



Grove School

Policy and Procedures for Educational Visits

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"Enjoy, learn, achieve"

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Policy and Procedures for Educational Visits

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This document should be used in conjunction with the following documents:

Department for Education; Health and Safety on Educational Visits (26th November 2018) <https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

Policy and Guidance for Educational Visits and Learning Outside the Classroom, Birmingham City Council, April 2021

Outdoor Education Advisors Panel for the Management of Outdoor Learning, Off-site Visits and Learning Outside the Classroom guidance which can be found on the following website (formally adopted by Birmingham City Council):
<https://oeapng.info/guidance-documents>

A) Aim of the Policy

- To provide maximum assurance of safety for children and adults on educational visits
- To ensure educational visits are planned as an integrated part of the school curriculum to enhance every child's learning experiences
- To ensure visits offered are suited to the ages, aptitudes and abilities of the pupils taking part
- To ensure visits are well planned and professionally executed and include thorough preparation, debriefing and follow-up work

B) Why do we go on educational visits?

School visits and experiences have educational value both in the contributions they make to the enhancement of the curriculum and the extent to which they extend experiences on a broader level, providing deeper subject learning and increasing self-confidence. They should enhance the educational experience for all children by bringing the curriculum to life through a wide range of activities and constitute an integral part of school life. Educational visits should teach children how to manage risks and allow them to develop their risk awareness, preparing them for their future working lives.

We want every pupil at Grove school to experience learning outside the classroom. Educational visits are an essential part of learning and personal development, whatever the age, ability or need.

C) Categories of educational visits and the approval process

Educational visits are categorised to ensure that the correct risk assessment and preparations are made.

Visits are categorised by Birmingham LEA as follows:

Visit type A

Day visits (less than 24 hrs) which do not include adventurous activities and do not use external centres. Risk assessment to be completed 4 school weeks before the visit is due to take place.

Visit Type B

Visits which involve any nights away from the school, overseas travel, and/or which involve adventurous activities e.g. climbing wall, canoeing. Form OE2019 should be completed and interim approval sought by the Head teacher. The Head teacher will notify the authority of adventurous activities and overseas visits., for monitoring purposes. OE2019 forms should be sent to the Administrator for Educational Visits at least 3 months before the visit. Schools will be notified of approval.

Visits to parks, shops and libraries in the locality will require a risk assessment to be completed by the Year Group Team. Consent for local visits from parents should be sought at the start of the academic year.

D) Leadership of an educational visit

It is essential that the lead teacher and other members of staff taking part in each educational visit have first-hand knowledge of the places to be visited and made a preliminary visit to identify hazards in order to minimize the risks involved for adults and pupils. A risk assessment of the proposed visit should be carried out as part of the pre-planning by the visit leader. This is a legal requirement.

The Headteacher and Assistant Head teachers should be made aware of which pupils and adults are undertaking the visit, departure and arrival times. These arrangements must be made clear in advance to ensure that in the event of any accident the emergency services can be mobilised rapidly.

E) Adult/Pupil Ratio

All visits should be accompanied by an adequate number of adults, at least half of these being teachers at the school or staff employed by the school.

Factors for consideration when deciding pupil: staff ratio.

- gender, age, level of development, ability of children
- pupils with SEND or medical needs
- the nature of the activities
- experience of adults in off site visits
- duration and nature of the journey
- location and environment of the visit and planned activities
- type of accommodation
- first aid cover
- distance away from school and transport available
- the consequence of a member of staff being indisposed, particularly where they will be the sole leader with a group for any significant time.

A useful framework for assessing requirements for ratios and effective supervision is **SAGE**:

- **S**taffing
- **A**ctivities
- **G**roup characteristics
- **E**nvironment

Always assess the risks for a visit and plan for the maximum number of adults.

There should always be a named member of staff in charge, a named deputy leader and enough adults to deal effectively with an emergency. This should be identified in the risk assessment.

F) Parents/Volunteers

In Early Years Foundation Stage school invite parents/carers to attend visits to support their child. Parents are not requested to join a visit to support their child's medical care needs. Parents are required to pay to attend these visits.

Any other parents/carers who school invite to support an educational visit should be carefully selected by the Year Group Leader and agreed by the Assistant Head Teacher. Any such persons would be in unregulated activity with the children and therefore would not, at any time, be left, or be requested to supervise children without a member of staff from Grove who is in regulated activity with children.

Volunteers and/or parents/carers will need to be clear of their roles and responsibilities and will need to join a briefing meeting with the Year Group Leader.

Roles and responsibilities

Volunteers who are not employees at the school/centre must:

- understand and agree to the expectations of them;
- understand their relationship to the young people, staff and visit leader;
- recognise the limits of their responsibilities;
- ensure they are not left in sole charge of young people unless this has been formally agreed through a risk assessment and so will be accompanied by a member of Grove staff at all times;
- follow instructions from staff;
- raise concerns for young people's welfare with the visit leader.

Adult volunteers must understand that the principle of duty of care will apply to all who are in a supervisory capacity, though it is likely that courts would expect a greater level of care from staff than from voluntary helpers.

G) Communication with parents

Parents/carers should be notified of intended visits two school weeks before the visit is due to take place. They should be informed of the activities their children will be undertaking, the arrangements for ensuring the children's safety and well-being, and of voluntary contributions.

In addition, parents should be informed of:

- a. dates and times of travel and return
- b. mode of travel
- c. name of the visit leader
- d. details of the voluntary contribution for the visit
- e. level of supervision
- f. details of venue/site
- g. what pupils are expected to wear, equipment they need to take
- h. details of money to be taken
- i. types of activity to be undertaken
- j. code of conduct for behaviour
- k. purpose of the visit and curriculum content.
- l. lunch arrangements

H) Parental Consent

All trip letters are generated through the ParentPay website.

A parental consent form should be obtained for all visits.

A consent form should also form the basis for obtaining details regarding:

- collection of the child if the visit returns after the end of the school day
- medical conditions
- emergency contact details (for overnight visits two emergency contact numbers should be given).

Class teachers should check consent forms prior to the trip to ensure all information is correct.

Group leaders should take all consent forms and medical information for their group with them on a visit.

Where a parent has not paid for the trip, it is the responsibility of the Assistant Head teacher for the phase to meet with the parents and complete Appendix A from the Grove School Charging and Remissions Policy prior to the trip.

I) Other Consent

The Headteacher should consider whether consent should be obtained before pupils can be carried in a teacher's private vehicle.

J) Medical Arrangements

At least one member of staff should have a First Aid Certificate.

- all pupils and adults should be medically fit to undertake all activities
- parents should give details of medical conditions on the consent form
- group leaders for each group should take responsibility for ensuring regular medication is used properly (for overnight visits this should be overseen by the teacher in charge)
- pupils suffering from asthma should keep inhalers at hand
- in the event of a pupil suffering an accident or illness medical attention should be obtained
- adults attending the visit should also ensure that any medical needs they may have are included on the risk assessment
- prior to an overnight visit parents for children with medical needs should have been met with to review care plans and discuss administration of medicine.

K) Arranging an Educational Visit

The person in charge of the visit should:

- i) complete an Educational Visits Bid form and submit this to the EVC
- ii) request Mrs K O' Mahoney completes a visit costing sheet (see costing sheet - Appendix A)
- iii) ensure all aspects of Year Group Leader checklist have been completed (Appendix B).

The leader attending the trip should:

- i) carry out a preliminary site visit
- ii) draft a risk assessment based on the above information
- iii) once the visit is approved:
 - confirm booking with K O'Mahoney
 - compose letter to parents and hand to K O' Mahoney
 - complete OE2019 form for residential visits with K O' Mahoney
 - request K O' Mahoney submits OE2019 form to LEA
 - complete initial risk assessment one week before the visit (details of venue, contacts, pupil, logistics)
 - complete final risk assessment and hold a briefing meeting for all staff attending the visit two days prior to the visit taking place

L) Roles and responsibilities

THE EDUCATIONAL VISITS CO-ORDINATOR

The Educational Visits Co-ordinator at Grove School is **Miss Catherine Dowell**.

The following members of staff are trained as Educational Visits Co-ordinators:

Mrs Pamela Matty - Head Teacher
Ms Justine Baker - Deputy Head Teacher
Ms Emma Mills - Deputy Head Teacher
Mr Jonathan Bentley - Assistant Head Teacher
Mrs Christine Willoughby - Assistant Head Teacher

The functions of the EVC are to:

- ensure all guidelines, policies and procedures for educational visits are up to date;
- ensure that LA guidelines are available to all staff;
- create and educational visits policy for the school;
- work as delegated on behalf of the Head/LA/Governors;
- support the Heads and Governors with approval decisions;
- ensure the competence of the staff and volunteers to lead or otherwise supervise a visit;
- organise the training of leaders and others going on a visit;

- ensure the D.B.S checks are in place as necessary;
- ensure that parental consent or refusal is obtained;
- organise the emergency arrangements and ensure emergency contact for each visit;
- keep records of individual visits including accident/incident/near miss reports;
- review systems and monitor practice;

THE VISIT LEADER

For the majority of educational visits the visit leader will be a teacher. When a visit involves a small number of pupils a member of the support staff may lead the visit.

Any member of staff leading a visit should be able to meet the educational aims of the visit and is competent in all the visit requirements.

In addition to the responsibilities implicit in the above paragraphs, the Visit Leader will have overall responsibility for management of the visit and must:

- follow LA, OEAPNG and governing body regulations, guidelines and policies;
- recognise that whilst leading the visit he/she is representing the Headteacher, school and LA;
- ensure that all accompanying adults, whether employees or volunteers, are fully briefed on their roles and responsibilities;
- ensure the overall maintenance of supervision, order and discipline at all times;
- make adequate arrangements for the safety and well-being of all young people at all times;
- follow child protection and safeguarding procedures;
- make appropriate and adequate preparations for emergencies and ensure that all accompanying leaders are familiar with these procedures;
- arrange for clearly understood delegation in the absence of the visit leader;
- ensure that persons instructing adventure activities are properly qualified and centres have appropriate licences.
- ensure that the visit and activities are suitable for the group;
- ensure that accompanying adults are aware of any special

educational or medical needs;

- inform parents of the visit
- seek any necessary written consent, medical information and dietary requirements from parents
- ensure all medication needed, including inhalers, is taken as necessary
- carry out a comprehensive risk assessment and obtain the EVC's written approval
- make any payments on arrival (if required) and ensure a receipt is collected
- make sure that the establishment visit policy supports principles of inclusion by:
 - i) a presumption of an entitlement to participate
 - ii) direct or realistic adaptation or modification
 - iii) integration through participation with peers.

ASSISTANT VISIT LEADER

Assistant visit leaders have the responsibility to support the visit leader on educational visits and must take the lead if the visit leader is unable to take charge. They must also:

- be briefed by the visit leader on their role prior to the visit;
- complete and carry out their role successfully;
- follow the establishment policies and procedures for educational visits;
- participate in the planning process for the visit (including risk management)

LEADERS/EMPLOYEES

In addition to the general responsibilities outlined above, leaders must recognise that they act as employers, whenever the visit takes place.

They have a responsibility for:

- maintaining order and discipline;
- ensuring all medication needed, including inhalers, is taken as necessary for children in their group;
- ensuring they attend a briefing session prior to attending the visit;
- ensuring they have read and understand the risk assessment in place for the visit
- safeguarding the health, well-being and safety of the young

- people in their care;
- informing the Visit Leader of any relevant incidents affecting, or likely to affect, group members.

M) Educational Visits Checklist

See appendix B

N) Risk Assessment

A risk assessment should be completed for all off-site visits.

The risk assessment should be checked by the EVC or Assistant Head Teacher for the double year group. The Deputy Head Teacher or Head Teacher will complete the final risk assessment check once the number of children and staff has been checked.

A school Risk Assessment form has been generated but visit leaders will need to ensure the maximum amount of additional information has been included.

Following the visit an evaluation must be completed and submitted to the EVC to identify further risks.

The medical details of pupils are not included on risk assessments. A colour coding system is used to highlight names of pupils with a medical care need (blue -asthma, red - allergy).

Risk assessments must be returned to the lead teacher at the end of the visit and will be destroyed.

O) Planning for emergency procedures

- Every member of staff attending a visit should be familiar with the following emergency planning procedure and the OEAPNG Documents (4.1).
- In the event of an emergency, the leader should, if appropriate, phone the emergency services first and then the school to speak to the Head Teacher or if he/ she is not available the Deputy Head Teacher. If necessary the Head Teacher or Deputy Head Teacher

- will contact the parents and the Local Authority Officer. The Head Teacher will then follow procedures set out in the BCC policy.
- Leaders of visits must carry emergency contact telephone numbers for school at all times during an offsite educational visit. The emergency contact back at base must be accessible at all times. Two emergency contact numbers will be given in case the first is unobtainable.
 - Ensure that there is a reliable emergency contact at school for each visit who can be contacted and who can access all details of the visit at any time (24/7 for residential visits).
 - For residentials there should be a 24 hour accessible phone number to enable the Local Authority Critical Incident Plan to be put into action in the event of an accident. This will usually be the Head Teacher or Deputy Head Teacher.

P) Roles and responsibilities of the Head teacher and Governing body

THE HEAD TEACHER

The head teacher is responsible for ensuring that Governing Body and LA policy is implemented. Under his / her conditions of employment is a responsibility for ensuring that all activities are properly planned, appropriately supervised and risks assessed by a competent person.

In particular the Head Teacher must ensure:

- an educational visits co-ordinator is appointed and tasks are delegated to the EVC as appropriate
 - all educational visits are correctly approved
 - the educational visits policy is implemented
 - the LA and OEAPNG guidelines are being followed there is a designated group leader for each visit
 - the visit leader is an appropriately experienced and competent member of staff
 - the suitability, number and competence of all adults accompanying or instructing the party
 - that adequate child protection measures are in place
 - the visit is insured
- for every visit, a risk assessment is completed by the designated group leader

- there are proper and effective support structures in the event of difficulty or emergency, including means of contacting the relevant School Education Officer at the LA;
notification of the visit to the LA, where required
- that visits are evaluated to inform future visits
- all learning outside the classroom, off-site activities and visits comply with employer guidance.

The Governing Body

As part of its responsibility for general conduct, each governing body/management group must:

- ensure that a policy exists for the coordination of visits and for their
- effective and safe management;
- assure itself that appropriate risk assessment procedures are in place;
- ensure a school/centre approval system for visits is in place;
- ensure that the LA is notified of defined adventure activity provision (notification form OE 2019);
- determine what types of visit require its specific approval;
- determine its procedures for responding to a major emergency;
- have a Charging and Remissions policy
- make sure that the establishment visit policy supports the principles of inclusion

For further advice please refer to Birmingham City Council Outdoor Visit and Procedures Policy.

Q) Inclusion

Activities should be available and accessible to all, irrespective of special educational or medical needs. During the planning stages of a visit or activity, staff must make sure that all reasonably practicable measures are taken to include all young people.

Venues and activities should be suitable and accessible and enable the whole group to participate fully and be actively involved (in accordance with NG 3.2e).

Behaviour is not one of the protected characteristics defined by the Equality Act. It may therefore be acceptable to exclude someone from

an activity or visit if their potential behaviour presents a significant, unmanageable and unacceptable risk to the health, safety or welfare of either themselves or others, or to the successful completion of the activity or visit.

If a child is being supported by a school target card or a pastoral support plan, they will not be invited to attend off site educational visits, residential visits or attend after school clubs until their behaviour has improved, they are meeting the Grove expectations and the support of the target card or pastoral support plan is no longer deemed necessary.

If someone is excluded because of their behaviour, alternative ways of achieving the same learning outcomes should be considered.

Grove School
Educational visit information/costing sheet

'APPENDIX A'

Class:

No of children:

No of adults:

Location of visit:

Visit date:

Total cost (£)

Cost per child entrance:

Cost per adult entrance:

Cost of insurance:

Cost of coach :

Total cost:

Cost being charged to parents:

Subsidy from SRB (£30):

Educational Visits Checklist - For Visit Leaders

This checklist is an essential part of the risk assessment process and is applicable for all visits.

Title of visit:	Date(s):
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The visit should only go ahead if the answer to all applicable questions is 'YES'

IN ADVANCE OF THE VISIT

- 1) Have the educational aims of the visit been clearly identified? Yes / No
- 2) Is the visit appropriate to the age, ability and aptitude of the group? Yes / No
- 3) Has there been suitable progression/preparation for pupils prior to the visit? Yes / No
- 4) Does the visit comply with any guidelines specific to your school? Yes / No
- 5) If a member of staff is going to lead adventurous activities, is he/she appropriately qualified or experienced? Yes / No
- 6) Are transport arrangements suitable and satisfactory? Yes / No
- 7) If the visit is residential, have appropriate measures been taken to ensure the suitability of accommodation?
Form OE 2019 has been completed for adventurous activities Yes / No
- 8) Have you conducted a pre-visit? Yes / No
- 9) 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) Yes / No
- 10) Have any adult helpers (non-teachers) been approved by the Headteacher as to their suitability? Yes / No

- | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 11) | Is the level of staffing sufficient for there to be adequate supervision at all times? | Yes / No |
| 12) | Are all members of staff and helpers aware of their role? | Yes / No |
| 13) | Has VAGRA been carried out (Venue/Activity/Group specific Risk Assessment) and this will be shared with all relevant parties? | Yes / No |
| 14) | Does at least one member of teaching staff know the pupils that are being taken away, including any behavioural traits? | Yes / No |
| 15) | Have pupils been advised in advance about expectations for their behaviour? If appropriate, are pupils aware of any 'rules', and have sanctions to curb unacceptable behaviour been identified and agreed with pupils and staff? | Yes / No |
| 16) | Are pupils aware of the nature and purpose of the visit? | Yes / No |
| 17) | Are parents fully aware of the nature and purpose of the visit, including contingency plans, and has written consent been obtained? | Yes / No |
| 18) | Have all relevant details been issued? (e.g. itinerary, kit lists, etc?) | Yes/No/NA |
| 19) | Are staff aware of any medical needs and/or other relevant details of pupils? | Yes / No |
| 20) | Are staff aware of any relevant medical conditions of other staff/helpers within the group? | Yes/No/NA |
| 21) | Does at least one member of staff have a 'good working knowledge' of First Aid? | Yes / No |
| 22) | Is a first aid kit (appropriate to the visit) available? | Yes / No |
| 23) | Has the suitability and safety of transport been considered? | Yes / No |
| 24) | 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 e.g. Plan B and have these plans been risk assessed? | Yes / No |
| 25) | Are staff aware of the appropriate action to be taken in the event of an accident, incident or emergency? | Yes / No |
| 26) | Is a weather forecast and/or other local | Yes / No |

information necessary, and are staff able to access this information and act upon it appropriate if necessary?

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|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 27) | A mobile phone is recommended for all visits. Are you aware of the reception in the area you are visit? | Yes / No |
| 28) | Will the group need waterproof clothing, boots or other equipment? If so, are procedures in place for checking the suitability of equipment? | Yes / No |
| 29) | Has the visit been approved by the Headteacher and where appropriate, the Governing Body? | Yes / No |
| DURING THE VISIT | | |
| 30) | Do all staff have a list of pupils/groups? (+ emergency contact details if out of school hours) | Yes / No |
| 31) | Does the school office have a list of names of all participants, including adults? (+ contact details if out of school hours) | Yes / No |
| 32) | Do staff have sufficient funds to allow for any contingencies? | Yes/No/NA |
| 33) | Do staff have any relevant literature, work sheets, clipboards, etc? | Yes / No |
| 34) | Do staff have other items e.g. first aid kits + sick bags, litter sack, etc if needed? | Yes / No |
| 35) | Are pupil numbers being checked at appropriate times? | Yes / No |
| 36) | Has the group been warned of potential hazards in advance? If necessary, have specific arrangements been made to supervise these areas particularly carefully? | Yes / No |
| 37) | Has a clear recall system been arranged if the group is working away from you? Do pupils understand this and will they be able to respond effectively? | Yes / No |
| 38) | If a rendezvous for the group has been arranged after a period of time, does each pupils and member of staff know exactly where and when to meet? | Yes / No |
| 39) | Do pupils know what action they should take if they become separated from the group? | Yes / No |
| 40) | Is on-going risk assessment being conducted, and the programme adapted if necessary to suitable changed or changing circumstances? | Yes / No |

