



Policy for Educational Visits

Cleeve Prior School

A Church of England Voluntary Controlled Primary School

This policy is the consensus of the staff and the Governing Body and was approved by the Full Governing Body on 13.02.2020

Purpose and value of Educational Visits: As a Church of England Primary School we are committed to providing an education that enables every person to flourish and live out 'life in all its fullness'. We want our children to grow in wisdom; to cultivate a wide- ranging knowledge that will help broaden life chances; to develop the spiritual, intellectual and emotional resources they need to live a good life; and to develop the character to live well together in community, whilst preparing them for the opportunities, responsibilities and experiences of future life. Learning outside the classroom is a vital part of children's learning and development, providing the children with the wider experiences they need to develop in this widest sense. It is a vital element of broad, balanced and inclusive curriculum to reflect these aims. School visits should be memorable, enjoyable and fulfilling.

The Policy and Legal responsibility: This policy is part of the schools legal responsibility in providing a duty of care to our pupils and staff and our duty to follow Worcestershire County Council's health and safety guidance for school visits. **It should be used in partnership with OEAP Employer Guidance at www.oeap.info and with current advice at www.lotc.org.uk/** . This policy is familiar to all members of staff and should also be viewed alongside the schools policies for health and safety. The employer retains overall responsibility for health, safety and welfare.

Role of the Educational Visits Co-ordinator (EVC): The responsibilities and function of the EVC remain with the Headteacher.

The EVC will:

- Have attended the Worcestershire Educational Visit Coordinator Training;
- Ensure induction and training for staff, ensuring all visit leaders have attended Worcestershire Visit Leader training;
- Monitor the purpose of visits;
- Support the head teacher / governing body with visit approval and decisions
- Ensure outdoor learning activities are led by staff meeting who are competent and confident;
- Ensure volunteer adults are vetted and those with significant unsupervised access are subject to full DBS checks;
- Be the principal contact with the LA over visits planned by the school;
- Confirm that the leadership of visits is competent and to check staff qualifications, including accompanying staff and volunteers;



- Confirm that where appropriate risk management planning (including risk-benefit assessments) and preliminary visits have been completed by visit leaders and given sufficient consideration;
- Ensure medical and first aid arrangements are addressed;
- Monitor and review the programme of visits and the schools educational visits policy;
- Monitor emergency procedures and provide Leaders with an Emergency Procedures Checklist;
- Make EVOLVE submissions for adventurous and residential visits or visits over 50 miles away.

Role of the Governors - The governing body should:

- Ensure that the plans for visits comply with statutory regulations and guidelines, including the school's health and safety policy documentation;
- Ensure the duty of care is discharged (following policy set down by employer guidance and **OEAP EG** guidance);
- Support adjudication of parental complaints;
- Assess proposals for certain types of visit, which should include visits involving an overnight stay or travel outside the UK, and ensure submission of these proposals to the LA if appropriate (via the **EVOLVE** system).

Role of the Visit Leader - They must be familiar with the schools policies to be followed off-site. They will be **competent**, with appropriate experience and qualifications. NB: *Overarching duty of care remains with establishment leaders, even when partial responsibility is shared with a provider.* It is the duty of the visit leader to:

- Risk manage the visit and venue and undertake a preliminary visit if appropriate;
- Keep the EVC informed at each stage of the planning process;
- Involve young people in these processes, wherever appropriate;
- Define the roles and responsibilities of other staff (and young people) to ensure effective supervision, and appoint a deputy;
- Share details of 24/7 emergency contacts and emergency arrangements with key staff and providers where appropriate;
- Obtain parental consent forms (where required), medical details and contact details and share these with relevant staff and providers;
- Ensure if accompanying leaders take a family member on a visit, there are adequate safeguards to ensure that this will not compromise group management;
- Address Child protection issues including DBS checks and processes where appropriate;
- Disseminated relevant information to supporting staff;
- Ensure access to first aid at an appropriate level;
- Provide relevant information to parents and young people and arrange pre-visit information meetings where appropriate;
- Brief staff and other supervisors on: The nature of the group, including age, health characteristics, capabilities, special educational needs, likely behaviour and any other information relevant to the planned activities, the nature and location of the activity;
- Ensure the visit is effectively supervised – are staffing rations appropriate for the activity?
- The leader will know of relevant medical and other relevant needs of group members, including staff;
- Complete post visit evaluations. (Appendix 2)



Vetting and DBS Checks: Worcestershire employees who work *frequently* or *intensively* with or have *regular access* to young people or vulnerable adults, must undergo a DBS check as part of their recruitment process. For the purposes of this guidance:

- *frequently* is defined as "once a week or more".
- *intensively* is defined as 4 days or more in a month or overnight.

However, it must be clearly understood that a DBS check in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people. The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common sense risk-benefit assessment process has been considered.

Approval and Notification of Visits and Provider Assurances:

We must notify the authority of visits and activities falling within any one of the triggers set out below:

- Involves a journey more than 50 miles away from base;
- Involves a residential or overnight stay;
- Involves the provision of an adventurous activity.

The above notification procedure requires the submission of an "EVOLVE" form at least 6 weeks prior to departure.

Providers should hold some form of national accreditation. E.g. The LOTC Quality badge, AALS licensing, adventure mark, NGB approval. Worcestershire policy is that where a provider holds such one of the above accreditations there should be no further need to seek assurances.

Risk Management: *All visits*, beyond those which form part of the regular school day (e.g. swimming), leaving school grounds must have completed risk benefit assessments signed by the EVC / Headteacher. A Risk-benefit assessments (Appendix 1) must be produced, the form to be completed is stored in the Risk Assessment folder on the shared network.

Pupils are made aware of expectations and needed equipment in advance of visits. **Pupils who are unable to maintain an acceptable 'safe' code of conduct within school may not be eligible to participate on school visits.** Preliminary visits should be undertaken to new venues. Staff may claim fuel costs. Copies of completed risk assessments will be placed in the Risk assessment folder on the shared network.

Transport

- The school uses certified and established coach companies.
- Staff will not transport children in their private vehicles unless they are fully insured for this purpose (business insurance).

Supervision/ratios

These ratios are a *general* guide;

- 1 adult to six pupils in years 1 to 3 (under 5s need a higher ratio);
- 1 adult for every 10-15 pupils in years 4 to 6.

Emergency procedures and critical incident support

A basic first aid kit must accompany any trip that leaves school premises. Staff will follow school first aid policy. Accidents and incidents will be recorded and reviewed to identify learning points. Leaders will follow the action points below and will have a mobile phone. Outside school times an emergency school contact will be allocated (such as the Headteacher). Parental consent forms will be held by the school office. *All children are offered additional insurance on an annual basis.*

Support in the event of an incident is available from the LA Visit Emergency contact, see below.



Guidance- OEAP Hierarchy of visit problems:

Incident – can be dealt with by the Visit Leader on the spot. Emergency – Needs referral to the emergency contact

Critical Incident – Needs support of a visit emergency management team. Major Incident – Declared by UK Police or foreign office.

Monitoring & Review

This policy is monitored by the Governing Body and will be reviewed every three years or reviewed as and when is needed, ie in the event of an accident, incident or a change to guidance or law.

Date Reviewed – Spring Term 2020

Review Date – Spring Term 2023

Emergency Procedures Checklist



Action		Action Taken
Establish the nature and extent of the incident and location		
If an injury – assess injury (preferably by first aider)		
1. Contact emergency services (ideally done by a second adult) 2. Contact School office / Headteacher / designated contact (ideally done by a second adult) They will then inform LA if a serious incident Headteacher and School administrator to oversee situation from school – <ul style="list-style-type: none"> • Confirm hospital details • Inform Chair of Governors and relevant parties. • Make arrangements for return of group to base or home • Contact place of visit and inform them of the situation • Obtain a police report • Obtain insurance information 		
Ensure all other members of the group are accounted for		
Ensure all other members are safe from danger and looked after		
LA Visit Emergency contact number	1. 24 hrs	07624 909756

School Office – 01789 772276

Key Holders: Lis Hughes, Sarah Newbury & Mike Oakley

Headteacher and EVC, Sarah Newbury – 07986 422335

Chair of Governors – Mr J Marshall

Cleaner in charge – Mr M. Oakley

Worcestershire Designated Visits Lead:

Rachel Whitley - RWhiteley@worcestershire.gov.uk

WCC Incident and Emergency

24hrs – 07624909756

Review Stuff

Risk /benefit Assessment

Location / Activity:		Date:	
Assessor:		Review date:	

Your overall risk rating – Low, medium or high – is based on your judgement about whether the BENEFITS of the activity or opportunity outweigh the RISKS.

ACTIVITY	How will young people BENEFIT from this activity?	Possible hazards	Who is at risk?	PRECAUTIONS in place to reduce the risk of injury	Overall risk RATING: L/M/H



Cleeve Prior
C of E PRIMARY SCHOOL

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School: _____

Visit /Activity Venue/Provider: _____

Date of Visit / Activity: _____

Score the provision of the quality indicators below on a scale of 1 to 5, where:

- 1 is poor
- 2 requires improvement
- 3 is satisfactory
- 4 is good
- 5 is excellent

A high quality LOtC learning experience should demonstrate the indicators in the matrix below. Where appropriate, the indicators should be modified to fit the nature of the visit/activity/experience.

	Indicator	Score
A	Activity designed to have clear learning outcomes that are discussed with the group from the beginning and are regularly revisited throughout the session	
B	Activity is inclusive and shows differentiation to meet the needs of all learners	
C	Activity leader creates a safe and positive learning environment where the level of risk is appropriate to the aims of the session	
D	Group members encouraged to contribute to the discussion of safe practice and risk management	
E	Activity linked to wider curriculum outcomes to enhance transfer of learning	
F	Activity maximises achievement of learning outcomes	
G	All group members play an active part and are fully engaged	
H	A positive, professional and consistent relationship is built between the activity leader and the group	
I	Activity is well-paced and shows progression and clear development of skills, behaviour and knowledge	
J	Group have the opportunity to be creative and apply what they are learning	
K	Group can describe what they are learning (as opposed to what they are doing) and understand how the learning can be applied in later life	



L	Group have the opportunity to reflect and review, achievements are recognised and there is discussion of how the learning can be applied	
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Learning and Growing Together

Completed by: _____

Dated: _____

