



# EDUCATIONAL VISITS POLICY



## Overview

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

Under statutory guidance which came into effect on 1<sup>st</sup> March 2004, all schools are required to have a named Educational Visits Co-ordinator (EVC), who will ensure that the planning and supervision of all visits and adventurous activities meet the DfES Requirements and LA guidelines.

This school's EVC is Juliette Douglas-Saul.

The role of the EVC is detailed in Section 3 of the publication 'Guidance with off-site visits and related activities with Evolve 2022' (the booklet), a copy of which is in: Staff shared/Teacher's resources/Educational Visits.

All Visit Leaders are required to read the booklet in conjunction with this policy (all staff have been emailed by EVC). All forms referred to in this policy are available from the EVC, or may be photocopied from the booklet.

## Approval for Visits

All matters regarding each visit outside school – feasibility, planning, safety, organisation etc – will require the prior approval of the EVC.

Approval of 'normal' day visits are at the discretion of the EVC and Headteacher. However; visits that are:

- overseas
- residential or
- involving an adventurous activity (as defined in Section Y 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.

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 AA of the booklet.

## 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. For the majority of visits this will be assessed by the EVC. In assessing competence to lead, the EVC will take account of the factors stated in Section 10 of the booklet. In the case of the leading (ie instructing) of adventurous activities the assessment is undertaken by the LA (Local Authority), using the procedures and criteria in Section 22 of the 'London Borough of Enfield Guidance for Off-Site Visits and Related Activities with National Guidance & EVOLVE 2018' which can be found in 'staff shared/admin/educational visits'.

## 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.

## 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 (ie. low).

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

- Generic Risks – normal risks attached to any activity out of school. These will be covered by careful completion of the 'Educational Visits Checklist' which can be found in 'staff shared/admin/educational visits'.
- Event Specific Risk – any significant hazard or risk relating to the specific activity and outside the scope of item 1 above. These should be recorded on Form EV5 which can be found in 'staff shared/admin/educational visits'.
- Ongoing Risk – the monitoring of risks throughout the actual visit as circumstances change.

## Plan B

Despite the most detailed and diligent pre-visit planning, things can go wrong on the day, eg 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**.

## Staffing Ratios

A professional judgement must be made by the Visit Leader, the EVC and Head Teacher, 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

## **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

## **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 ESN (Event Specific Notes).

## **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.

First aid kits are available from Ellie (Infants) and Nicole/Veronica (Juniors) if the visit involves the party splitting up by any distance, a kit should be taken for each group. The first aid kits will also include any individual medicines needed by particular children (which should also be specified on the Event Specific Risk Assessment).

## **Transport**

Travel arrangements should be included in the Event Specific Notes. 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 LBWF test for the driving of council vehicles or the equivalent Community Transport test.

If any pupils are to travel by car, the driver must complete Form EV6 (which can be found in 'staff shared/admin/educational visits'). This is also relevant to sports fixtures, and applies to both staff and parents' cars. A new form must be completed every academic year.

## **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 can be found in; staff shared/admin/educational visits.

## **Educational Visits Checklist**

This checklist is an essential part of the risk management process and is applicable for all visits. It can be found in: Staff shared/admin/Educational Visits.

## **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.

Payment via ParentPay acts as permission for the trip. Where appropriate a slip may be necessary and should be as follows:

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, a form may be completed as permission for the child to attend. Where appropriate, a slip may be necessary and 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."

## **Before the Visit**

- 1) A trip form (available in the main office) has to be completed and signed by either Headteacher or Deputy Headteacher, before booking any trip or giving to the school Admin officer.
- 2) Book Visit
- 3) Book Transport
- 4) Send letter home
- 5) Complete Educational Visit Checklist and copy to EVC
- 6) Complete and submit form on Evolve

## **On the Day of the Visit**

Be sure to:-

- Collect first aid kit(s)
- Send pupils for asthma inhalers
- Brief supervising parents
- Give supervising parents their lists of pupils
- Ensure that a minimum of one mobile phone is working, and that the office has the number(s)
- Count pupils

During the course of the visit, pupils should be counted regularly as appropriate, and always when changing locations. Always 'double-count'.

Staff are to ring the school office on arrival and 'touch base' on the homeward journey.

The mobile phone(s) should be switched on during the entire visit, including the homeward journey.

## **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. Any event specific issues, which may be relevant for future consideration are to be brought to the attention of the EVC by the visit leader.

COVID19 addendum – current guidance:

This document provides guidance for planning and managing outdoor learning, offsite visits and learning outside the classroom during the Coronavirus (COVID-19) pandemic. It must be read within the context of current government guidance, which is likely to change as the situation develops. You must also follow any guidance issued by your employer. Government Guidance: It is essential that current government guidance is followed. It should therefore be monitored for any changes.

The latest government advice and information about Coronavirus is available at: [www.gov.uk/coronavirus/](http://www.gov.uk/coronavirus/) (England).

Guidance for Education and Childcare Settings Guidance applying in England. The Department for Education (DfE) has issued a range of guidance for teachers, school leaders, carers, parents and students at: [www.gov.uk/coronavirus/education-and-childcare](http://www.gov.uk/coronavirus/education-and-childcare)

This includes guidance for the autumn term of 2020 for schools, at: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

and specifically for educational visits: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#educational-visits>

These state that schools can resume both day and overnight educational visits, including international visits, in line with current restrictions that may be in place. For international visits, schools should recognise the risk of disruption to education resulting in the need to isolate and test on arrival back into the UK. Schools should also make use of outdoor spaces in the local area to support the delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the health and safety guidance on educational visits when considering visits and make sure that the appropriate insurance arrangements are in place.

The Association of British Insurers (ABI) has produced information on travel insurance implications following the coronavirus (COVID-19) outbreak. If schools have any further questions about their cover or would like further reassurance, they should contact their travel insurance provider.

Learning outdoors has many educational and health benefits. During the pandemic, it also provides opportunities for 'social distancing' and fresh air, and so establishments should consider how they can maximise the amount of time that children and young people spend outdoors. In addition to using their own playgrounds and gardens, many schools routinely use outdoor areas adjacent to and nearby the school for educational activities, sometimes designated as a 'Local Learning Area'. It should be possible to continue to use many of these venues within current limitations. It might also be possible to negotiate temporary exclusive use of an outdoor area close to an establishment, with the landowner. Establishments should use their judgement, informed by government guidance about protective measures and safe working during the pandemic, to decide what is appropriate in their particular circumstances. In making this decision, it is helpful to consider the 'SAGE' variables (Staff, Activity, Group, Environment) - see document 1b "Foundations". There are many ideas and resources for activities available, for example: • The following OEAP documents available in National Guidance: 7.3b "Get Outside – Supporting Teachers to Take Learning Outside the Classroom" 7.3c "Learning Outside the Classroom – Activity Cards" 7.3d "Taking Learning Outside the Classroom – Adapting Activities"

- Council for Learning Outside the Classroom [www.lotc.org.uk/resources/education-resources](http://www.lotc.org.uk/resources/education-resources)
  - Learning Through Landscapes [www.ltl.org.uk/free-resources](http://www.ltl.org.uk/free-resources)
  - National Trust [www.nationaltrust.org.uk/features/50-things-to-do-before-youre-11--activity-list](http://www.nationaltrust.org.uk/features/50-things-to-do-before-youre-11--activity-list)
- From 5<sup>th</sup> November 2020, the Government in England decided that it will be against the law to meet people you do not live with, although there are some exceptions to this which include: • Education, training, registered childcare, or providers offering before or afterschool clubs for children; • Organised indoor and outdoor sports, physical activity and exercise classes; • Youth groups or activities. 4.4k © OEAP 21 October 2020 4.4k Coronavirus-2.pdf (<https://oeapng.info/downloads/download-info/4-4k-coronavirus/>) Page 2 of 6 Good Practice folder For further information see: <https://www.gov.uk/government/publications/coronavirus-covid-19-meeting-with-others-safely-social-distancing/coronavirus-covid-19-meeting-with-others-safely-social-distancing>

### Planning and Managing Activities during the Pandemic

The following guidance for planning and managing activities is specific to operating during the COVID-19 pandemic. You should also be familiar with other National Guidance documents relevant to your role, as the normal principles of good practice still apply. You should review your standard operating procedures to ensure that they include the measures that you need to take to reduce the risks from COVID-19.