

Kingsway Educational Visits Policy 2024

Documentation Information			
Reviewed By	EVC	Responsibility	Head of school
Last Reviewed	January 2024	Next Review	January 2025

1. Introduction

Kingsway Primary School believes that outdoor learning, off-site visits and learning outside the classroom are an integral part of the entitlement of every child to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment and so form a key part of what makes Kingsway Primary School a supportive and effective learning environment.

The benefits of pupils taking part in visits and learning outside the classroom include (but are not limited to):

- Improvements in their ability to cope with change.
- Increased critical curiosity and resilience.
- Opportunities for creativity, developing learning relationships and practising strategic awareness.
- Increased levels of trust (us in them, them in us, them in themselves, them in each other).
- Improved achievement and attainment across a range of curricular subjects.
- Enhanced opportunities for 'real world' 'learning in context' and the development of the social and emotional aspects of intelligence.
- Increased risk management skills through opportunities for involvement in practical risk-benefit decisions giving them the tools and experience necessary to assess their own risks in a range of contexts.
- Greater sense of personal responsibility.
- Possibilities for genuine team working including enhanced communication skills
- Improved awareness and knowledge of the importance and practices of sustainability.
- Physical skill acquisition and the development of a fit and healthy lifestyle.

2. Employers Policies

This policy aligns with and should be read in conjunction with the following policies and procedures:

Health and Safety Policy

Safeguarding Policy

Behaviour Policy

Charging Policy

Staff Code of Conduct

3. Scope

This policy applies to employees whose work involves one/any of the following:

- Supervision of young people undertaking experiences beyond the boundary of their normal operational base
- Supervision of young people undertaking experiences that fall within the remit of Learning Outside the Classroom
- Leading visits or activities for young people undertaking experiences beyond the boundary of their normal operational base
- Deploying staff who will supervise or facilitate young people undertaking experiences beyond the boundary of their normal operational base

This applies regardless of whether or not the activities take place within or outside of normal working hours, including weekends and holiday periods.

4. Roles and Responsibilities

Governing Body

- The Governing body has responsibility for ensuring that suitable procedures are in place and will seek assurances that these are being followed.
- The Governing body will approve the Educational Visits policy and will ensure that it is reviewed annually.

Headteacher

- The Headteacher has ultimate responsibility for all school trips.
- The Headteacher through the Governing Body has delegated the day-to-day tasks of supporting and planning the Off-site visits at Kingsway Primary School to a nominated "EVC" (Educational Visits Coordinator).
- The Headteacher, along with the Governing Body has the final approval on whether a trip will go ahead.
- The Headteacher, along with the Governing Body and EVC will be informed of any "near misses" or incidents.
- The Headteacher will be informed of any safeguarding issues at the earliest opportunity.

Educational Visits Coordinator

Kingsway Primary School has designated a member of staff as the Educational Visit Coordinator (**EVC**) for the school.

This is:

Amber
atimson@kingsway.org.uk

Timson

The EVC will be trained and will play the lead role in advising staff in planning trips.

The EVC will advise in the planning and management of educational visits including adventure activities led by school staff. The EVC will support group leaders, the Headteacher and school Governors by ensuring that the OEAP's guidelines for leading educational visits are followed.

The EVC will:

- Have training, qualifications, and experience in leading and managing a range of educational visits, in particular, those which are common to the school.

The EVC may be delegated many of the tasks assigned to the Headteacher. The principal day- to-day tasks may require an EVC to:

- Refer to the OEAP guidance to remain current and informed on good practice
- Support the Head and Governors in their decision-making
- Be able to confirm that the leadership of the visit is appropriate and to check staff qualifications; this is to include accompanying staff and volunteers
- Help organise the induction and training of new staff and volunteers
- Keep records of staff training and qualifications
- Make sure that Disclosure and Barring Service checks are in place as necessary
- Be involved in educational visit management to ensure that the OEAP's guidelines and school's policy and guidance are followed
- Work with leaders to ensure that the aims of the educational visits are achievable and in line with those of the school's educational aims
- Ensure teachers are made aware of and understand the school's emergency procedures
- Ensure the school has emergency procedures in place in case of a major incident on a school visit. These should be discussed and reviewed by staff and Governors to ensure that they are current and understood should an emergency occur.
- Confirm that consideration has been given to the group concerned and the location (check Visit Leader's group/site risk assessments)
- Keep records of individual visits including reports of accidents and 'near misses'
- Learn from previous experience, recording successful practice and contacts, and be able to use them to the benefit of further school trips, in particular where staff personnel change
- Monitor and review current practice. Be able to both report on successes and set targets for improvement. Be ready to intervene where practice is incorrect or unsatisfactory.

Visit Leaders

Visit leaders are responsible for the safe planning and execution of visits and should:

- Follow the school's policies and work within national guidelines

- Clearly define the educational objectives of the visit
- Ensure the activity and location is suited to the age and ability/experience of the students
- Appoint a deputy leader who can take over at any time
- Make an itinerary
- Make comprehensive, event specific plans and submit it to the EVC for approval
- Clearly define the roles and responsibilities of all adult helpers
- Have qualifications (where appropriate), experience and training to manage the group and lead the staff team
- Be aware of child protection issues
- Ensure the ratio of adults to students is appropriate for the needs of the group
- Ensure adequate first aid provision is available
- Ensure all adults have information of any special or medical needs amongst students
- Establish emergency procedures of all elements of the visit
- Ensure all adults have details of the home contact and of emergency procedures
- Be conversant with minimum good practice in planned activities he/she will not be instructing
- Carry out an assessment of suitability of a provider and venue (Qualifications, experience, memberships of governing bodies, policies and procedures etc.)
- Prepare and brief the group and parents of the students
- Assess the members of the group for their suitability
- Always monitor the health and safety of the group during the trip (directly or through delegation)
- Consider stopping the visit or activity if the risk to the health and safety of party members becomes unacceptable
- Follow up with parents/carers within two days of a student being hospitalised or injured during a trip or visit, and subsequent contact, if necessary, to check on the health and wellbeing of the child and if any further support can be offered by the school – updates to be e-mailed to the Headteacher and EVC

Role of LTS Advisors

Schools may request general advice via the LTS Duty Officer helpline and may also request advice on residential, overseas or adventurous activities. The duty officer will review the basic details of the trip and report to you on any obvious problems. Please note this will not be a forensic line by line review of the trip details, that remains the duty of the school.

Health, Safety and Wellbeing Duty Number & General Enquiries:

0116 305 5515

healthandsafety@leics.gov.uk

Critical Incident Support

A critical incident is an incident where any member of a group undertaking an off-site activity has:

- either suffered a life-threatening injury or fatality;
- is at serious risk;
- or has gone missing for a significant and unacceptable period.

To activate support from the Major Incident Line, the following telephone numbers should be used:

Pager 07659 170195
Mobile 07786 198283

These numbers should be carried by leaders at all times during an off-site activity but should only be used in the case of a genuine emergency. **Under no circumstances should these numbers be given to young people or to their parents or guardians.**

5. Procedure

Staff Competence

The school will ensure that all of its staff who are associated with leading school trips will:

- have access to suitable procedures, guidance and advice, as provided by OEAP and the school,
- have access to meet an EVC or an Outdoor Education Advisor,
- attend suitable training to either lead an activity or assist on one,
- have their competency for school trips assessed annually by the school
- where appropriate, have the opportunity to qualify for, or revalidate existing qualifications, including First Aid, Minibus revalidation and National Governing Body (NGB) qualifications (as applicable).

This will be achieved by:

- Attendance at relevant training for those staff with delegated responsibility to nationally recognised roles e.g. EVC
- Suitable and sufficient shadowing of staff experienced in assisting and leading school trips to develop experience.
- Adopting an apprentice visit leader role under the close supervision of an experienced visit leader and EVC.
- Periodic field observation by an experienced visit leader or EVC
- Retention of training and experience records

Staff Assessment

OEAP National Guidance provides clear advice regarding the assessment of leader competence. It is an expectation that all school leaders and their assistants have been formally assessed as competent to undertake such responsibilities as they have been assigned in line with the OEAP National guidance.

The EVC and/or Head of establishment must consider the following when assessing the competence of a member of staff to lead a visit:

- What experience has the leader in leading or accompanying similar or other visits?
- Is the leader competent in planning and managing visits (has s/he completed Visit Leader Training?).
- What are the leader's reasons for undertaking the visit?
- Is the leader an employee of the establishment?
- Does the leader have the ability to manage the pastoral welfare of participants?
- Does the leader exhibit sound decision making abilities?
- What experience has the leader of the participants he/she intends to supervise?
- What experience has the leader of the environment and geographical area chosen?
- Does the leader possess appropriate qualifications?
- If appropriate, what is the leader's personal level of skill in the activity, and fitness level?
- If leading adventurous (Appendix 6) activities, has the leader been 'approved' by the school?
- Is the leader aware of all relevant guidelines and able to act on these?

Approval of trips and prior notification

There are three types of visit, for each of which the approval process is slightly different:

1. Visit/activities within the relevant Local Learning Area (Appendix 1)

These visits involve no more than an everyday level of risk. Consent for visits that are part of the curriculum and take place during the school day is given using a blanket consent form although parents should still be informed of any visits taking place. Those that are not part of the curriculum or extend beyond the school day will require additional informed parental consent.

These follow the Local Learning Area Operating Procedure (Appendix 1).

2. Other day visits within the UK excluding adventurous activities.

Visit Leaders to gain outline permission for visit from Headteacher/Head of School. Visit leader to collate and input information onto the schools visit system (Evolve). All information must be available / uploaded prior to submitting to the EVC for approval at least **4 weeks in advance**. Once reviewed by the EVC, final approval for the visit will be given by the Head teacher.

3. Residential visits, adventurous activities or visits involving foreign travel. (Appendix 6)

Visit Leaders to gain outline permission for visit from Headteacher/Head of School. Visit leader to collate and input information onto the school's visit system (Evolve). All information must be available /uploaded prior to submitting to the EVC for approval at least **6 weeks in advance** of the trip. It is appropriate that for trips where the venue or safety provider (climbing instructor, multi-activity provider) have not been used before that a preliminary visit is made to assess the adequacy of safety provision. Once reviewed by the EVC, the visit will be given final approval by the Head teacher.

Day visits and residential visits will be planned using the Visit Leader Checklist. (**Appendix 2**)

Itineraries

Whilst not required by law, itineraries help provide the visit leader with an overall plan of how the trip will progress through each day and will help provide a focus to decide what can be provided as a 'Plan B' should the original activity not be available e.g. due to the weather or other safety concerns. An itinerary can help communicate to others how the trip will need to be run and what their part will be in each day. The itinerary will also be needed to inform parents of the trip, location of their children and the activities they will be undertaking and is an aid for informed consent.

Risk Management

The school has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level - but not to totally eliminate risks. This requires that proportional (suitable and sufficient) risk management systems are in place, requiring the school to provide such support, training and resources to its employees as is necessary to implement this policy.

The risk management of an activity should be informed by the benefits to be gained from participating. The school strongly recommends a "Risk-Benefit Assessment" approach, whereby the starting point for any risk assessment should be a consideration of the targeted benefits and learning outcomes (see section on Outcomes and Benefits). This appreciation of the benefits to be gained through participating provides objectivity to a decision that any residual risk (i.e. the risk remaining after control measures have been put in place) is "acceptable".

HSE endorse this approach through their "*Principles of Sensible Risk Management*" and advocate that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

There is no legal requirement to produce a risk assessment in a particular format; but there is a legal requirement for the process to be recorded and for suitable and sufficient control measures to be identified for any significant risks i.e. those that may cause serious harm to an individual or harm several people. As a school, we have adopted 'Event Specific Plans' (ESPs) and 'Safe Working Procedures' (SWPs) and staff should follow school guidelines for completing these (Appendix 3)

On completing any ESPs, visit leaders should ensure that the documents are signed and dated appropriately and accompanying staff are made aware of the outcomes of the risk assessment.

Visits that include adventurous activity commonly involve delivery by an external provider 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 visit leader, and does not need to be requested from the provider.

Alternative arrangements (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.

6. Covid 19

Whilst controls from central government may be subject to frequent changes regarding covid 19, the school will ensure as a minimum:

- The school are conversant with national covid requirements at the time the trip is being planned and checked frequently in the lead up to the trip taking place.
- The school have included covid controls into its own risk assessments for those parts of the trip that the school controls.
- The visit leader and EVC are conversant with covid controls in the host venue/provider and will comply with them.
- Any covid controls are communicated to parents as part of the consent process.
- For international travel the school is conversant with covid controls in the host country, travel requirements and conditions for return to the UK including any testing or self-isolation.
- The school is conversant with insurance requirements and any additional cover required for last minute cancellations.

7. Evaluation of External Providers and Venues

All visits should be thoroughly researched to establish the suitability of the venue and to check that facilities and third-party provision will meet group expectations. Such information gathering is essential in assessing the requirements for effective supervision of young people.

Wherever reasonably practicable, it is good practice to carry out a preliminary visit.

It is good practice for Visit Leaders to take full advantage of the nationally accredited, provider assurance schemes that are now available, thus reducing bureaucracy.

Examples of such schemes include:

- The LOfC Quality Badge

- AALS licensing
- Adventure mark
- NGB centre approval schemes (applicable where the provision is a single, specialist activity).

8. Parental Communication and consent

Section 35 of the Education Act 2004 states: *'Where a visit is part of a planned curriculum in normal curriculum time, then parental consent is not necessary although it is recommended good practice to ensure that parents are informed'*.

DfE Guidance issued in 2013 states:

"Written consent from parents is not required for pupils to take part in the majority of off-site 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. Parents must be told in advance of each activity and must be given the opportunity to withdraw their child from any particular school trip or activity covered by the form.

The school has chosen to adopt a 'one-off' consent form covering all visits within the local learning area and has put in place arrangements for ensuring that essential information is kept up to date including:

- Emergency contact names and numbers
- Medical issues and allergies

Visit leaders will continue to use specific consent forms for all visits beyond the local learning area.

9. Supervision, Checking in and out, Head counts

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 proper consideration of:

- age (including the developmental age) of the group;
- gender 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.

A visit must not go ahead where either the visit leader, EVC, or Head Teacher 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.

Ratios*	
Foundation Stage	1:6
KS1	1:6
Year 3-4	1:8
Year 5-6	1:10

Notes:

- these are minimum staff to pupil ratio guidelines
- NGB ratios must be observed if school staff are delivering adventurous activities.
- For SEND pupils, ratios may need to be tighter
- At least two adults, each of a different gender, should accompany overnight visits (where this is not reasonably practicable, staff must be able to access a member of the Safeguarding team at all times.)
- At least two adults must accompany adventurous visits.
- Where possible, at least two adults should accompany a local area visit, at least one of whom should be a teacher.
- A first aider must accompany this visit. Where this is not reasonably practicable, visit leaders must be familiar with the first aid arrangements at the venue.

***These are minimum staff : pupil ratios and should be informed by Event Specific Plans on a visit by visit basis.** Actual supervision ratios must be informed by the needs of the group members, the location and environment of the visit and the complexity of the activity. Ratios must be agreed by the EVC. These ratios can be amended with the permission of the Head Teacher once Event Specific Plans have been submitted.

Further guidance can be sought from:

RoSPA (Royal Society for the Prevention of Accidents) <https://www.rosipa.com/>

The Department for Education

OEAP (Outdoor Education Advisors Panel) <https://oeapng.info/>

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.

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.

Head Teachers 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.

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

Checking in and out and head counts are encouraged and should form regular checks carried out by the visit leader during each stage of the school day. Any reported absences should be immediately investigated and if the student cannot be found after the initial investigation the schools emergency procedures should be initiated.

Visits to sites and areas of high national value

School trips often visit historic or high-profile sites e.g. London. The visit leader should be aware of the site's emergency evacuation plan/signage. For larger venues/sites emergencies can require the area outside the building to be cleared. Visit leaders should plan for this by ensuring that a suitable assembly point is established away from the venue (500m) where participants can meet should the group become separated during an evacuation e.g. local restaurant/food chain.

In establishing a suitable site, visit leaders should consider:

- Access to toilets
- Access to water
- Heating

10.Monitoring

As an employer, the school ensures that there is sample monitoring of the visits and Outdoor Learning activities undertaken, either by attaching such monitoring duties to its officers, or by delegating these tasks to establishments. Such monitoring should be in keeping with the recommendations of OEAP National Guidance. There is a clear expectation that the monitoring function is a delegated task, principally carried out through systems put in place by the establishment EVC.

11. Evaluation

Post Visit Evaluation Report.

A Post Visit report must be completed on Evolve within a month by the Visit Leader for all trips; The report should include the following:

- A general overview of the success/shortcomings of the trip/visit
- Did the trip/visit meet the objectives/expectations/outcomes set?
- Was there adequate time?
- What might be done differently to make the trip/visit an even better experience in the future?
- Were there any issues with the level of supervision?
- What special points should be emphasised next time?
- What problems/potential problems should Visit Leaders consider if planning a similar trip in the future?
- What would you change, if anything, to make the visit/trip a greater success?
- Any financial issues with the trip
- Any accidents/near misses/medical issues that had to be dealt with or addressed
- Any other relevant points that would help staff planning a similar trip/visit in the future.

12. Participant Information and GDPR

Participant information should be kept securely and only available to those who must have access to it for safety reasons. GDPR requires that participant information should only be held for as long as there is a legitimate reason to hold it.

Therefore, the school will:

- Keep personal and medical information on participants of school trips in such a way as they are not immediately identifiable to anyone not closely involved on the trip e.g. initials only
- Where detailed information is required, this will be available via the school's home-based contact

For each trip visit school will ensure that if the records contain personal data:

- The records are secure;
- Access to the records or system is strictly controlled;
- There is a legal basis for having the data (e.g. parental consent);
- The purpose for keeping the data is clear and be recorded;
- The school can justify how long it keeps the data;

- Consent for the use of personal data (which includes photographs) should be kept for the duration that the data is retained;
- If copies are made (on paper or electronically), e.g. to take on a visit or activity, they must also be kept securely, and deleted when no longer needed;
- The data should be periodically reviewed, and erased or anonymised

13.Vetting and DBS

School employees who work *frequently* or *intensively* with or have *regular access* to young people or vulnerable adults, must undergo an enhanced DBS check as part of their recruitment process.

For the purposes of this guidance:

- *frequently* is defined as "once a week or more";
- *intensively* is defined as 4 days or more in a month or overnight.

However, it must be clearly understood that a DBS check (or other vetting procedure) in itself, is no guarantee as to the suitability of an adult to work with any given group of young or vulnerable people.

The placement of an adult within a situation of professional trust (where young people could be vulnerable to physical or mental exploitation or grooming) should always be on the understanding that an overview based on a common-sense risk-benefit assessment process has been considered.

14.Volunteers

The school has a pool of volunteers available for supervisory roles on school trips.

Volunteers act as additional members of staff and as such are:

- DBS checked (where practicable)
- Assessed similarly to staff members for suitability, critical decision making, authority.
- Allocated roles based on their assessed capabilities.
- Instructed on their role for each trip including restrictions
- Required to sign a Volunteer agreement (**Appendix 5**)

Volunteers should not, normally, take the role of visit leader.

Where a Volunteer Helper is a parent (or otherwise in a close relationship to a young person taking part in the visit) they should be made aware of the potential for their relationship to compromise the Visit Leader's plans for group management. The Visit Leader should directly address this issue as part of the Risk-Benefit assessment.

15.Emergencies and Incident Reporting

A critical incident is an incident where any member of a group undertaking an off-site activity has:

- either suffered a life-threatening injury or fatality;
- is at serious risk;
- or has gone missing for a significant and unacceptable period.

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.
(Appendix 4)

When an incident overwhelms the establishment's emergency response capability, where it involves serious injury or fatality or where it is likely to attract media attention, then assistance will be sought from the Head Teacher and Board of Trustees

School staff are aware of their role during an emergency and know how to respond.

16. Behaviour

Behaviour is critical to the safe delivery of education away from the main school site.

Staff should be aware that whilst there are times when they may be relieved of supervisory functions for students they are never fully 'off duty' whilst on a school trip and should act accordingly.

The school will review the make-up of the proposed student group as part of the planning process and allocate supervision accordingly.

Where necessary for the student group the school will ask parents to be aware of the school Behaviour Policy as part of the consent process and students will be reminded of this as part of the trip planning.

Failure by the student to follow reasonable instructions of a supervisory adult will be assessed and sanctions may be imposed by the Visit Leader but may result in:

- Close supervision
- Removal from the planned activity
- Removal from the trip

Where disciplinary action is taken the Visit leader should record what action was taken, what was the reasoning why this action was taken.

17. Inclusion

Every effort should be made to ensure that outdoor learning activities and visits are available and accessible to all, irrespective of special educational or medical needs, ethnic origin, gender or religion. If a visit needs to cater for young people with special needs, every *reasonable* effort should be made to find a venue that is both suitable and accessible and that enables the whole group to participate fully and be actively involved.

Establishments should take all *reasonably practicable* measures to include all young people. The principles of inclusion should be promoted and addressed for all visits and reflected in establishment policy, thus ensuring an aspiration towards:

- an entitlement to participate
- accessibility through direct or realistic adaptation or modification
- integration through participation with peers

Employers, Head Teachers, Curriculum Planners, EVCs and Visit Leaders should be aware of the extent to which Inclusion is or is not a legal issue.

Under the Equality Act 2010, it is unlawful to:

- treat a disabled young person less favourably;
- fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage.

18. Insurance

Employer's Liability Insurance is a statutory requirement, and **the school/academy should check that it** holds a policy that indemnifies it against all claims for compensation for bodily injury suffered by any person employed by it. This cover should extend to those persons who are acting in a voluntary capacity as assistant supervisors.

The school/academy should check that it also holds Public Liability insurance, indemnifying it against all claims for compensation for bodily injury from persons not in its employ, as well as for the accidental loss of, or damage caused to, property.

Employees (as agents of the employer) are indemnified against all such claims, as are voluntary helpers acting under the direction of the employer's staff. The indemnity covers activities such as off-site activities and visits organised by all establishments and settings for which the employer is responsible.

The **school/academy** should also check that some level of Personal Accident Insurance is provided for all **school/academy** employees in the course of their employment, providing predetermined benefits in the event of an accident. However, Visit/ Activity Leaders should be advised that they should consider taking out additional limited personal accident cover either through the **school/academy**, privately, or obtain cover through a professional association.

Appropriate insurance must be in place for all visits.

19. Finance

Head Teachers, EVCs and Visit Leaders must take account of the legal framework relating to charging, voluntary contributions and remissions as set out in sections 449 to 462 of the Education Act 1996.

Parents may be asked for a monetary contribution towards a visit as outlined in the schools Charging Policy. Pupils receiving/eligible for free school meals will be supported from the Opportunity Fund (conditions apply). Where insufficient funds are raised, a visit may be cancelled.

20. Further Reading

<https://oeapng.info>

Appendix 1 – Local Learning Area

General

Local Area visits are defined by this policy as – visits within the 'Local Learning Area' that are part of the normal curriculum, take place during the normal school day and follow the Safe Working Procedure below.

These visits:

- do not require parental consent (*providing the visit takes place within the normal school day*)
- do not normally need additional risk assessments (other than following the Operating Procedure below).
- should be recorded using the Local Area Visits form on Evolve
- require approval from the EVC

Parents should be informed of when and where these visits are taking place.

Boundaries

The boundaries of the School Learning Area are shown on the attached map. This area includes, but is not limited to, the following frequently used venues:

- *Shakespeare Park*
- *St Peter's Church*
- *Pond next to St Peter's Church*
- *Vue Cinema (Meridian Leisure Park)*
- *Braunstone Library*
- *Braunstone Baptist Church*
- *Braunstone Park*
- *Mossdale Meadow*
- *Brite centre*
- *Thorpe Astley Community Center*

- The Winstanley School
- The Winstanley School Swimming Pool
- Church field

Operating Procedure for Local Learning Area

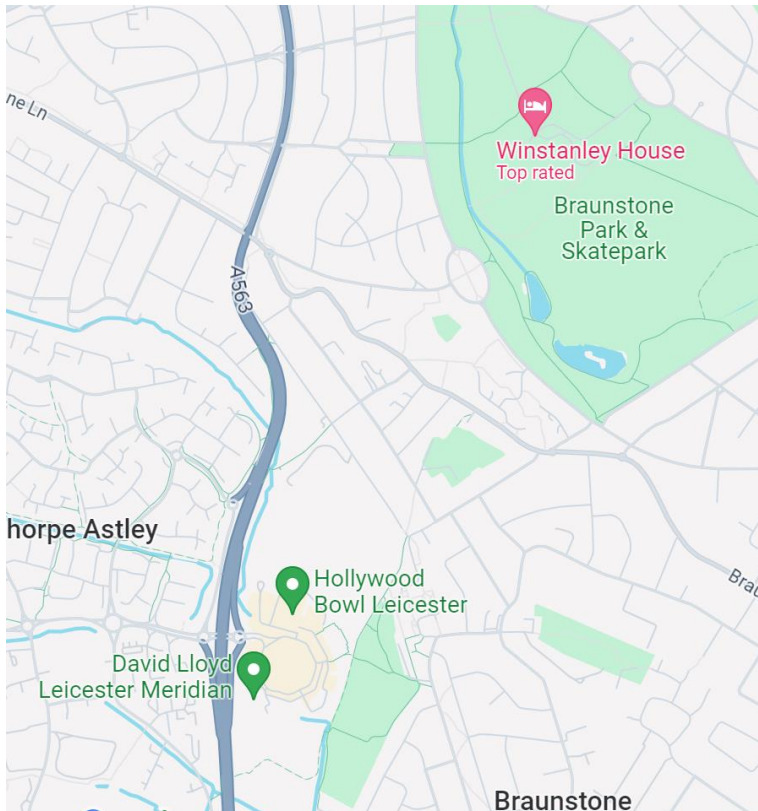
The following are potentially significant issues/hazards within our School Learning Area:

- Road traffic/crossings
- 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, etc).

These are managed by a combination of the following:

- Where practicable and necessary, leaders will conduct a pre-visit inspection to check venue(s) and facilities, and identify hazards.
- The EVC must give approval before a group leaves.
- Only staff judged competent to supervise groups in this environment are approved.
- The concept of the 'School Learning Area' is explained to all parents when their child joins the school.
- There will be a minimum of two adults.
- Walking routes will be carefully planned to ensure safe crossing points and sufficient footpaths
- Staff are familiar with the area, including any 'no go areas', and are aware of appropriate group management techniques.
- Pupils will be briefed in 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. *(This needs a decision and will depend on the area you are in – return to school, wait where they are, go to x and ask for help, etc).*
- *Leaders will carry out regular headcounts.*
- All remotely supervised work in the Local Learning Area 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.
- Personal medication will be kept secure by leaders and at least one first aid kit will be taken.
- Staff will provide for the office a list of all pupils and staff, a proposed route, and an estimated time of return.

- A mobile phone is taken with each group and the office has a note of the number.
- Emergency school contact numbers are carried by the visit leader.
- Young people will be briefed on behaviour expectations during the visit
- Advice will be taken from SENCO, if relevant
- Individual risk assessments will be carried out for group members with special needs/medical needs/behavioural issues.
- Additional staffing will be arranged to ensure safe supervision if necessary
- Appropriate personal protective equipment is taken when needed (e.g. gloves, goggles)
- **Activity/ Event specific risks associated with the visit must be mitigated and logged as an 'Event Specific Note' on Evolve.**



Appendix 2-Visit Leader Checklist

	When?	What?	Tick	Date	Initial
Stage 1	Before planning the visit	<ul style="list-style-type: none"> • Ensure you have read and understood the schools Educational Visits Policy 			
	At least 6 weeks before the visit	<ul style="list-style-type: none"> • Identify participants and potential numbers 			
	(8 weeks for residential visits)	<ul style="list-style-type: none"> • Check proposed dates in school calendar 			
	(As soon as	<ul style="list-style-type: none"> • Gain approval from Head/ inform EVC 			

	possible for sporting events)	<ul style="list-style-type: none"> Provisional staffing 			
		<ul style="list-style-type: none"> Book venue/provider (<i>once approval has been given</i>) 			
		<ul style="list-style-type: none"> Liaise with office to book transport/coaches 			
		<ul style="list-style-type: none"> Complete visit form and give to office 			
Stage 2	At least 4 weeks before the visit (6 weeks for residential visits)	<ul style="list-style-type: none"> Finalise staffing details (<i>including first-aider</i>) and identify any parent volunteers 			
		<ul style="list-style-type: none"> Make a preliminary visit (<i>if necessary</i>) 			
		<ul style="list-style-type: none"> Write Event Specific Plans (as a team) 			
		<ul style="list-style-type: none"> Inform parents / obtain consent forms (<i>copy of letter sent to head for approval</i>) 			
		<ul style="list-style-type: none"> Plan itinerary 			
Stage 3	At least 4 weeks before the visit (6 weeks for residential visits)	<ul style="list-style-type: none"> Submit Evolve form to EVC 			
		<ul style="list-style-type: none"> Familiarise yourself with emergency procedures 			
Stage 4	At least 2 week before the visit	<ul style="list-style-type: none"> Check payments and consent forms (<i>Is the trip still financially viable?</i>) 			
		<ul style="list-style-type: none"> Inform the kitchen of any lunches required 			
		<ul style="list-style-type: none"> Reminder sent on Class Dojo 			
		<ul style="list-style-type: none"> Chase up any missing consent forms 			
		<ul style="list-style-type: none"> Organise groups and group leaders (<i>Consider experience of staff and needs/behaviour of pupils</i>) 			
		<ul style="list-style-type: none"> Briefing for all adults attending (<i>sign to confirm that they have read risk assessments/sign volunteer agreement</i>) 			
Stage 5	The day before	<ul style="list-style-type: none"> Further reminder sent on Class Dojo 			

	the visit	<ul style="list-style-type: none"> Check that medication is in school and in date and that first aid bags are fully stocked 			
		<ul style="list-style-type: none"> Prepare any other equipment needed 			
		<ul style="list-style-type: none"> Brief children on behaviour expectations 			
		<ul style="list-style-type: none"> Update and print copy of Emergency Procedures 			
	The <i>morning</i> of the visit	<ul style="list-style-type: none"> Update Evolve register 			
		<ul style="list-style-type: none"> Sign out when leaving the school 			
Stage 6	After the visit	<ul style="list-style-type: none"> Inform Head/EVC of any accidents or incidents 			
		<ul style="list-style-type: none"> Evaluate visit on Evolve 			
		<ul style="list-style-type: none"> Email a copy of this form to EVC 			

Appendix 3-Event Specific Plan Model

Staff	<p><i>Some things to consider:</i></p> <p><i>Who is going?</i></p> <p><i>Are there any medical considerations (allergies, mobility issues, pregnancy etc.)?</i></p> <p><i>Are any of the staff's own children going?</i></p> <p><i>How well do staff know the group</i></p> <p><i>Are there volunteers? How will they be briefed?</i></p> <p><i>What is the experience of staff going? How will this influence planning and grouping?</i></p> <p><i>Do we need to consider specific groupings based on staffing?</i></p> <p><i>What qualifications do staff hold? (First Aid etc)</i></p> <p><i>How will staff and volunteers be briefed?</i></p>
Transport	<p><i>Some things to consider:</i></p> <p><i>How are we getting there?</i></p>

	<p>What SWPs apply?</p> <p>Are there any specific dangers related to this trip? (Dangerous crossings, distance of carpark from venue etc.)</p> <p>Do any children or staff members suffer from travel sickness or toileting needs?</p> <p>Will we need to stop along the way? If so, where?</p>
Activities	<p>Some things to consider:</p> <p>What activities will be taking place?</p> <p>What SWPs apply?</p> <p>Are any of the activities considered to be dangerous?</p> <p>If using a provider, do they have appropriate qualifications/have they filled in a provider form?</p> <p>Will staff be leading any activities?</p> <p>Are they qualified/competent to do so?</p> <p>What will the level of supervision be during activities?</p> <p>Is any specific clothing/equipment needed for the activities? Who will be providing these?</p>
Group	<p>Some things to consider:</p> <p>Who is going?</p> <p>What SWPs apply?</p> <p>What is the age and maturity level of the group?</p> <p>Will certain children benefit from being in a group with a familiar adult?</p> <p>Are there any children or staff with SEND or behaviour that will need adjustments (Specific risk assessments to be completed where necessary.)</p> <p>Safeguarding issues?</p> <p>What adjustments may need to be made for individuals?</p> <p>Are there any friendship issues to consider in groupings?</p> <p>Do any children have medical issues/allergies? How will these be managed?</p> <p>How will children be briefed about expectations?</p> <p>What level of supervision does the group require?</p> <p>What staffing levels/ ratios do we need for this group?</p>
Environment	<p>Some things to consider:</p> <p>Where is the visit taking place?</p> <p>What SWPs apply?</p> <p>Will it be indoor or outdoor?</p> <p>Will weather need to be considered? Is there a plan B?</p> <p>What is the terrain like?</p> <p>Are there any dangers within the visit environment? (Water margin, roads, members of the public etc.)</p> <p>Is specialist equipment needed?</p> <p>What clothing will we need? Sunblock? How will we make sure everyone has what they need?</p> <p>Is more than one place being visited? Do we need to consider varying levels of supervision?</p>

Distance	<p>Some things to consider:</p> <p>How far away is the visit?</p> <p>What is the address?</p> <p>What SWPs apply?</p> <p>What will we do in the event of an emergency? Can we get immediate assistance from school?</p> <p>Will we need to make a stop along the way (toilets/services etc)?</p> <p>Where? How will this be supervised?</p> <p>How are we travelling? If walking, is it a suitable distance for the age and maturity of the group?</p>
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Appendix 4 – Emergency Procedure

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

- There is always a nominated emergency base contact for any visit (during school hours this is the office).
- 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.
- 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.
- 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.
- The visit leader 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.
- For visits that take place outside the School Learning Area, the visit leader will carry a copy of the Emergency Procedures for Visit Leaders. This will be pre-populated with emergency contact numbers.

Appendix 5- Volunteer Agreement

Volunteer Agreement

Thank you for becoming a trip volunteer. The role of a trip volunteer is an important one, and whilst enjoyable, it does require the acceptance of certain responsibilities. The following guidelines help to keep both you and our children safe.

1. Familiarise yourself with the risk assessments and the instructions given to the pupils prior to leaving the school and ensure these instructions are followed throughout the trip.

2. Know how many pupils are in your group and learn their names and faces. Be sure that all children are present before moving from one place to another. Raise an alert by telling the school staff **immediately** if you are unable to locate one of your pupils.
3. Always be safety conscious.
4. Be on time for designated meeting places and departures through the day/trip.
5. All School policies apply to all off site activities therefore as a volunteer you;
 - a. Must not shout at, restrain, hit or threaten a child.
 - b. Must not swear or use abusive, racist, religious, homophobic or sexual language
 - c. Must not smoke or use tobacco, including vapes or similar.
 - d. Must not consume alcohol before or during the trip.
 - e. Mobile phones should not be used in any capacity unless in an emergency situation.
 - f. Photos of children must not be taken on your mobile phones or personal devices.
 - g. Must not administer any medication to a pupil.
6. You have the authority to enforce the school trip rules and appropriate behaviour however the responsibilities for assigning consequences remains with the school teaching staff. Please ensure that you report any major and or continued poor behaviour to the school staff as soon as possible.
7. For the protection of both yourself and the pupils, do not place yourself in situations in which you are alone with a pupil.
8. Please do not purchase/give items or provide opportunities that are not offered to ALL pupils on the trip and only if approved by the lead teacher.
9. Sensitive information that you may learn about any of our pupil's abilities, relationships or background information must be kept confidential.

Safeguarding

If a pupil tells you something or you see something that concerns you, this should be reported to the visit leader immediately. If what has been disclosed and/or witnessed is of a safeguarding nature which may be putting the pupil's wellbeing at risk, this must be written down and will be reported to Mrs McKinnon, our Designated Safeguarding Lead by the lead teacher.

I have read, understood and agree to comply with these guidelines

_____ *Signature* _____ *Print Name* _____ *Date*

Appendix 6- Adventurous Activities

The following activities are regarded as 'adventurous':

- All activities in 'open country' (see below)
- Swimming (all forms, excluding publicly lifeguarded pools)
- Camping
- Canoeing/ kayaking
- Sailing/ windsurfing/ kitesurfing

- Rafting or improvised rafting
- Use of powered safety/ rescue craft
- All forms of boating (excluding commercial transport)
- Water skiing
- Snorkel and aqualung activities
- Hill walking and mountaineering
- Rock climbing (including climbing walls)
- Abseiling
- River/ gorge walking or scrambling
- Coasteering/ coastal scrambling
- Underground exploration
- Shooting and archery
- Snowsports (including dry slope)
- Air activities (excluding commercial flights)
- Horse riding
- Motor sport (all forms)
- High level ropes courses
- Off road cycling/ mountain biking
- 'Extreme' sports

'Open country' is normally defined as land above 300m, or more than 1.5 km (30 mins) from vehicular access. However, this is an arbitrary boundary and there may be occasions where this definition is inappropriate.

The following activities are **not** regarded as 'adventurous'. However, these activities must be supervised by a member of staff who has previous relevant experience and who in the opinion of the EVC and Head is competent to supervise the activity:

- Walking in parks or on non-remote country paths
- Field studies - unless in the environments stated in 'open country'
- Swimming in publicly lifeguarded pools
- Theme parks
- Tourist attractions (including commercial 'show caves')
- Pedal go-karts
- Ice skating (rink)
- Farm visits
- Local traffic survey
- Museum, library, etc.
- Physical Education and sports fixtures (other than the above)
- Water-margin activities

