



# Ashdon Primary School

## Educational Visits Policy

Date adopted by  
Governing Body:

**February 2021**

Next Review:

**February 2024**

### **SAFEGUARDING STATEMENT**

Ashdon Primary School takes seriously the responsibility to protect the welfare of the children in its care, believing that “The welfare of the child is paramount” Children Act 1989.

This policy plays an integral part in our aim to safeguard the children and ensure their wellbeing in order to promote optimum development.

#### **1 Introduction**

1.1 The Employer / Governing Body has the responsibility of providing guidance for off-site school visits and it is essential that any Staff member of Ashdon Primary School reads this policy before contemplating or organising any educational trip or visit to be made by children from this school.

*THE OEAP National Guidance – Guidance for the Management of Outdoor learning, Off-site visits and Learning Outside the Classroom. (Essential reading documents specific for your role e.g. Governor / Head / EVC / Visit Leader / etc.) see website link: [www.oeapng.info/](http://www.oeapng.info/)*

The DfE guidance: [Health & Safety on Educational Visits](#) (Nov 2018) The 8 key points addressed in this document have been embedded in this policy.

**NB: FAILURE TO FOLLOW THESE REGULATIONS MAY LEAD TO CONSEQUENCES FOR INSURANCE COVER AND LEGAL LIABILITY.**

#### **2 Reasons for Visits**

2.1 All schools are required to offer children a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development.

2.2 All activities must have a clearly defined educational purpose and we seek to ensure that the National Curriculum is delivered to all children, regardless of social background, race, gender or differences in ability. All are entitled to the development of knowledge, understanding, skills and attitudes. To enrich the curriculum for the children at Ashdon Primary School, we offer a range of educational visits and other activities that add to what they learn at school.

#### **3 Visits and curriculum links**

3.1 All educational visits and activities support and enrich the work we do in school. There are also a number of people who visit the school to support our work. Some visits relate directly to areas of learning for individual classes, whilst others relate to all our children.

3.2 For each subject in the curriculum there is a corresponding programme of activities, which includes visits by specialists. All these activities are in line with guidance published by the LEA: e.g.

- English – theatre visits, visits by authors, poets and theatre groups
- Science – use of the school grounds, visits to local woods and parks
- Mathematics – use of shape and number trails in the local environment
- History – castle visits, study of local housing patterns, museums
- Geography – use of the locality for fieldwork, field work further away
- Art and design – art gallery visits, use of the locality
- PE – range of sporting fixtures, extra-curricular activities
- Music – range of specialist music teaching, extra-curricular activities, concerts for parents and children to hear
- Design and technology – work with local secondary schools
- Computing – its use in local shops/libraries/secondary schools etc.
- RE – visits to centres of worship, visits by local clergy.

*NOTE – when extra-curricular activities take place there should always be an adult, other than the one running the activity on the premises.*

## **4 Gaining approval for a trip**

### 4.1 Governors

As part of their responsibility for the general conduct for the school, the Governing Body has adopted this policy for the effective and safe management of educational visits.

The Governors must approve any visit involving an overnight stay or overseas visit. The Governors delegate the Headteacher / EVC the responsibility to approve all other visits including Local Area Visits (please refer to Appendix 1 about Local Area Visits).

The Governors have adopted a charging and remissions policy.

### 4.2 The Headteacher or EVC

4.2.1 is responsible for ensuring that all school activities are properly planned and appropriately supervised and that this policy is implemented.

4.2.2 should ensure that the aims of the visit are commensurate with the needs of the pupils, including those with special educational needs for whom additional, appropriate arrangements may need to be made. For additional guidance, refer to the Equality Act 2010.

4.2.3 should ensure the suitability of all staff appointed to the visit.

4.2.4 should ensure that the visit leader fully understands his/her responsibilities.

4.2.5 should implement effective emergency contact arrangements.

4.2.6 should ensure that financial and insurance matters, staff ratios and parental consent are dealt with appropriately.

4.2.7 should have a system in place to record, audit and monitor school off-site visits.

An electronic submission process Evolve is used to log, audit, approve the following:

Overseas	Yes and formal approval by	Governing Body (EVC & Head will approve on Evolve)
Residential	Yes and formal approval by	Governing Body (EVC & Head will approve on Evolve)
Adventurous	Yes and formal approval by	EVC and Head
Day Visits with transport	Yes and formal approval by	EVC or Head
Local Area Visit	Yes and verbal approval by	EVC or Head

## 5 Choosing a provider

After considering the reasons for the visit, the visit leader should check out the provider. See Section [www.oeapng.info/](http://www.oeapng.info/) 4.4f 4.4g and 4.4h- Note the need to check on insurance / Ts & Cs / LOtCQB etc.

## 6 Parental Consent

Written consent from parents is not required for pupils to take part in the majority of offsite activities organised by a school (with the exception of nursery age children) as most of these activities take place during school hours and are a normal part of a child's education at school. However, parents should be told where their child will be at all times and of any extra safety measures required.

See OEAP National Guidance Document [www.oeapng.info](http://www.oeapng.info/) 4.3d-Parental-Consent

## 7 Visits and staffing

### 7.1 Checklist and risk assessment

Complete Visit leader checklist found in Appendix 2 of this policy.

The visit leader must recognise that whilst leading the visit, he or she is in effect representing the Headteacher and holds delegated responsibility for Health & Safety and Duty of Care.

It is the responsibility of the Visit Leader to carry out Risk Assessment / Risk management for the visit. The format we use for risk assessment can be found in Appendix 3 of this policy.

For Risk Assessment guidance see [www.oeapng.info](http://www.oeapng.info/) 4.3g Risk Management

### 7.2 Key Requirements for Leaders

The key requirements for leaders are that they must be competent to lead, confident and accountable. Being competent means that the leader has demonstrated the ability to lead to the level demanded by the visit or activities that they are to lead, and has sufficient relevant experience and knowledge of the activities, the group, and the environments they will operate in. Competence is a combination of skills, knowledge, awareness, judgement, training and experience. It is not necessarily related to age or position within the establishment.

### 7.3 Visit Leader Training

All EVC's should be formally trained with update training every 3 years.

EVC's should provide Visit Leaders with annual training (formal or informal). Visit leader training can be in-house led by the EVC or by the Educational Visits Adviser.

## **8 The visit**

### **8.1 On the day**

Leave in the school office:

- an amended list of children attending and going on visit.
- full list of escorts and staff and groups of children for which they are responsible.
- the itinerary for the entire day.
- a copy of the written briefing notes for the escorts.
- check children out of classroom to ensure bags, lunchboxes and clipboards are taken
- take First Aid Kit, sick bucket, inhalers and other medication e.g. EpiPen and mobile phone.
- Copies of Emergency / Critical Incident cards given to all leaders.

### **8.2 During the visit**

Young Children must be kept in escort's group at all times.

There should be a system in place to safeguard young people at all times. (e.g. If toileting issues arise, an approach could be not to send young children into the toilets on their own but in small groups.)

Courtesy to the public must be shown at all times, care taken not to block pathways, etc.

Escorts should ensure the safety and well-being of the pupils in their care and inform the visit leader or another member of staff of any relevant incident involving pupils in their care as soon as possible.

Every escort must be given an emergency procedures card. This will have the school's contact and action plan in case of an emergency.

### **8.3 On return**

Check all children off the coach and a member of staff must lead the class either into school or to area of playground where children can be collected by parent and teacher can check them off, thus ensuring that each child departs with known parent or neighbour.

A teacher must remain with uncollected children until all parents have arrived and all children have departed.

## **9 Financing the visit**

When stating the cost for each individual:

explain where this cost has come from and that the school would like a voluntary donation from parents to fund the visit. Stipulate the County/School's policy concerning parents who are unable to offer a voluntary contribution – which is that, no child will miss a trip if parents do not make a voluntary contribution. Stress, however, that if sufficient financial support is not forthcoming that the visit may have to be cancelled. State when and how you would like to receive payment. Cheques may be made payable to Ashdon Primary School [unless otherwise specified].

## **10 Insurance**

### **10.1 Personal**

The teacher, in common with all other employed persons, is covered against industrial injuries by the weekly contribution which must be paid during employment. In addition, all employed persons have a possible claim against their employer if they sustain any bodily injury by accident arising out of, or in the course of, their employment. Such claims can only be substantiated where injury can be proved to be through negligence of the employer or another employee [Employers Liability].

In respect of pupils, schools have a legal duty to take care of the wellbeing and safety of young people. Where there is a breach of this responsibility a claim for compensation may be brought. There is no requirement for schools to make provision for loss through personal injury as the result of an accident where no blame may be attached. Personal accident insurance cover for pupils is a matter for the parents to arrange.

### **10.2 Insurance Provision**

Our school is covered through Essex County Council's umbrella insurance policy, which includes cover for all types of off-site visit.

## **11 Transport**

Different considerations apply depending upon the type of vehicle, who provides the vehicle and who drives. There are three common situations.

a. The vehicle is owned (or hired as self-drive) by the establishment or its employer, and is driven by establishment staff or volunteers. In this case the establishment is responsible for ensuring that the vehicle is safe, the driver is competent, and that both vehicle and driver meet all relevant legal and employer requirements. If the vehicle is a minibus (i.e. it has from 10 to 17 seats including the driver), see document [www.oeapng.info](http://www.oeapng.info) 4.5b "Transport in Minibuses" for detailed guidance. If it has more than 17 seats then more stringent regulations apply.

b. The establishment hires a vehicle, such as a taxi, minibus, coach or bus, from a company that also provides the driver. In this case the establishment is responsible for ensuring that the company is reputable and for checking that it meets required standards.

The company should be able to offer assurances to support the service that they offer and will be able to direct users to other, similar users who can confirm this. One way to check the suitability of transport is to look for companies who are approved by the employer or Local Authority or who have some form of third-party accreditation. For further guidance see document [www.oeapng.info](http://www.oeapng.info) 4.5e "Hiring a Coach".

c. The vehicle is privately owned, for example by a member of establishment staff, a parent or a student. In this case the establishment's responsibilities depend upon its role in the arrangements, and who is driving. See document 4.5c "Transport in Private Cars" at [www.oeapng.info](http://www.oeapng.info) for further guidance.

At the time of writing this policy, our school does not own its own transport, so only scenario b or c will apply to visits involving transport.

## **12 Emergency / Critical Incident Procedures**

All leaders must carry the school's 'Critical Incident form' (Appendix 4) – With Emergency Telephone contacts and action plan should an incident happen.

On return, the visit leader must comply with the school's normal accident reporting procedures, if required.

## **13 Monitoring and Evaluation**

After any visit, it is good practice to ensure a system of feedback, review and rigorous evaluation. In the case of overseas visits, there is a particularly strong case for ensuring this takes place and includes the consultation of the young people concerned, the parents, the leaders and partner organisations. Such a process will help in the celebration of success as well as feeding in to the general planning and risk management for future visits. Any significant issues should be shared with the EVC, the Head and the Local Authority advisory team.

## **14 Review**

This policy will be reviewed every 3 years by the staff and Governing Body of the school, or sooner if deemed appropriate.

**Signed:** \_\_\_\_\_ **(Chair of Governors)**

**Date:** \_\_\_\_\_

## **Appendix 1**

### **Extended Learning Locality (Local Area Visit)**

#### **General**

Visits/activities within the 'Local 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:

- must be recorded on EVOLVE via the 'Local Area Visit' module.
- do not require parental consent.
- do not normally need additional risk assessments / notes (other than following the Operating Procedure below).

Very local visits are walks within Ashdon and the surrounding area, these include weekly 'Safari', walks to either church for services or visits, walking to the Mobile Library and learning walks around the village. Some visits to the village maybe 'ad-hoc' if a teacher feels the children's learning will be enhanced by a visit in the village. When these visits are planned the visit leader will inform the Head/EVC and fill in an EVOLVE local visits form or an ad-hoc signing out sheet

#### **Boundaries**

The boundaries of the locality are shown on the attached map (Appendix 5). This area includes the following frequently used venues:

- The Baptist Church
- All Saints Church
- The Museum
- The Windmill
- The Baptist Church car park (mobile library)
- The Brues
- The Wilderness
- The allotments

#### **Operating Procedure for Local Learning Area**

The following are potentially significant issues/hazards within our Local Learning Area:

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

These are managed by a combination of the following:

- The Head or EVC must give verbal approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved. Our teachers are judged competent.
- The concept and Operating Procedure of the 'Local Learning Area' is explained to all new parents when their child joins the school.
- Regular handwashing or regular hand sanitising is in place
- Students are briefed on keeping their distance from members of the public
- The selected route takes the least busy option
- Use antibacterial wipes to clean any equipment before use
- There will normally be a minimum of two adults.
- Staff are familiar with the area, including any 'no-go' areas, and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group and what to do when encountering an off-lead dog (safe tree posture).
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- All remotely supervised work in the Local Learning Area is suspended 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 either record the activity on EVOLVE (Local Area Visit module).
- A mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (e.g. gloves, facemasks bag for waste, tissues etc.)



## Appendix 2

### Checklist - Visit Leader

This list is designed to be a prompt for visit planning, and a final check. The relevance of each point, and the complexity of the responses, depends on the nature of the visit. Information about good practice can be found elsewhere in National Guidance (the numbers in brackets refer to some relevant documents).

#### General

The intent of the visit is clear, integral to the establishment's curriculum/programme, and focuses on the learning and development of the participants ([4.3a](#)).

- The risks of all aspects of the visit have been considered and it is clear what leaders need to do to manage the risks ([4.3c](#)).
- There is access to first aid appropriate to the group and environment ([4.4b](#)).
- Suitable insurance is in place ([4.4c](#)).
- There are alternative options (a 'Plan B') as necessary ([4.1a](#)).
- There are emergency procedures for which leaders and emergency contacts have been prepared ([4.1c](#), [4.1g](#)).

I have access to sufficient funds and an effective means of communication in case of emergency.

- External providers and facilities meet expected standards ([4.4g](#)).
- Any contract with a provider is satisfactory and has been agreed by an authorised person in my establishment ([3.2i](#)).
- The visit meets the requirements of my employer and establishment.
- Evaluation and review arrangements have been agreed ([4.2c](#), [5.1d](#)).

#### Staffing

- I am clearly identified and approved as the Visit Leader and am aware of my responsibilities ([3.4k](#)).
- All leaders and helpers are clear about their roles, can fulfil them competently, and have been approved ([3.2d](#), [4.2a](#)).
- There are sufficient leaders and helpers to ensure effective supervision and deal with incidents and emergencies ([4.3b](#)).
- If the visit involves an external provider, there is clarity about the respective roles of provider staff and establishment staff ([4.4h](#)).
- Leaders and helpers have received all relevant information about the visit and the group, and are clear about any risks and their role in managing them.
- If accompanying leaders are taking a family member on the visit, there are arrangements to ensure that this will not compromise group management.
- I have kept my Educational Visits Coordinator (EVC) informed during the planning process.

## Activities

- The programme of activities is designed to achieve the visit's intent, and is appropriate to the nature of the participants.
- The risks involved in specific activities have been considered ([7a to 7z](#)).
- The Visit Leadership Team includes leaders competent in the planned activities, or a suitable provider has been contracted to lead the activities.
- There is sufficient suitable equipment available.
- Travel/transport arrangements are appropriate ([4.5a](#)).

## Group

- Parents have been fully informed about the visit, and have given their consent if this is required ([4.3d](#)).
- Any contracts with participants/parents, including any charges, meet my establishment's requirements ([3.2c](#), [3.2i](#)).
- Up to date contact details, medical information, dietary requirements and information about special needs are available and shared appropriately with the Visit Leadership Team and any provider ([4.4j](#)).
- Where appropriate, participants have been involved in planning, including identifying and deciding how to manage risks.
- Plans for the visit comply with current guidance about epidemics (such as coronavirus [4.4k](#)).
- Participants have been well informed about what is expected of them.
- Safeguarding issues are addressed ([4.3e](#)).
- Inclusion issues are addressed ([3.2e](#), [4.4i](#)).
- Medication issues are addressed ([4.4d](#)).
- Dietary issues are addressed.

## Environment

- Environmental factors (e.g. weather, daylight hours, water levels, natural and man-made hazards) have been considered ([7i](#), [7j](#)).
- Accessibility issues are addressed ([4.4i](#)).
- I have undertaken a preliminary visit, or am already familiar with the venue and any provider, or have sufficient information from other sources ([4.4g](#)).
- Where remote supervision will be used, the environment is suitable ([4.2a](#)).
- Any accommodation is safe and suitable ([4.2b](#)).
- If visiting overseas, documentation and other issues are addressed ([7r](#)).
- Security is addressed, especially for residential and overseas visits ([4.2b](#), [7r](#)).
- The risk of terrorism has been considered ([4.4e](#)).

## Finally

- My decision is that this visit is well prepared and should take place.
- The visit plan has been approved by my establishment/employer if required

Appendix 3

**RISK ASSESSMENT FORM**

<b>Workplace / Location:</b> Ashdon Primary School	<b>Directorate:</b> Essex County Council	<b>Date of assessment:</b>	<b>Review Date:</b>
<b>Risk Assessors Name:</b>	<b>Job title:</b>	<b>Risk Assessment For:</b>	

DUTIES / TASK	HAZARDS IDENTIFIED	PEOPLE AT RISK				CONTROL MEASURES IN PLACE	RISK RATING			
		E	C	P	V		SEV	LIKE	Risk	Risk Adequate (Y / N) If No – specify additional precautions required

**People at Risk Key:** E = Employees, C = Children, P = Public, V = Volunteers      **Risk Rating:** VH = Very High, H = High, M = Medium, L = Low

## RISK RATINGS

SEVERITY	
5	Death / disability
4	Major injury - <i>broken bone, unconsciousness – anything that is reportable under RIDDOR</i>
3	Minor injury ( <i>Lost time 1 - 3 days</i> ) – <i>bruising, sprains, deep cuts</i>
2	Injuries requiring first aid ( <i>Lost time &lt; 1 day</i> )
1	Trivial injury ( <i>No lost time</i> )- <i>bumps, cuts, abrasions.</i>

LIKELIHOOD	
5	It is expected to happen in most circumstances
4	Will probably occur at some time, or in most circumstances
3	Fairly likely to occur at some time, or in some circumstances
2	It is unlikely to, but could, occur at some time
1	May only occur in exceptional circumstances

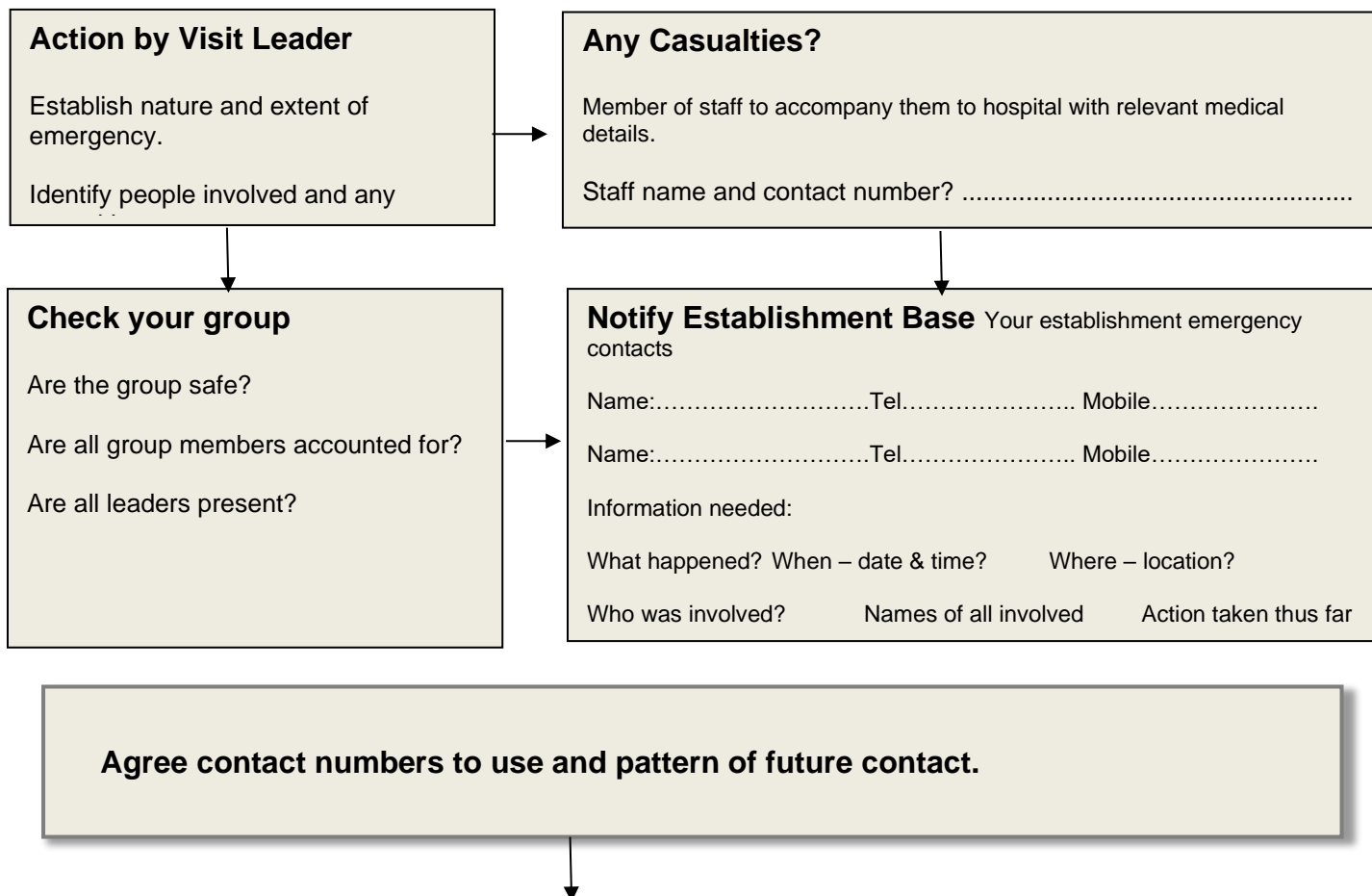
Likelihood	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
<b>Severity</b>						
	Unacceptable Risk					
	High Risk					
	Medium Risk					
	Low Risk					

RISK RATING	ACTION REQUIRED
16+	Unacceptable risk do not proceed
9 -15	Requires Immediate action to reduce risk and maintain at an acceptable level
4 - 8	Precautions to be maintained and managed. Further action to reduce risk to be taken if this can be done cost effectively.
1 - 3	Precautions to be maintained and managed. Further action unlikely to be appropriate.

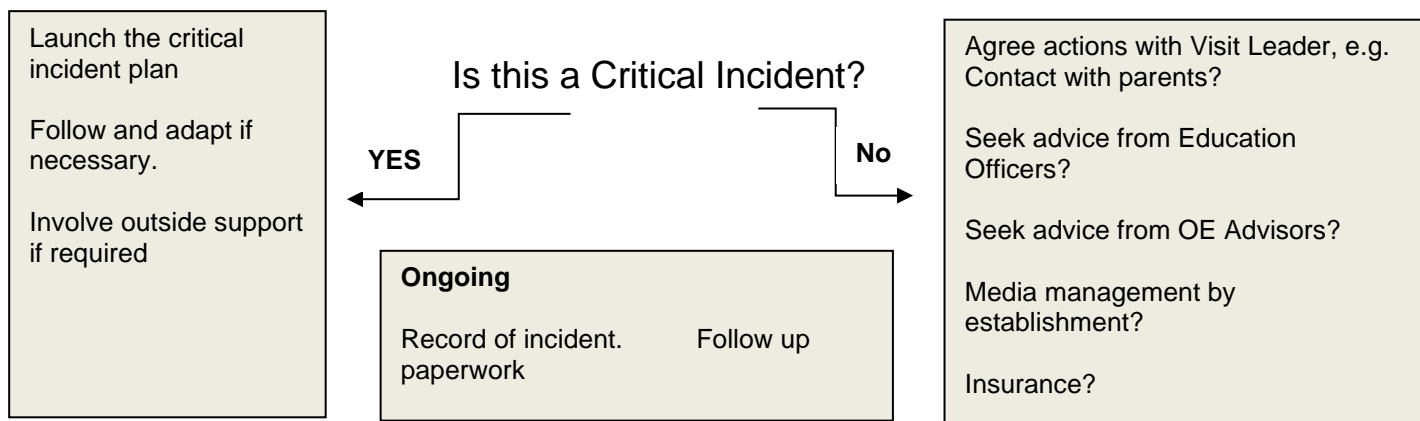
**Appendix 4**

**Critical Incident Procedure ACTION PLAN**

Please follow the steps below to help manage emergencies effectively



**Action by Establishment**



## Appendix 5

### Boundaries of locality (approximate)

