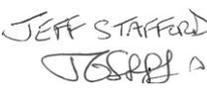


	Name of School	Corbets Tey School
	Policy Adopted Date	08/01/2018
	Next Review Date	08/01/2019
	Reviewed by	Governors Name: JEFF STAFFORD Governors Signature: 

Educational Visits Policy

Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our service, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others.

In the development of this policy, the school has considered its impact with regard to equalities legislation.

1. Overview

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

This policy has been developed in line with:

- DfE Health and safety: advice on legal duties and powers for local authorities, school leaders, school staff and governing bodies 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DfE_Health_and_Safety_Advice_06_02_14.pdf
- 'London Borough of Havering, Educational Visits Policy and Guidance 2012' Booklet. This can be viewed on the EVOLVE website:
https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=haveringvisits.org.uk
 (Please press the CTRL and click to load the above link)
- Outdoor Education Advisers' Panel (OEAP) website. The OEAP's website also provides schools with details of local authority outdoor education advisers. <http://www.oeap.info/>

Role of the educational visits coordinator (EVC)

There is no legal requirement to have an EVC. The EVC typically liaises with the local authority's outdoor education adviser and helps colleagues in schools to manage risks. (DfE. 2014)

This school's EVC is **The Senior Admin Officer and The School Business Manager.**

The role of the EVC is detailed in Section 2 of the publication 'London Borough of Havering, Educational Visits Policy and Guidance 2012 Booklet'.

A hard copy is available in the Policy Folder. This has been compiled by the LA's Educational Visits Adviser. Visit Leaders will need an EVOLVE Username and Password to log in. Please see your School's EVC for this. **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 website, or may be photocopied from the booklet.

2. At the Trip Planning Stage

2.1. Senior Management Approval

All trips must be approved by the Headteacher or the Deputy Headteacher before risk assessments are submitted or letters to parents are sent. Please use the form provided in Appendix 1.

2.2. Budgeting

The trip should be fully costed and a budget presented to the Finance Officer to be checked. The costs should be entered onto the pro-forma school trip budgeting sheet (Appendix 2), which is also available as a spreadsheet for direct entry and automatic calculation. The person responsible should ensure that all costs associated with the trip are included in the trip budget.

This should include:

- Accommodation
- Travel
- Petrol
- Food and refreshments
- Activities/Entrance fees (staff and pupil costs)
- Staff Cover (where additional staff are required for support)
- Contingency (5%)

Once the full cost is calculated and agreed by the Finance Officer then a voluntary contribution should be sought from parents. The amount should be agreed during discussions with the Finance Officer.

Receipts must be obtained for all expenses incurred (with VAT breakdown). You may need to request a VAT receipt at the point of payment.

After the trip, a full breakdown of actual expenditure with receipts attached should be presented to the Finance Officer at the earliest date.

Where possible, any expenses should be made by invoicing the school directly. If this is not possible, expenditure will be reimbursed after the trip when receipts are presented.

3. Transportation

Consideration should be given at the planning stage of the designated driver (if applicable). If there is not an approved minibus driver within the class/group then the trip leader should make arrangements to 'swap' a member of staff with another class who have an approved driver. This should be agreed before any trips are booked.

4. Risk Assessment Approval for Visits

All matters regarding each visit outside school – feasibility, planning, safety, organisation etc – will require the 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)

will 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. A copy of the completed EV2 Form needs to be given to the School Business Manager, who will hand to the Governors for approval at the next Committee Meeting.

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.

5. 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. The school policy is that only a qualified teacher will be authorised to lead school trips. This will be assessed by the Headteacher when initially authorising the trip.

In assessing competence to lead, the EVC will also take account of the factors stated in Section 6.2 of the booklet. In the case of the leading (i.e. 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.

6. 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.

7. 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 (i.e. low).

In considering risk, there are 3 levels of which visit leaders should be mindful:

- **Generic** – Policies and procedures that apply across a range of visits. This is guidance or practice that remains constant regardless of the nature of the visit. It covers the management of risks identified as relevant to all visits involving similar activities. These will be covered by careful completion of the 'Educational Visits Checklist'.
- **Visit-specific** – Carried out before the visit takes place. This is the identification and management of any risks not already covered through generic risk management. It is unique to each occasion and should address staffing, activity, group and environment. These should be recorded on Form EV5.
- **Dynamic/on-going** – Carried out continuously throughout the visit. This refers to the on-going monitoring of all aspects of the visit/activity by the visit leadership team. The group and the level of risk must be monitored and assessed throughout and, if circumstances dictate, activities should be curtailed or amended (e.g. change to plan B).

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

8. Plan B

Despite the most detailed and diligent 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**.

9. Staffing Ratios

Make sure there is a good adult: pupil ratio. There must be trained first aiders. 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

10. 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

11. 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.

12. 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.

Class staff are responsible for creating a suitable first aid kit for the proposed trip; if the visit involves the party splitting up by any distance, a kit should be taken for each group.

13. 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 (see Transportation Policy).

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 (see Transportation Policy).

14. 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 DfES '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 available on the Evolve website.

15. Educational Visits Checklist

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

16. 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 detail 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."

17. Before the Visit

- 1a) Fill in the school's preliminary form at least 2 months in advance. Copies should go to the office and EVC.
- 1b) In the case of residential, overseas, or adventurous activities, complete relevant forms as detailed in 'Approval for Visits' above.

If approved:-

- 2) Complete Form EV5
 - 3) Book Visit
 - 4) Book Transport.
- Have alternative transport routes planned. Even if a coach is booked know at least 2 routes to and from your venue - don't assume the driver will have this planned, the driver may rely on satnav; if there are problems be ready to offer advice.
 - Have more than one tube/train route planned. Know alternative bus numbers to take if there was a problem.
 - Have transport plans printed, or saved on a device, accessible even if Internet/ phone signals go down. Alternative transport suggestions are likely to mean delays, but would enable safe alternative travel.
 - Have a refuge place identified near to destination, maybe a hotel. If transport

was shut down, if mobile phone networks went down, staff would take the children there. It would be very unlikely that a hotel would turn away a group of children if there was a serious problem. It is not necessary to inform the hotel they are your place of refuge, you just make sure all adults on the trip know, and know how to get there. The school would be able to ring the hotel, they would have a landline. Safe communication could be established.

- 5) Send letter home
- 6) Complete Educational Visit Checklist and copy to EVC

Make sure staff know what actions to take should there be an emergency. The information they need and actions they should take should be written down. In an emergency a staff member may be easily distracted.

18. On the Day of the Visit

Be sure to:-

- Collect first aid kit(s)
- Collect all pupil medication. Medication for specific children must be taken with clear pupil information
- Brief supervising parents
- Give supervising parents their lists of pupils
- All adults on the trip to have a mobile phone, staff can use their own phones if there are no school mobiles available; a list of all numbers issued to adults on the trip, on the day, and confidentially disposed of at the end of the day. Data protection must be adhered to. Have a clear telephone tree for use in an emergency.
- Collect landline as well as mobile phone number contacts for parents.
- Complete an EXEAT form (available from the back office) and put on notice board in the Reception Office. Include staff mobile phone numbers.
- 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) listed on the EXEAT form for the visit should be switched on during the entire duration of the trip (Switched to silent where appropriate).

19. 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.

Related Policies

Health and Safety Executive (HSE), School trips and outdoor learning activities. Tackling the health and safety myths

<http://www.hse.gov.uk/services/education/school-trips.pdf>

Useful advice and resources:

- DfE - Health and safety: advice on legal duties and powers For local authorities, school leaders, school staff and governing bodies

Please note ...

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DfE_Health_and_Safety_Advice_06_02_14.pdf

School employers should always take a common sense and proportionate approach, remembering that in schools risk assessment and risk management are tools to enable children to undertake activities safely, and not prevent activities from taking place.

- Health and Safety Executive

School trips and outdoor learning activities. Tackling the health and safety myths <http://www.hse.gov.uk/services/education/school-trips.pdf>

HSE fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence.

It also helps pupils develop their risk awareness and prepares them for their future working lives. Striking the right balance between protecting pupils from risk and allowing them to learn from school trips has been a challenge for many schools, but getting this balance right is essential for realising all these benefits in practice.

Government guidance - Recognising the terrorist threat Stay safe : terrorist attacks

<https://www.gov.uk/government/publications/recognising-the-terroristthreat/recognising-the-terrorist-threat#stay-safe-terrorist-firearms-andweapons-attacks>

National guidance for the management of outdoor learning, off-site visits and learning outside the classroom

<http://oeapng.info/visit-leader/>

Includes useful templates, including Visit Leader Emergency Card and specific guidance for the Visit Leader.

HAVERING ADVICE & SUPPORT :

Multi-Agency Safeguarding Hub (MASH) - email: tmash@havering.gov.uk

Tel: 01708 433 222 / 01708 433 999 (Out of hours)

Local Authority Designated Officer (LADO) Lisa Kennedy - email: lado@havering.gov.uk

Tel: 01708 433 302

Safeguarding Advisor for Schools: Nora Hammond - email: nora.hammond@havering.gov.uk

Tel: 01708 431 160

EDUCATIONAL TRIPS APPROVAL FORM

Please note the following when completing the attached approval form:

As noted in the policy and regulation, all educational trips require the approval of the Head Teacher/Deputy prior to the trip being undertaken and before risk assessments are submitted to the local authority and before letters go to parents.

The attached form must be used when requesting approval. Please review the policy, regulations and the Educational Trip Policy prior to completing this form.

The staff person in charge of the trip must complete the form and submit it to the Head Teacher for approval. The submission to the Head Teacher should be at least three weeks in advance of the trip, and six weeks if the trip involves adventurous or water activities.

Please ensure that all information requested on the form is provided. Insufficient information will result in approvals being withheld and possible trip delays or cancellations.

GENERAL INFORMATION

Please provide the following general information:

Class _____

Brief description of trip _____

Destination _____

Dates _____

School minibus available and booked? _____

Calendar checked for other classes out that day? Yes/No Number out _____

Any other potential negative impact on the school? _____ if yes please detail below

1. Who is applying for approval?

Name: _____ Signature: _____

Position _____

2. Educational Benefits?

Trips must have an educational value and be related in an identifiable way to student outcomes, curriculum, or approved school programmes.

How will this trip enrich the topic/modules for this term? _____

What are the key learning objectives? _____

3. What students will be participating?

Details regarding participating students must be provided to ensure trips are appropriate to the ages, grades and gender of students.

How has the trip been assessed as fully accessible to all pupils in the class? _____
What special arrangements need to be considered?

Ensure these are clearly specified and highlighted in the risk assessment

4. Staffing/Supervision

Please list the supervisors and chaperones and indicate if they are teachers/administrators, support staff, parents, other community members.

Will this trip require extra staff cover in addition to your usual staffing level? _____

Why? _____

Can this be covered from within the school staff? _____

5. Safety considerations and contingency plans

Have alternative transport routes been planned? _____

(Even if a coach is booked, you must know at least 2 routes to and from your venue – do not assume that the driver will have this planned. The driver may rely on Sat Nav.

If there are problems be ready to offer advice.

Ensure that you have more than one tube/train route planned. Know alternative bus numbers to take if there was a problem)

Ensure transport plans are printed, or saved on a device, accessible even if Internet/phone signals go down.

Alternative transport suggestions are likely to mean delays, but would enable safe alternative travel.

Has a refuge place been identified near to destination, maybe a hotel?

If transport was shut down, if mobile phone networks went down, staff would take the children there. It would be very unlikely that a hotel would turn away a group of children if there was a

serious problem. It is not necessary to inform the hotel they are your place of refuge, you should just make sure all adults on the trip are aware of this, and know how to get there. The school would be able to ring the hotel, they would have a landline. Safe communication could be established.

Name of identified refuge _____

Address of refuge _____

Ensure that staff know what actions they are to take should there be an emergency?
The information they need and actions they should take should be written down.
In an emergency a staff member may be easily distracted.

Name of key emergency contact _____

6. What is the budget for the trip?

Educational trips may be costly events. The school must plan effectively to address these costs. Detailed financial information is essential in the early planning of a trip and this information must be shared with parents.

What is the total cost of the trip? _____

Please provide budget details including all travel, meal, and accommodation and event costs to the finance officer

7. Who will be your designated driver? _____

If driving the school minibus this person must have taken a local authority minibus test and have been authorised to drive by the Headteacher (see transportation policy)

Appendix 2

Educational Trip Budget

Trip To:

Date of Trip:

Class:

Teacher:

No. of Pupils:

Item	Unit Cost	Number	Total
Entry Fee (Pupils):			£ -
Entry Fee (Staff/Volunteers):			£ -
Travel:			£ -
Petrol (£0.30 per mile):			£ -
Food/Refreshments:			£ -
Addit. Staff Cover (£15 per hr)			£ -
Accommodation:			£ -
Contingency (5%):			
Total Cost:			£ -
less Parent Contribution:			£ -
Budget Balance:			£ -

Remaining Balance to be Charged to (please tick):

Class Budget	<input type="checkbox"/>	
PFA	<input type="checkbox"/>	
Donation	<input type="checkbox"/>	
Other	<input type="checkbox"/>	
(please specify): <input style="width: 700px;" type="text"/>		