



Educational Visits Policy

January 2023



Context

At Haydn, we believe that a broad and balanced curriculum depends on educational visits. Outstanding educational establishments have always used outdoor learning as an integral part of their approach to education and the curriculum. We recognise the benefits for learner achievement, personal development and physical and mental well-being.

Outdoor learning involves first-hand real-life memorable experiences and so contributes to the richness of learning across all subjects. Memorable experiences inspire and lead to memorable learning.

Outdoor learning is also a powerful process for promoting personal and social development, including:

- Developing and discovering interests and talents;
- Developing character (including resilience, confidence and independence);
- Knowing how to keep physically and mentally healthy;
- Becoming responsible active citizens.

Application

Any visit that leaves the school grounds is covered by this policy, whether as part of the curriculum, during school time, or outside the normal school day.

In addition to this Educational Visits Policy, Haydn Primary School:

1. Adopts the Local Authority's (LA) document: 'Guidance for Educational Visits and Related Activities with National Guidance & EVOLVE' (All staff have access to this via EVOLVE).
2. Adopts National Guidance www.oeapng.info, (as recommended by the LA).
3. Uses EVOLVE, the web-based planning, notification, approval, monitoring and communication system for off-site activities.

All staff are required to plan and execute visits in line with school policy, Local Authority policy and National Guidelines. Staff are directed to be familiar with the roles and responsibilities outlined within the guidance.

Types of Visit

There are three types of visit:

1. Routine local visits in the 'Extended Learning Area' (See Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity.
3. Visit that are either overseas, residential, and/or involve an adventurous activity.

Roles and responsibilities

Visit leaders are responsible for the planning of their visit (and for entering on EVOLVE where required), executing the visit and evaluating afterwards. They should obtain outline permission for a visit from the Head Teacher or EVC prior to planning, and certainly before making any commitments. Visit leaders have responsibility for ensuring that their visits will comply with all relevant guidance and requirements.

The Educational Visits Coordinator (EVC) is Rebecca Crawford, who will support and challenge colleagues over visits and learning outside the classroom (LOtC) activities. The EVC is the first point of contact for advice on visit related matters, and will check final visit plans on EVOLVE before submitting them to the Head, Teresa Mason. The EVC sets up and manages the staff accounts on EVOLVE, and uploads generic school documents etc.

The Head Teacher has responsibility for authorising all visits and for submitting all overseas, residential or adventurous activity visits to the LA's Nominated Adviser for approval, via EVOLVE.

The Governing Body's role is that of a 'critical friend'. A governor has been allocated to Educational Visits and a report is submitted to them once a term. Individual governors may request 'read-only' access to EVOLVE.

The Local Authority is responsible for the final approval (via EVOLVE) of all visits that are either overseas, residential and/or involve an adventurous activity (via the LA's nominated Advisory Service).

Staff Competence

We recognise that staff competence is the single most important factor in the safe management of visits, and so we support staff in developing their competence in the following ways:

- An apprenticeship system, where staff new to visits assist and work alongside experienced visit leaders before taking on a leadership role.
- Supervision by senior staff on some educational visits.
- Support for staff to attend training courses relevant to their role, where necessary.

In deciding whether a member of staff is competent to be a visit leader, the Head Teacher will take into account the following factors:

- Relevant experience.
- Previous relevant training/qualifications.
- The prospective leader's personal qualities and ability to make dynamic risk management judgements and take charge in the event of an emergency.
- Knowledge of the pupils, the venue and the activities to be undertaken.

All staff will consider the following when planning an educational visit, as recommended by the EVOLVE platform and OEAP National Guidance:

Staffing
Transport
Activity
Group
Environmental Conditions
Distance

Approval

The approval process is as follows for each type of visit:

1. Local visits follow the 'Extended Learning Area' policy (Appendix 1).
2. Day visits within the UK that do not involve an adventurous activity. These are entered on EVOLVE, and must be submitted to the EVC for checking 5 school days in advance of the trip, and then forwarded to the Head for approval.
3. Visits that are overseas, residential, and/or involve an adventurous activity (see LA guidance for definition of 'adventurous') are then submitted by the Head to the LA for approval. These should be submitted 4 weeks in advance of the visit date

Emergency Procedures

A critical incident is any incident where events go beyond the normal coping mechanisms and experience of the visit leadership team.

The school has an emergency plan in place to deal with a critical incident during a visit (see Appendix 2). All staff on visits are familiar with this plan.

When an incident overwhelms the establishment's emergency response capability, or where it involves serious injury or fatality, or where it is likely to attract media attention then assistance will be sought from the local authority.

Parental Consent

The school obtains consent before each trip, even for activities that fall within the "Extended Learning Area" (see Appendix 1), through a traditional paper consent form. Sufficient information will be made available to parents (via letters, meetings, etc), so that consent is given on a 'fully informed' basis.

Returning to School After Hours

If a visit is set to return to school, after hours, parents/carers will be made aware when the paper consent forms are sent out. In the event of a delay in return to school, the Visit Leader will inform the school office, who will send out a text to all contacts listed on the year group's contact files.

Inclusion

Haydn complies with the Equality Act 2010 and believes that all children deserve a broad and balanced curriculum. Reasonable adjustments will be made for all of our children to attend educational visits in a safe, enjoyable manner. Special arrangements will be made with parents/carers if their assistance is required in order to include a child. These will be discussed on a case by case basis.

Transport

Travel does not have to be merely a means to an end; it can make a major contribution to a visit's learning opportunities. In deciding where to go and how to travel teachers will consider not only the cost, convenience and safety of particular modes of transport, but also other factors including:

- Walking and cycling have health benefits and low environmental impact;
- Using public transport is environmentally friendly and helps participants to develop independence and to interact with local people;
- Accessibility for any group members with disabilities (if a group member requires a wheelchair, the Visit Leader should ensure that the transport has appropriate access and securing facilities).

The mode of transport for every educational visit will be decided after careful planning, consideration of all needs of the children and after discussion with all visit staff members. On some occasions, this will include the senior management team. Parents will be made aware of the mode of transport in the letter that they receive with the permission form.

By Foot

General considerations:

- 'Walk on foot' planned to avoid fast roads wherever possible.
- Pavements must be used where available and the dangers of being on the road explained to young people.
- Supervision on pavements, roads and especially crossing of any fast roads is pre-planned
- Young people briefed re hazards and behaviour required.
- Safety when crossing roads on journeys is a key issue. Where possible pedestrian crossings or footbridges should be used and young people made aware of the rules outlined in the Highway and Green Cross codes.

By Public Transport

Becoming separated and lost:

- Journey is planned and assessed – (key specific risk points identified at this point)
- Careful supervision particularly in crowded areas and entry, exit and change points with head counts
- Young people know their group and leader(s) and the route they are taking.
- On buses, trains, ferries and boats clear guidelines concerning levels of remote supervision must be given and planned for in the risk assessments.
- The safety of young people whilst waiting to be picked up and at drop off points or getting on and off transport must be considered.
- Avoid waiting in busy transport hubs
- Young people should never be on their own.

Emergency and medical issues:

- Emergency plan in place – young people briefed where they are going, what to do if separated from group, or if there is an incident.
- Young people must be made aware of safety rules and expected standards of behaviour
- Young people should be made aware of emergency procedures and should remain under the direct supervision of the group leader
- Travel sickness pills can only be given if prior consent by parents/carers has been obtained and appropriate medical forms have been completed.

By Taxi:

- Parents/carers will be informed
- Only 'Black Cabs' / Council Licensed cabs to be used.

Buses and Trams:

- On double-decker buses supervisors should be positioned on both decks
- Use seats where possible
- Young people should not be allowed to walk around on a bus or coach
- Young people should be made aware that they are not allowed access to the driving area
- Supervise embarkation and disembarkation
- Warn pupils and staff when using raised platforms on the Tram system
- Make sure young people sit whenever possible

By Private Car

- The driver must:
 - have a current driving licence
 - be medically fit to drive
 - have no points on their driving license
 - be insured to drive the vehicle they intend to use (Staff members will need to be insured “with occasional business use”)
 - hold a current, suitable DBS check
 - be a ‘suitable’ and competent person
- The vehicle must:
 - be serviced to the manufacturer standard
 - be legally roadworthy (MOT etc), well maintained and fit for purpose
 - have suitable and sufficient pre-use checks performed

All of the above, must be evidenced and checked by school.

Restraint of occupants in vehicle:

- Seatbelts must be worn by all occupants of the vehicle.
- Booster/child seats must be used when appropriate. These should be fitted by a competent person
- Use rear seats wherever possible.
N.B. the driver is legally responsible to ensure seatbelts are worn and may be prosecuted if a child under 14 years does not wear a seatbelt
- Use the child locks (rear seats) where necessary

By Coach

- Conform to all Department of Transport requirements
- Must be fitted with seat belts to all seats
- Visit leader to make visual inspection of interior and exterior of coach, draw any obvious defects to the driver’s attention

Coach Operators

- Must hold a ‘Standard International Operators Licence’
- Will hold an ‘EU Community Licence’
- Will have full vehicle insurance cover and full public liability cover
- Must have access to a 24 hour breakdown assistance
- Must have a 24 hour contact
- Will conform to EU drivers’ hours laws and regulations, to monitor and keep tachograph records.
- Must have a system in place to DBS check drivers, if appropriate.
- Are they Bus and Coach Council – Member?
- Do they hold ‘Coach Marque’ standard?
- Drivers should not smoke while driving
- Destination and safe route known and planned by Company

Traffic Accident / Injury to Passengers:

- Coaches have seat belts, which staff ensure are used
- Young People not to stand in the aisle or distract driver
- On double-decker coaches, supervisors should be positioned on both decks
- Emergency plan put into action

Young people lost or separated - Service station and other breaks in journey:

Brief young people on:

- Timings of stop
- How and where to contact staff
- Remain in groups or pairs
- Moving traffic (driving on right, if abroad)

There must be a careful headcount before departure

General Coach

- Supervision within risk assessed ratios
- Suitable embarkation points used (e.g. coach park, onto wide pavement)
- Make sure staff sit in different areas of the coach to ensure supervision of young people.
- Follow any direction from driver.

Injury/disorientation in an emergency:

- Evacuation and emergency procedures are known by all before departure.
- Make sure luggage is stowed safely without blocking emergency exits
- Make sure there is a mobile phone on the coach
- Make sure young people are evacuated safely off the coach if it has to pull onto the hard shoulder

Effective Supervision

In general terms, the Law does not prescribe activity-specific staffing ratios; but it does require that the level of supervision and group management is “effective”. However, as an exception to the above, Ofsted and DfE guidance prescribe ratios for Early Years (see Statutory Framework for the Early Years Foundation Stage).

Effective supervision should be determined by risk assessment and proper consideration of:

- age (including the developmental age) of the group;
- Sex issues; such as mix of accompanying staff
- ability of the group (including special learning needs, behavioural, medical and vulnerability characteristics etc);
- nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions,
- staff competence
- Where volunteers are used: the number of employed staff supervising volunteers, volunteer competence and the establishments knowledge of the volunteers’ suitability and performance.

A visit must not go ahead where either the visit leader, EVC, or Head is not satisfied that an appropriate level of supervision exists.

Staff who are assigned to support the special needs of an individual cannot be included in the overall staffing ratio. Their responsibility should not include the wider group.

Particular consideration should be given to the additional implications that may arise if staff are to be accompanied by family members (or partners) on visits, including their own children. Heads and EVCs should review the risk assessment to consider whether the presence of a supervisor's child will require these assessments to be modified. Staff taking their own children on a visit should not be included in the calculation of the overall staff ratio i.e. there must be sufficient appropriately qualified and experienced staff to safely manage the group without them if necessary.

Children of group leaders and other supervising staff

There are a number of issues of concern if staff propose to take their own children on a visit, for example:

- the child may not be insured;
- staff may be distracted by dealing with their own children, particularly if they are tired or unwell and this may compromise their ability to carry out their responsibilities for the rest of the group effectively;
- there may be additional costs incurred, which should be met by the staff member.
- The child is physically able and of a similar age to the group if taking part in activities.

The Headteacher must specifically check if insurance cover is in place for the child/children concerned.

First Aid

All trips will be accompanied by at least one, named first aider. They will have up to date First Aid training from Nottingham City Council. First Aid will be administered by them. Where possible, any regular medicines needed by a child (inhaler, epipen) will be carried by that child or by the First Aider. Travel sickness tablets and dosages will be reported to the First Aider.

Insurance

Educational visits are usually insured by the LA. You should check exclusions with the LA insurance team for 'high risk' activities.

Evaluation

Evaluation is used for many different reasons, for example:

- For Haydn's continual improvement;
- To record any "near-misses";
- To provide feedback to visit leaders about their effectiveness, to support continuing professional development;
- To help make decisions about the effectiveness and relative value of different venues and events.

All educational visits, excluding sporting events, will be evaluated by visit leaders and fed back to the Head Teacher, EVC and Educational Visit governor.

Appendix 1

Operating Procedure for Extended Learning Area

Visits/activities within the school's "Extended Learning Area" that are part of the normal curriculum and take place during the normal school day follow the operating procedure below:

These visits/activities:

- do not normally need All Visit or Transport risk assessments to be completed
- do not need to be recorded on EVOLVE if regular, e.g. swimming lessons, visits to Sherwood library
- do not need to be recorded on EVOLVE if these are ad-hoc activities, e.g. visiting Woodthorpe Park or Pirate Park on a sunny day

Boundaries

This area includes, but is not limited to, the following frequently used venues:

- Victoria Leisure Centre, Sneinton
- Woodthorpe Park
- Pirate Park
- Sherwood Library
- Blackwoods Scout Hut, Hucknall Road

The following are potentially significant issues/hazards within our extended locality:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing environmental fieldwork (nettles, brambles, rubbish, needles etc).

These are managed by a combination of the following:

- The Head or Assistant Head must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- Staffing will be judged according to the route being taken, the activity to be undertaken, the group of children being taken and the distance that will be travelled.
- Staff are familiar with the area, including any 'no go areas', and have practiced appropriate management techniques.
- The activity location and any equipment will be checked as fit before use
- Pupils have been well briefed and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All indirectly/remotely supervised work in the extended learning locality is done in 'buddy' pairs as a minimum.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will deposit in the office a list of all pupils and staff, a proposed route, and an estimated time of return.
- All school staff to have a charged mobile phone on them.

Appendix 2 – Emergency Procedure

The school's emergency response to an incident is based on the following key factors:

1. There is always a nominated emergency base contact for any visit (during school hours this is the office).
2. This nominated base contact will either be an experienced member of the senior management team, or will be able to contact an experienced senior manager at all times.
3. For activities that take place during normal school hours, the visit leadership team will be aware of any relevant medical information for all participants, including staff.
4. For activities that take place outside normal school hours, the visit leadership team and the emergency contact/s will be aware of any relevant medical information and emergency contact information for all participants, including staff.
5. The visit leader/s and the base contact/s know to request support from the local authority in the event that an incident overwhelms the establishment's emergency response capability, involves serious injury or fatality, or where it is likely to attract media attention.
6. For visits that take place outside the 'extended learning locality', the visit leader will adhere to the following OEAP National Guidance advice:

Emergency Procedures

The sequence of actions depends upon the nature of the emergency.

Immediate Action

1. Ensure your own safety.
2. REMAIN CALM - Assess the situation.
3. If possible, delegate actions to other leaders and participants so you can keep an overview, and to allow concurrent activity.
4. Ensure the safety of the group. Make sure everyone is accounted for and adequately supervised.
5. Call relevant emergency services if necessary (see phone numbers below).
6. Carry out first aid to the best of your abilities.

First Aid

The aims of first aid are to

1. Preserve life:
 - a. Casualties need to be able to breathe – if they are unconscious put them into a safe airway position.
 - b. Try to find and stop any serious external bleeding.
2. Prevent the condition worsening:
 - a. Protect the casualty from the environment - keep them warm and dry.
 - b. Monitor their condition.
3. Promote recovery:
 - a. Talk to them, reassure them, hold their hand, provide emotional support.

Urgent Action

Take stock and plan, delegating where possible.

Call your establishment's Emergency Contact (or if unavailable, your employer's Emergency Contact) if any of the following apply (see phone numbers below):

- You need support;
- The emergency services are involved;
- The incident is serious;

- The press/media are involved.

They could need the following information:

- Who you are, which establishment you are from and what your role is within the group;
- The number you can be called back on;
- The nature of the emergency and details of the incident;
- What help you need;
- Whether the emergency services are involved;
- How many casualties there are and their status;
- The number of people in your party;
- Your location, and whether you plan to move.

Liaise with, and take advice from, the emergency services if they are involved.

Address the urgent needs of the group:

- Ensure adequate supervision;
- Ensure they understand what to do to remain safe;
- Physical needs, e.g., shelter, food and drink, transport;
- Emotional needs, e.g., remove them from the scene, provide reassurance and emotional support (they can often do this for each other), give them useful things to do, protect them from intrusion.

Control communications - prevent group members from using phones or social media unsupervised or until approval is given.

Start a written log of actions taken and conversations held, with times.

Further Actions and Follow-Up

Take stock again and re-plan the next phase – what have you forgotten?

Deal with any casualties who are in the care of the emergency services:

- Accompany them to hospital;
- Keep track of who is where.

Consider the needs of yourself and fellow leaders – are you/they coping?

Liaise with your establishment or employer – hand over what you can to them, to reduce the stress on you.

Continue the written log with all details of the incident of the actions taken, including names and contact details of any witnesses.

Address the further needs of the group, for example:

- Toilets, washing facilities, clean/dry clothes;
- Transport;
- Accommodation;
- Contact with home.

Refer all media, parental or other enquiries to your establishment or employer.

Contact relevant agencies as necessary (via your establishment/employer if possible), for example:

- Tour operator/travel company/activity provider/accommodation provider;
- Travel insurance emergency assistance;
- Social services;
- Consular Assistance Team (if overseas).