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Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our provision, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. We are confident that this policy does not place anyone at an unreasonable or unfair disadvantage, and is compliant with relevant equalities legislation.

Where the school or staff are referred to, the policy and the following procedures apply to all staff working for Corbets Tey School on all sites.

Version Control

Version	Date	Author	Description of Change
1	March 2022	Site and Health and Safety Officer	Initial Document
1.1	April 2022	Added section on Prevent – Appropriate Contact with Others	Added section as per prevent risk assessment

Educational Visits Policy

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1. Overview

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

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://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/279429/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:
- Outdoor Education Advisers' Panel (OEAP) website. The OEAP's website also provides schools with details of local authority outdoor education advisers. <https://oeapng.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 Health & Safety Officer**.

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

https://evolve.edufocus.co.uk/evco10/evchome_public.asp?domain=haveringvisits.org.uk

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 the 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 discussed with and then approved by the Headteacher or one of the Deputy Headteachers 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 Team 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 and Entrance fees (staff and student costs)
- Staff Cover (where additional staff are required for support)
- Contingency (5%)

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

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 Team at the earliest possible 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 as to who will be the designated driver (if applicable). If there is not an approved minibus driver within the class or 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:

- 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 board 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 Headteacher who will seek approval for the trip at the next appropriate meeting of the governing board.

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 students, 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 and on-going – Carried out continuously throughout the visit. This refers to the on-going monitoring of all aspects of the visit or 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. Prevent – appropriate contact

Ensure that risk assessments, programmes and supervision strategies are reviewed and amended if appropriate, and all attached to the EVOLVE form. You should ensure that your risk assessment and supervision strategy is detailed, and includes planning that is specific to the children and young people you are taking, the actual place you are visiting, the activity you are undertaking and likely contact with others. This should include all aspects of travel, as well as supervision throughout the visit, including accommodation, 'downtime', evenings or overnight periods. It is particularly important to minimise the amount of 'free' or downtime during visits, and to ensure that appropriate supervision is in place throughout the entirety of the visit

9. Having a Plan B – contingency planning

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. See Appendix 1, Section 5: Safety considerations and contingency plans.

10. Staffing Ratios

Make sure there is a good adult: student ratio. There must be trained first aiders. A professional judgement must be made by the Visit Leader, Headteacher or Deputy Headteacher 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 (SEND)
- experience and competence of staff and accompanying adults
- nature of the venue
- weather conditions at the time of year
- nature of transport involved

11. Supervision

Students 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 students
- age of students
- responsibility of students
- competence and experience of staff
- environment and venue

12. 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 students in their immediate care, and be shown the completed Form EV5.

13. 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 is a qualified First Aider. 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.

14. Transport

Travel arrangements should be included in the risk assessment. If public transport is to be used, all students 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 students must wear a seat belt. Staff must ensure that students comply with this rule and students 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 students 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).

15. Water 'Margin' Activities

Where students 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.

16. 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.

17. Seeking Parental Consent

Parents or carers must 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 or carers should therefore give full detail of the visit, the reason for the visit (educational aims), supervision arrangements and the transport arrangements, and 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."

In exceptional circumstances where a parent or carer has not returned a permission slip, we will record a phone call (with the parent or carers permission), where verbal consent is obtained.

Staff should refer to the Charging and Remissions Policy for information on parental contributions.

18. 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 or 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 or phone signals fail. 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 unavailable, if mobile phone networks fail, staff could 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 where it is and how to get there. The school would be able to ring the hotel using a landline. Safe communication could be

- established.
- 5) Send a 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.

19. On the Day of the Visit

Be sure to:-

- Collect first aid kit(s)
- Collect all student medication. Medication must be taken in its original packaging with the dispensing label clearly visible. The Medicine Administration Record (MAR) should be taken and completed fully at the time that any medication is administered.
- Brief supervising parents
- Give supervising parents their lists of students
- Check that all adults on the trip have a mobile phone, staff can use their own phones if there are no school mobiles available; a list of all numbers must be issued to adults on the trip, on the day, and confidentially disposed of at the end of the trip. Data protection must be adhered to. Distribute an emergency contact list (telephone tree) to relevant personnel.
- Collect landline as well as mobile phone number contacts for parents.
- Complete an EXEAT form (available from Reception) and put on notice board in the Reception Office. Include staff mobile phone numbers.
- Count students

During the course of the visit, students 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).

20. 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

- Safeguarding and Child Protection Policy
- Safeguarding Adults at Risk Policy
- Transportation Policy
- Supporting students with medical conditions policy
- Administration and storage of medication policy
- Charging and Remissions Policy
- Prevent Policy and Risk Assessment

Useful advice and resources:

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>

Outdoor Education Advisers Panel (OEAP) National guidance for leading 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.

Appendix 1

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 Headteacher/Deputy Headteacher 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 Headteacher for approval. The submission to the Headteacher 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 cause 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 students 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 or administrators, support staff, parents, carers or 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? _____

Emergency Contact List

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

5. Safety considerations and contingency plans

Have alternative helpers been identified if a staff member or parent helper is unavailable on the day?

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 or 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 or 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 unavailable, if mobile phone networks fail, 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 using a landline. Safe communication could be established.

Name of identified refuge _____

Address of refuge _____

Landline number 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 Students:

Item	Unit Cost	Number	Total
Entry Fee (Students):			£ -
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"/>		