

# Bromley Heath Infant School Educational Visits Policy

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<b>Review Group</b>	<b>Curriculum Committee</b>
<b>Ratification Group</b>	<b>As above</b>
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<b>Related Policies</b>	Health and Safety Policy
<b>Chair of Curriculum Committee Signature</b> Signed _____	

Policies, Procedures or Practices	Educational Visits Policy	Date	
EIA CARRIED OUT BY:	T Long	EIA APPROVED BY:	T Long

**Groups that may be affected: N/A**

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		
Gender Reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

This policy is supplemental to the School's Health & Safety policy and applies to all educational staff, pupils and volunteers.

In addition to the schools Educational Visits Policy, the Employer expects staff and others to follow the standards of the [Outdoor Education Advisors Panel National](#) (OEAP). Any deviation from these standards will be covered by a detailed risk assessment.

## 1 – INTRODUCTION

Educational visits are considered to be a valuable part of a pupil's education and the school is committed to provide a learning experience through varied, well planned, managed and conducted visits off the school site. Visits will

- Enrich the learning experience of all pupil's
- Support the curriculum
- Expand teaching and learning strategies available to staff
- Enhance the social development of all pupil's

## 2 – DEFINITION OF A VISIT

For the purpose of this policy, a visit may include an excursion off site for the day or half day, this may include outdoor pursuit activities, a residential stay for a night or more, time spent overseas or a longer expedition in the UK.

## 3 – DEFINITION OF ROLES WITHIN THE SCHOOL

An **Educational Visit Approval group** and **Visit Leadership team** have been set up to assist with the planning, notification, approval and leadership of activities and visits. Their roles and responsibilities are as follows:

- a) **EDUCATIONAL VISIT APPROVAL GROUP** – This group will consider proposed visits for approval and ensure that all necessary information about the visit is available. The group may consist of:
  - **The Head Teacher** – Will be aware of their responsibilities and the responsibilities of others when schools organise visits. See [OEAP](#) for further guidance
  - **Staff/Associate Governor** – Will be aware of their responsibilities and have an understanding of school visits and the role these play in schools. See [OEAP](#) for further guidance
  - **Educational Visits Coordinator (EVC)** – It is good practice to appoint an EVC but where one is not nominated, by default, this role rests with the Head Teacher. The EVC needs to be competent, ideally have experience of leading school visits or being suitably qualified. See [OEAP](#) for further guidance
  
- b) **VISIT LEADERSHIP TEAM** – This will comprise of all adults on a visit who share the responsibility for supervision. All should be well briefed by the Visit Leader to be clear about their roles and tasks allocated to them.
  - **Visit Leader** – Responsible for the visit and who will have overall responsibility for the safety and conduct of participants and the **Visit Leadership Team**.
  - **Assistant Leader** – Provides support to the Visit Leader and is capable of taking over from the Visit Leader when necessary
  - **Activity Leader** – Responsible for the management, supervision and safe conduct of the group taking part in a specific activity within a visit.
  - **Helper** – An adult who has an agreed role during the visit but is none of the above e.g. an inexperienced member of staff, a parent etc.

**4 – COMPETENCE/INDUCTION/TRAINING** – Staff and volunteers participating in any educational visit are aware of the extent of their duty of care and are competent to carry out their defined roles and responsibilities. This is particularly important for both newly qualified and newly appointed staff and the school will ensure that an induction programme for educational visits is established. An assessment of the training requirements for staff and volunteers will be carried out and appropriate training completed where required. This will include Visit Leader and EVC training.

**5 – PLANNING A VISIT** – The following steps will be followed for staff wishing to plan a visit

**a) INITIAL PROPOSAL & HAZARD RATING** - The person proposing a visit will complete THE INITIAL PROPOSAL and HAZARD RATING FORM. (**Appendix 1**)

This form is designed to provide sufficient information to enable the **EDUCATIONAL VISIT APPROVAL GROUP**, to decide whether it will proceed to the formal planning stage.

**b) INITIAL APPROVAL** – *The EDUCATIONAL VISIT APPROVALS GROUP* will assess the information provided and decide whether the visit:

- a) conforms to the type of educational visit the school undertakes and
- b) is able to be organised effectively in order to minimise/control the risks associated with it.
- c) this must be completed as far in advance of the visit as possible but at least 4 weeks prior to the visit.

If the assessment indicates that the requirements have not been met or there is insufficient information on which to make a decision, then either additional information will be requested or the visit will not be approved.

If Approval is given then an individual will be appointed as the **VISIT LEADER** for the visit and the visit given a risk assessment classification by the **EDUCATIONAL VISIT APPROVALS GROUP**. The risk assessment classification will be High, Medium or Low. This is based on the following:

**High Risk** - Visits involving adventurous activities

**Medium Risk** - residential visits.

**Low Risk** - Short duration visits in the local vicinity or regular visits. This would include visits to local shops, park etc

**c) CHECKLIST/ RISK ASSESSMENT** -

The appropriate visit checklist/risk assessment, either local/day (**Appendix 2**) will be completed by the **VISIT LEADER**. This will include, or have attached, all relevant information about the trip and may involve the **VISIT LEADER** undertaking a preliminary visit to the venue. Where an external provider and facilities are used, the school will take advantage of any national schemes that provide assurances of safety and quality of provision e.g. there should be no need to seek assurances from adventure activity providers who hold the Learning Outside the Classroom (LOtC) Quality badge (covers both quality and safety of all activities provided) See link <http://lotcqualitybadge.org.uk/>. Where a provider does not hold such accreditation, a **PROVIDER STATEMENT FORM (Appendix 4)** will be sent to them asking for relevant information.

Risk assessments will be proportionate to the risks involved and most low risk visits will need no specific risk assessment e.g. local places of worship, a library, forest schools or where the risks are routine and controlled by a service provider e.g. visits to the swimming pool. A general risk assessment has been completed to cover all such low risk visits which will be regularly checked to ensure the precautions remain suitable.

Throughout the visit, dynamic/ongoing risk assessing will take place if/when required.

**d) FORMAL APPROVAL OF VISIT** - Once completed, the Risk Assessment Form will be submitted to the **EDUCATIONAL VISIT APPROVALS GROUP**, together with any supporting paperwork. The **EDUCATIONAL VISIT APPROVALS GROUP** will then decide whether the trip should proceed to the next stage, whether additional information is required or if the trip is no longer felt to be appropriate.

**e) PARENTAL INTEREST/CONSENT** – Written consent from parents is not required for pupils to take part in the majority of off-site activities organised by the school as most of these activities take place during school hours and form part of a pupil's education. However, parents should be told where their child will be at all times and of any extra safety measures required. A 'one-off' consent form which parents will have been signed when a pupil enrolls at the school. This will cover the pupil's participation in day trips, adventure activities and off-site sporting fixtures outside the school day.

Specific individual written consent is usually only requested for activities that need a higher level of risk management or those that take place outside of school hours e.g. visits abroad and some visits involving third party provision (for example an outdoor education centre) where the provider requires their own consent forms to be signed.

Provided sufficient interest is indicated then the process will move to the next step

**f) CONFIRMATION OF VENUES ETC.** - This is where the relevant provisions will be finalised. In particular the venue and transport will be booked and both the numbers of pupils to attend and [adult supervisors](#) confirmed. All transport used must be fitted with seatbelts and must be worn at all times.

**g) LETTER TO PARENTS** – A letter will be sent to parents/guardians explaining in detail what the trip aims to achieve and what they will need to provide, e.g. pocket money, packed lunch, appropriate clothing etc. It will also indicate whether they will need to contribute towards the funding of the trip and the likely cost. (refer to 6 for further details)

**h) BRIEFING OF PUPILS** - Pupils must know what to expect and what is expected of them and this will include codes of behaviour conduct implemented by the school.

**i) SAFEGUARDING** – It is the responsibility of all staff and adults to safeguard and promote the welfare of pupils during any school visit and any risks will be considered during the planning process.

**j) INCLUSION** - The principles of inclusion will be promoted and addressed ensuring:

- an entitlement to participate.
- accessibility through adaptation or modification, including the provision of auxiliary aids and services.
- integration through participation with peers.

**k) EMERGENCY PROCEDURES AND INCIDENT REPORTING** - Details relating to emergency provision will be finalised and will include 24/7 access cover at base. The emergency contact will have access to all details of the visit, including medical and next-of-kin information regarding staff and pupils. All accidents/incidents will be reported as in accordance with the schools H&S policy. (Appendix 4)

**m) THE VISIT** - The visit takes place. Some visits may be subject to monitoring by the EVC

**n) DEBRIEF & EVALUATION** - Staff and pupils involved will be asked to comment on the visit highlighting where things worked out positively and identifying any concerns. (Appendix 5)

**6 – CHARGING POLICY (DfE guidance to be followed - Charging for school activities)**

**7 – INSURANCE**

Insurance cover will be checked for all school visits. Further advice can be obtained from the schools insurance provider

**8 – APPROVAL AND REVIEW**

The policy will be reviewed regularly and updated to remain current and in line with good practice.