



KENSWORTH PRIMARY SCHOOL

EDUCATIONAL TRIPS AND VISITS

KPS-034

This Policy covers the following areas of interest

- a) Compliance with LEA procedure for educational trips and visits.
- b) Assessing and controlling risks involved with educational trips and visits
- c) Providing clear guidelines for roles and responsibilities of staff, pupils and parents.

Agreed by	The Full Governing Body
Signed	x  Anthony Todd (Chair of Governors)
Date	January 2017
Next Review Date	September 2019



Overview

The Governors and staff of Kensworth C of E Primary School acknowledge the great value of educational visits in broadening and enhancing both the learning and social experience of pupils.

Rationale

Well planned educational visits provide our pupils with valuable experiences which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience.

Purpose

School visits benefit young people in many ways, including:

- Being able to apply a different range of skills than those used in the classroom
- Enabling, supporting and complementing the work of the curriculum, experiential (first hand) and memorable learning
- Assessing and managing personal risks (safety; encouraging children to be aware of risks and show regard and responsibility for own safety)
- Developing latent talents, abilities and interests, this can be motivational and have lifelong relevance.

Guidelines

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a safe, rich, learning experience for the pupils.

This policy should be read in conjunction with the information provided by Central Bedfordshire Guidance on Evolveat; **www.centralbedfordshirevisits.org.uk**

EVOLVE is a web based system used to facilitate the efficient planning, management, approval, and evaluation of visits. All staff that lead (known as Group Leader) or accompany visits (known as supervisors) can access their own EVOLVE account, which is set up by their Educational Visits Co-ordinator.

Educational Visits Co-ordinator (EVC)

Our EVC is Mrs Ruth McParland (KS2 Phase Leader) who will ensure that the planning and supervision of all visits and adventurous activities meet DfES requirements and LEA guidelines.

The EVC should:

- be specifically competent, ideally with practical experience in leading and managing a range of visits similar to those typically run by the establishment. Commonly, but not exclusively, such competence will be identified in a person on the senior management of the establishment
- attend training and update training, as required by the LA
- should support the head of establishment in ensuring that competent staff are assigned to lead and accompany visits



- support the head with approval and other decisions such as Competency to Lead (see Section 10 of the Educational Visits and Journey Policy Document, Legislation and Guidance (Known as EVJ) July 2014 document page 10)
- ensure that a policy is in place for educational and off-site visits, and that this is updated as necessary, and readily available to staff, e.g. via EVOLVE

For a full list of EVC responsibilities please refer to Outdoor Education Adviser's Panel (OEAP) document found in EVOLVE.

Approval and Consent for a visit/trip

Approval and consent for education visits and residential events needs to be sought from the EVC and Head teacher. For residential events, consent and approval needs to be sought from the LEA as well as EVC and Head teacher at least 4 weeks prior to the event.

Organising a Trip

Before a visit is advertised to parents and pupils, the EVC and Head teacher must approve the initial plan. They will also approve the completed plan and risk assessments for the visit at a later date.

Where external contractors are involved in organising all or part of the visit the contract will be made with the school on behalf of the pupils. All payments for the visit will be made through the school's accounts.

Planning

Many aspects of planning will normally already be in place in the form of existing policies and guidance, such as the establishment's own policy, LA policy, etc. These, in conjunction with the EVOLVE Visit Form may be sufficient for a particular visit, as it is not necessary to repeat generic policies on EVOLVE.

Due to the complex nature of off-site visits, conventional 'risk assessment' as a stand-alone tool is not particularly useful and can on occasion be misleading. It is of greater benefit to consider the overall 'risk management' of visits by taking all aspects of visit planning and management into account. This can be achieved effectively through a combination of the EVOLVE visit form itself, and where appropriate, any event specific notes or attachments.

Visit planning includes consideration of the question: 'What are the really important things that we need to do to keep us safe?' It should focus on those issues that are individual to the specific event, taking into account the needs of the group (including special and medical needs), the experience and competency of the staff team, and the leader in the context of the event.

Significant issues must be recorded on EVOLVE, either in Notes or as an attachment, and shared with all parties.

This planning process by the group leader may be compared to the expectation of a teacher or youth worker to plan a lesson / session which is relevant to the needs of the group. Planning that includes adventurous activity commonly involves delivery by an external provider (see Section 30)



and the provider will have responsibility for risk assessing and managing the activity. As such, the provider's risk assessment is not the concern of the establishment leader, does not need to be requested from the provider, and does not need to be attached to EVOLVE

Alternative arrangements (a 'Plan B') should be included within the planning process where appropriate, for example, where weather conditions or water levels might be critical, or where an overcrowded venue might necessitate an alternative option. It is good practice to involve participants in the planning and organisation of visits, as in doing so they will make more informed decisions, and will become more 'risk aware' and hence at less risk.

They will also have greater ownership of the event. Refer to OEAP document: Good Practice Basics
Refer to CBC documents:

- Appendix A in the EVJ 2014 - Planning Checklist
- Appendix B in the EVJ 2014 - Preliminary Visit Form
- Appendix C in the EVJ 2014 - Risk Assessment Form

For local visits parents will be asked to sign a general reply slip of consent for participation in these activities when their son/daughter enters the school.

Parents will be given a letter with details of the activities that pupils are involved in and will be informed by letter, phone call or parentmail if an activity has been cancelled.

For any visit lasting more than a day, parents will be asked to sign a Parental Consent Form, which consents to their son/daughter taking part. For all other visits a consent form will be attached to an information letter about the trip. As part of the parents' consent they will be fully informed of the activities and arrangements for the visit.

For all residential visits parents will be invited to a briefing meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit.

Exploratory visit

Wherever possible the person in charge on the trip known as the Group Leader should undertake an exploratory visit to:

- Ensure that the venue is suitable to meet the aims and objectives of the school visit;
- Assess potential areas and levels of risk;
- Ensure that the venue can cater for the needs of the staff and pupils in the group;
- Ensure that the group leader is familiar with the area before taking a party of young people.

Feedback

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue. In some



cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards.

Risk Assessment

EVOLVE provides a means of recording planning during the planning phase, and enables the EVC and Headteacher to monitor, contribute and support the activity. The extent of planning required is related to the complexity of the visit, please see Planning with EVOLVE diagram. Page 6 of the EVJ 2014.

Risks are expected to be reduced to an acceptable or tolerable level, and not necessarily eliminated. Planning should achieve a rational balance between potential adverse risks and the intended benefits and outcomes of the activity. See Managing Risk in Play Provision Document which can be download from the EVOLVE website.

First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities or visits which involve overnight stays it is sensible to have at least one trained first-aider in the group. The group leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

- A suitably stocked first-aid box;
- A person appointed to be in charge of first-aid arrangements.

First-aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first-aid cover for the other pupils. The Head Teacher and EVC should take this into account when assessing what level of first-aid facilities will be needed. The contents of a first-aid kit will depend on what activities are planned.

The school has a separate policy for the Administering of Medicines (KPS008).

Parental/Carer Consent

For local visits parents will be asked to sign a general reply slip of consent for participation in these activities when their son/daughter enters the school.

Parents will be given a letter with details of the activities that pupils are involved in and will be informed by letter, phone call if an activity has been cancelled.

For any visit lasting more than a day referred to as residential trips, parents will be asked to sign a Parental Consent Form, which consents to their son/daughter taking part. For all other visits not covered by the local consent for example, adventurous activities or overseas visits. (See definition in appendix 1 or page 23 of the 2014 EVJ), a consent form will be attached to an information letter about the trip. As part of the parents' consent they will be fully informed of the activities and arrangements for the visit.



For all residential visits parents will be invited to a briefing meeting where they can ask for clarification of any aspect of the itinerary and organisation of the visit.

Supervision

There are no statutory requirements with regard to minimum staff to pupil ratios on educational visits. Actual ratios will be determined by the outcome of a risk assessment focussing on the SAGED principles:

- Staffing requirements - Ratio and level of staff expertise and experience required?
- Activity characteristics - Specialist instruction required? Group characteristics - What is their prior experience and ability?
- How compliant are they and are there any specific medical needs?
- Environmental conditions - Possible impact of weather condition and water levels? Distance from base - Time and distance to travel to base to access support mechanisms?

The following ratios are advisory and can be used as a 'starting point' in the process to determine the actual teacher – pupil ratio.

DAY VISIT RATIOS IN THE UK

For all day visits where the element of risk to be encountered is similar to that normally encountered in daily life (e.g. visits to historical sites, some field work, visits to places of local interest and local walks) the minimum supervisory ratio should be as follows:

<p>Central Bedfordshire minimum supervisory ratios for day visits are as follows:</p>	<p>For Foundation Stage Years (pupils under 5) One supervisor for every 3 pupils.</p> <p>For years 1 to 3 (pupils under 8) One supervisor for every 6-8 pupils.</p> <p>For years 4 to 6 (pupils aged 8-11) One supervisor for every 10-15.</p>
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OVERNIGHT VISIT RATIOS IN THE UK

Establishments should ensure that:

- all young people have access to at least one supervisor who is well known to them
- all supervisors are aware of their responsibilities for the safety of the young people in their care at all times. This is especially important when the responsibility is divided between the school/youth centre and a residential centre.
- each young person must also know which supervisor is responsible for them or their group
- it is strongly advised that mixed gender groups of young people under the age of 18 have at least one male and one female supervisor if possible.



The minimum supervisory ratio should be as follows:

<p>Central Bedfordshire minimum supervisory ratios for overnight visits are as follows:</p>	<p>For Foundation Stage Years (pupils under 5) Not recommended.</p> <p>For years 1 to 3 (pupils under 8) Not usual practise for this age group for overnight visits however if required, one supervisor for every 5 pupils.</p> <p>For years 4 to 6 (pupils aged 8-11) One supervisor for every 8 pupils.</p>
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There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

Approval for Visits

All matters regarding each visit outside school – feasibility, planning, safety, organisation etc – will require the prior approval of the EVC and Head teacher. Residential visits must have approval from the EVC, Head teacher, Governors and LEA.

The organiser of the educational trip or journey must complete an Educational Trip and Journey form on EVOLVE which must include:

- Aims and Purpose of the visit
- Venue details and travel arrangements
- Local point of contact details
- Named first aider
- Insurance details
- Detailed risk assessments of the journey and activities
- Detailed itineraries
- Adult/pupil lists.

In addition for Residential Events, group leaders must complete an Educational Trip and Journey form on EVOLVE which must include the above as well as:

- A 'Duty of Care' document. The 'Duty of Care' document outlines adult and pupil downtime, details of who is on duty, care arrangements such as hygiene monitoring.
- Accommodation risk assessments

Once approved, the Educational Trip and Journey form must be printed and a copy kept in the Group Leader's File along with all the documents named above.



Staffing

The school recognises the key role of accompanying staff in ensuring the highest standard of learning, challenge and safety on a school visit. Teachers and other staff are encouraged and supported to develop their abilities in organising and managing pupils' learning in a variety of environments through induction, apprenticeship and training. The selection of staff for educational visits will be a key priority in the initial approval of any proposed visit.

The appointed Group Leader, usually the trip organiser, will be fully supported in the tasks required to arrange the visit. This will include, as necessary, making time or finances available to conduct an exploratory visit, briefing teachers and other staff, accessing training courses, reviewing and evaluating the visit or identifying time when the leader and EVC might work in partnership to undertake planning and risk assessments.

Any adult joining a Residential trip will be required to have DBS clearance prior to the trip. Adults joining all other trips will follow the schools Safeguarding Policies. The Group Leader is responsible overall for the supervision and conduct of the visit, and should have been appointed by the EVC.

The Group Leader should:

- Appoint a deputy;
- Be able to control and lead pupils of the relevant age range;
- Be suitably qualified if instructing an activity and be conversant in the good practice for that activity if not;
- Undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
- Undertake and complete a comprehensive risk assessment;
- Have regard to the health and safety of the group at all times;
- Know all the pupils proposed for the visit to assess their suitability;
- Observe the guidance set out for teachers and other adults below;
- Ensure that pupils understand their responsibilities (see responsibilities of pupils below).
- Should carry the Group Leader File known by CBC as The Field File with outlined documents. (See page 66-67 of Educational Visits and Journeys Policy Document, Legislation and guidance September 2014' or electronic copy on EVOLVE.)

Other teachers and adults involved in a visit

Teacher and other adults on the visit must:

- Do their best to ensure the health and safety of everyone in the group;
- Care for each individual pupil as any reasonable parent would;
- Follow the instructions of the leader and help with control and discipline.

Non teachers should not have sole charge of pupils except where risks to health and safety are minimal and agreed by the Group Leader; consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable.



The expectations of Pupils and Parents/ Carers

Pupils should have a clear understanding about what is expected of them and what the visit will entail. The group leader should make it clear to pupils that they must:

- Not take unnecessary risks;
- Follow the instructions of the leader and other adults;
- Dress and behave sensibly and responsibly;
- Look out for anything that might hurt or threaten anyone in the group and tell the group leader about it;
- Should not undertake any task that they fear or that they think will be dangerous.

The school has a clear code of conduct for school visits based on the schools' Behaviour Policy (KPS012). This code of conduct will be part of the condition of booking by the parents, and include the potential of withdrawal of a pupil prior to and during the visit if such conduct would have led to a temporary exclusion from school. In this instance collection/removal of the child from the activity will be at the parents' expense and all monies paid or due for the activity will be forfeit.

Pupils with special educational and medical needs The EVC will not exclude pupils with special educational or medical needs from school visits. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit.

Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

Parents/ Carers

The group leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for longer visits.

The group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct. Special arrangements may be necessary for parents for whom English is a second language.

Parents must:

- Provide the group leader with emergency contact number(s);
- Sign the consent form;
- Give the group leader relevant information about their child's health which might be relevant to the visit.

Communicating with Parents / Carers Parents need to be aware that the teachers on the visit will be acting in their place – 'in loco parentis' – and will be exercising the same care that a prudent parent would.

The following information will be included in letter to parents / guardians prior to a visit:

- Dates of the visit;
- Times of departure and return;
- Mode(s) of travel including the name of any travel company;
- Details of accommodation with security and supervisory arrangements on site;
- names of leader, or other staff and of other accompanying adults;



- Visit's objectives;
- Details of the activities planned and of how the assessed risks will be managed;
- Insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover.
- Any cover to be arranged by the parents, if appropriate, will be requested;
- Clothing and equipment to be taken;
- Money to be taken;
- The information to be given by parents and what they will be asked to consent to.

Emergency Procedures

In most instances, thorough planning of an Educational Visit or Journey will ensure that serious incidents are avoided. However, it is impossible to totally eliminate risks. Accidents and even fatalities can happen on school visits although the statistical likelihood of this happening is very low.

Headteachers and EVCs should familiarise themselves with the emergency procedures as described in the Central Bedfordshire Council document 'Emergency Planning for School Visits and Journeys: Best Practice Guidance'

The following emergency procedures should be in place to, as far as is possible, negate the effects of an accident or incident that has occurred on a visit.

- A competent and experienced visit leader who has been fully briefed / trained in responding to emergencies that have occurred on school visits.
- A fully briefed 'School Emergency Contact' of appropriate seniority with access to the Emergency Card –School Emergency Contacts
- Appointment of Assistant Group Leader with access to duplicate field file and duplicate Emergency Card – Visit Leader
- All visit supervisors to carry one another's mobile phone number and the number for the School Emergency Contact

Refer to OEAP document: Critical Incident Management: The Employer's Role

Refer to HSE Document: A Handbook for Group Leaders

If there is an emergency during a visit, the Group Leader will contact the school or designated out of hours contact which can be the EVC, senior member of the leadership team or the head teacher who will advise on procedure. Certain emergency produces such as breaking down of the coach is outline in the specific travelling risk assessment. Parents will be contacted by the school with any information or change to itinerary.

For emergencies which involve serious injury or fatality and/or is likely to attract media attention, the Group Leader should adopt the protocol as outline in the Emergency Card. See appendix 2.



The Group Leader will leave full details of all pupils and accompanying adults on the visit with the emergency school contact, including home contact details of parents/guardians and next-of kin, as appropriate. For visits which may involve large numbers of children and split travel arrangements, a deputy Group Leader will be appointed who will also carry key information.

All incidents and accidents occurring on a visit will be reported back through the school systems (ACC1 form). The school will have emergency funding available to support the Group Leader in an emergency.

Evaluation

All visits will be evaluated by the Group Leader on the EVOLVE system within 4 weeks of the trip. The EVC will ensure that any risk assessments on the trip are dated as having been evaluated and/or modified as a result.

Inclusion

Under the Equality Act 2010, it is unlawful to discriminate against disabled participants because of their disability, without material or substantial justification. Reasonable adjustments are required to be made to avoid participants being placed at a substantial disadvantage.

However, the Disability Discrimination Act does not require responsible bodies to place employees or participants at inappropriate risk if a health and safety issue arises. It is also the case that the adjustments made to include a disabled young person should not impinge unduly on the planned purpose of the activity.

Monitoring and Review

It is expected that this policy will be reviewed at least every 2 years as part of the Governing Body's policy review process.



Appendix 1 Definition of an 'adventurous activity'

The following activities are regarded as 'adventurous' and require LA approval:

- All activities in 'open country' (see below)
- Swimming (all forms, excluding publicly lifeguarded pools)
- Camping • Canoeing / kayaking
- Sailing / windsurfing / kite surfing
- Rafting or improvised rafting
- Use of powered safety/rescue craft
- All other forms of boating (excluding commercial transport)
- Water skiing
- Snorkel and aqualung activities
- Hill walking and mountaineering
- Rock climbing (including indoor climbing walls)
- Abseiling
- River/gorge walking or scrambling
- Coasteering/coastal scrambling/sea level traversing
- Underground exploration
- Shooting and archery
- Snowsports (skiing, snowboarding, and related activities), including dry slope
- Air activities (excluding commercial flights)
- Horse riding
- Motor sport – all forms
- High level ropes courses
- Off road cycling
- 'Extreme' sports
- Ice skating (rink)
- Theme parks
- Other activities (eg., initiative exercises) involving skills inherent in any of the above

For further expansion of this list see sections 23-27 of the EVJ 2014.



Appendix 2

Emergency Card (Visit Leader)

This 'card' must remain with the Visit Leader at all times

In the event of an incident or accident that does not involve serious injury or fatality, and/or is not likely to attract media attention, the Visit Leader should seek advice from the school emergency contact(s). This should normally include a member of staff on the Senior Management of the school.

In the event of an incident that does involve serious injury or fatality, and/or is likely to attract media attention, the Visit Leader should adopt the following protocol:

- 1 Assess the situation
- 2 Safeguard uninjured members of the group (including self)
- 3 Attend to the casualties (if applicable)
- 4 Call emergency services (999 or appropriate local number if abroad), if appropriate

Then:

- Contact the School Emergency Contact (see below) and seek further advice. The School Emergency Contact will request the help of the Duty Emergency Planning Officer (**DEPO**),- or you may do this yourself directly (see below)
- Contact the British Consulate / Embassy if abroad
- If practicable, delegate party leadership to the Deputy Leader, in order that you can be contactable at all times, and to enable you to coordinate all necessary actions
- Seek further and full details of the incident, how and why it happened so far as can be established at this stage
- Maintain a detailed written log of all actions taken and conversations held, together with a timescale
- Prevent group members from using telephones or mobiles, or going on-line until such time as this has been agreed by the LA
- Refer all press, media, parental, or other enquiries to the Central Bedfordshire Council Press Office on **0300 300 8701 or 07825 034787 outside of office hours**

If you are unable to make contact with the School Emergency Contact(s), phone the Duty Emergency Planning Team on:

07964 111942

**Can I speak to the Duty emergency Planning Officer (DEPO) or Central Bedfordshire Council?
This is <your name> from <your school>. This is an emergency; my phone number is <give a number you can be immediately contacted back on>. I am requesting help from the DEPO. Give brief details of the incident.**

- The **DEPO** will immediately contact a Senior Education Officer, and support will be mobilised. Depending on the severity of the incident the Call Centre may call you back to reassure you that your initial call is being acted upon
- If after 30 minutes you have no response from anyone to your initial call please phone again

Important Phone numbers	
< School Emergency Contact>	< Phone No.>
CBC Emergency Contact No.	07964 111942
CBC Visits Co-ordinator	0300 300 4955
CBC Press Office	0300 300 8701 Or 07825 034787