants, including adults? and if out of hours, does the home contact have these details and an Emergency Card (Home Contact)? yes
44. Do staff have sufficient funds to allow for any contingencies? yes n/a
45. Do staff have any relevant literature, work sheets, clipboards, etc? yes n/a
46. Do staff have other items, eg. first aid kit, + sick bags, litter sack, etc., if needed? yes
47. Are participant numbers being checked at appropriate times? yes
48. Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully? yes n/a
49. Are participants aware of the procedure in areas where there is traffic? (eg. if walking, is it pairs, crocodile, groups? - may participants run? - are participants aware of the procedure at road crossings? etc.) yes n/a
50. Has a clear recall system been arranged if the group is working away from you? Do participants understand this and will they be able to respond effectively? yes n/a
51. If a rendezvous for the group has been arranged after a period of time, does each participant and member of staff know exactly where and when to meet? yes n/a
52. Do participants know what action they should take if they become separated from the group? yes
53. Is on-going risk assessment being conducted, and if necessary the programme adapted to suit changed or changing circumstances (Plan B)? yes

At the end of the visit

54. Are appropriate arrangements in force for the dismissal of participants? yes
55. Has the Visit Leader reported back to the Educational Visits Coordinator? yes n/a
56. Has the group been debriefed and any relevant follow-up work completed? yes n/a
57. Have all loose ends been tied up, eg. paperwork, finance, thank you letters, etc? yes
58. Has the visit been evaluated, and if appropriate have notes been made of points to be considered for future visits? yes
59. Have all staff and helpers involved in the visit been thanked for their input? yes

Appendix 4: Educational Visits Planning form

YEAR			
VENUE			
ADDRESS			
CONTACT NAME AT VENUE		CONTACT NUMBER/ EMAIL	
DATE			
NUMBER OF CHILDREN		NUMBER OF ADULTS	
DATE OF PRE-VISIT			

TIME	ITINERARY

VENUE BOOKED	
CONTACT NAME	
CONTACT NUMBER	
VENUE ADDRESS	

OFFICE USE ONLY

PAYMENT DETAILS	
COACH / TFL BOOKED	
PURCHASE ORDER NUMBER	

The educational visit will need to be authorised by the Head Teacher or Educational Visits Coordinator –Karlie Walsh.

Please complete and hand into the office at least three weeks before the scheduled visit date. Please follow the EVC procedure flowchart.

Authorised by:

Date:

Appendix 5: Educational Visit Procedure Flowchart

