



Educational Visits Policy

Policy review Date	November 2021
Date of next Review	November 2022
Reviewed by	SLT
Headteacher	Mrs Georgina Delmonte
Chair of Governors	Mr Christopher Speller

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individual within our school community.

At Hilldene Primary School we acknowledge 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. Our school's EVC is a member of the Senior Leadership Team, normally the Deputy Head teacher.

The role of the EVC is detailed in Section 2 of the publication 'London Borough of Havering, Educational Visits Policy and Guidance. This has been compiled by the LA's Educational Visits Adviser.

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 – require the prior approval of the EVC.

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

- overseas
- residential or
- involving an adventurous activity (as defined in Section 25 of the booklet)

require the additional approval of the LA (Form EV2 online through EVOLVE). The governing body will also need to be informed about these visits prior to a commitment being made.

If an external provider or tour operator is being used, they must complete the detailed Form EV4 at the time of the provisional booking. The procedures to be followed in this case are outlined in Section 27 of the booklet.

Competence to Lead

A 'competence to lead' risk assessment must be undertaken, in relation to the member of staff proposing to take responsibility as leader, before approval for an educational 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 6.2 of the booklet. In the case of the leading (ie instructing) of adventurous activities the assessment is undertaken by the LA Adviser by means of Form EV3, using the procedures and criteria in Section 26 of the booklet.

Reasons for Visits

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

Assessment of Risk

'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, there are 3 levels of which visit leaders should be mindful:

- Generic Risks – normal risks attached to any activity out of school. These will be covered by careful completion of the 'Educational Visits Checklist'.
- 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 Form EV5.
- Ongoing Risk – the monitoring of risks throughout the actual visit as circumstances change.

Further detail on risk assessment will be found in Section 7 of the booklet.

Plan B

Despite the most detailed and thorough pre-visit planning, things can go wrong on the day, eg a 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

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

This will be determined by:

- 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

Supervision

Pupils must be supervised throughout all visits. However, there are circumstances when they might be unaccompanied by an adult (remote supervision). The decision to allow remote 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

Supervising parents must be fully briefed on the programme, venue, activities, supervision arrangements and their responsibilities. They must also be given a written list of the pupils in their immediate care, and be shown the completed Form EV5.

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. An adult with a valid Paediatric First Aid certificate must accompany the trip (**EYFS only***)

The Appointed Person First Aid Certificate is the minimum requirement for residential visits.

First aid kits are available from the school 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. 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 LBH 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 Form EV6. This is also relevant to sports fixtures, and applies to both staff and parents' cars. A new form must be completed every academic year.

Alternative routes should be prepared by the Trip Leader in the case of diversion or an emergency.

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.

Educational Visits Checklist/ Flow Chart Checklist for Educational Visits

This checklist is an essential part of the risk management process and is applicable for all visits. It may be photocopied from the booklet. Hilldene have a Flowchart Checklist which should also be used to check against.

Seeking Parental Consent

Parents should be made fully aware of any likely risks of the visit and their management, so they may consent or refuse on a fully informed basis (known as 'Acknowledgement of Risk'). The letter to parents should therefore give full detail of the visit, the reason for the visit (educational aims), supervision arrangements and the transport arrangements. Ensure that the details of other incidental activities is included, together with Plan B if appropriate. The letter should also state the cost of the visit per child.

The reply slip should read:-

"I give permission for my child _____ to take part in I have read and understand the information about the visit. I enclose my voluntary contribution."

In the case of sports fixtures, the reply slip should read:-

"My child _____ is able to play in the match (at) on
I have read and understand the information in the letter, and give permission for my child to take part."

After the Visit

It is important that after each visit a proper debrief takes place. 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.

Flow Chart Checklist for Educational Visits

Trip Leader to work through the checklist and tick off once all have been covered. EVC to sign the trip off on the day.

Trip:
Date:

Trip leader signature:
EVC signature:

Date:
Date:

Preparation for the trip

Trip leader to propose activity, source availability of the venue; along with necessary transport arrangements.



Trip leader to check the date with the Headteacher and EVC to add to the school diary.

Activity/ Trip registered on to EVOLVE



Trip Lead and Admin team to arrange the costing of the trip and letter to parents to send out.

These are forwarded to Head Teacher and EVC

Letters to Parents to include the necessary consent/ medical/ swim forms.

*If a residential trip then the admin team to ask on the consent form for 2 emergency contact numbers for parents a mobile and landline.



Trip leader to check the medical needs of the pupils and to share the itinerary of the day with parents of any HCP pupil.

These parents are asked if they wish to accompany their child.

Any recommendations agreed by trip leader and parent are added to the risk assessment. **(SEND/ BEH RA doc)**



Trip leader to create the risk assessment on Evolve.

To include ESRA/ Transport Procedures/ Standard Procedures/ Parent letter/ Itinerary of the day/
Upload any HCP/ SEND-BEH doc, onto ESRA.

Master copies of these documents can be found in Teacher resources – risk assessments – proforma of documents. **Create a trip file** in Teacher resources – risk assessments – academic year file.

Submit the risk assessment to the EVC on Evolve at **least 3 weeks** before the date of the trip.

EVC to check the risk assessment.

Risk assessment will be returned to the trip leader if amendments are necessary. Otherwise the risk assessment will be passed onto the Headteacher to authorise the trip.

2 weeks to go

Trip leader to check with the admin team that all consent forms have been received.
Admin to chase up any that haven't been received.



Teachers create the pupil groups* using the school proforma with the designated adult leaders. Adult contact phone numbers and medical needs are noted on the group lists.

First Aid: An adult with a valid Paediatric First Aid certificate must accompany the trip (EYFS only*)

Any pupils on HCP/ SEND-BEH need to be in a group with a member of first aid staff **not** parent helpers. (*TEAM LEAD/ staff liaise with SLT)

Designated Refuge Place (normally a hotel or somewhere with a landline) is stated on the list.

(Print out of directions from Google Maps and have alternative routes/transport links)



Trip leader create a pack of information for Leader and group leader. See list of what should be included in Appendix 1. **(Seen by EVC)**

TEAM LEADERS meeting: Information pack is then shared with group leaders.

1 week to go

Trip leader to carry out a trip meeting the day before the trip.

Meeting 1: TEAM & GROUP LEADERS. Packs are discussed and amended if necessary.

Meeting 2: TEAM/ GROUP LEADER & PUPILS. Packs are discussed and amended if necessary.



Trip leader to obtain all SLT phone numbers to contact in an emergency.



Trip leader and Group Leader packs are complete.

Day of the trip

Trip leaders to brief the parent helpers and hand out the trip packs.



Trip leader to ensure completed **Trip Leader folder is complete** and with them.

If a residential trip then these consent forms with emergency contact forms need to come onto the trip with the trip leader.



If changed: Trip Leader to print off directions from Google Maps and have alternative routes to and from the venue whether you are travelling by coach, train, etc. Know which buses to take if there was a problem on the trains.



Class teachers to ensure that hi-vis vests are worn by all adults and pupils*.
(*Where appropriate)



Trip leader to hand out medication to the relevant first aiders and ensure HCP are at hand.



First aider to collect the first aid kit from the office (1 per class).

First Aid: An adult with a valid Paediatric First Aid certificate must accompany the trip* (EYFS Only)



Admin to collect and hand out lunches for FSM pupils.



Class teachers to register the pupils and let the Trip Leader know the final numbers for their class.
Pupils who are absent are telephoned by admin to see if they are late or not coming.
Trip leader to give a copy of the Educational Visit Group List stating the total number of pupils to the admin team as they leave school so they are aware of who is off site.



EVC or member of SLT to see the trip off and to check with the Trip Leader that all information has been gathered and checks have been made.



Trip leader to communicate to all adults once they have arrived at the destination where **their refuge place is.**



On Arrival

Trip leader to initiate a **dynamic risk assessment** in situ.
Amend RA at suitable time

Contact on the trip

If there is an emergency or if the trip is running late home from their return then the Trip Leader to call the school office.

However, if it is out of school hours then the Trip leader to call the Headteacher, Deputy Headteacher.

If these members are unattainable then they would call a member of the SLT. Admin staff or SLT would then send out a group call to parents.



Trip leader to record, follow school systems for reporting, any incidents or accidents that take place on the trip.