

Off-Site Visits Policy 2019/20

Written by:	Russ McKee	Date: 17/09/2019
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Last reviewed on:	09/2019
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Next review due by:	09/2020
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Approved by:	Tom England
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The purpose of this policy is to set out clearly the procedures for ensuring safety at the various categories of off-site educational visit.

We aim to use off-site educational experiences to enhance the learning process across the whole curriculum. We see it as an approach which is essentially cross-curricular, and it will in many cases form the basis (first-hand experience) from which further studies are made.

We have adopted the guidance provided by the Department of Education to determine policy and practice when engaging in off-site work with our pupils.

Outdoor education contributes to:

- The promotion of a positive response towards personal health, safety and well being
- The gaining of a greater understanding and appreciation of the wider world
- An awareness of the need for sustainable relationships between people and the environment
- The fostering of the growth of self-esteem, co-operation with others and personal responsibility.

Cross Reference: Health and Safety Policy; Child Protection and Safeguarding Policy; Supporting Pupils with Medical Conditions Policy; Outdoor Education Policy.

Legal Framework

Department of Education guidance on Health and safety: advice on legal duties and powers, February 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335111/DfE_Health_and_Safety_Advice_06_02_14.pdf

Roles and responsibilities

Each Head of Centre acts as the Educational Visits Coordinator (EVC) and is responsible for ensuring that all off-site activities comply with Department of Education policy and guidance.

The EVC will be involved in the planning and management of all school visits though not necessarily in the actual visit itself. The visits will be planned in line with the agreed policy for Teaching and Learning. For each visit made there will be an identified group leader. The group leader will have overall responsibility for the supervision and conduct of the visit including direct responsibility for the pupil's health, safety and welfare whilst off site.

EVCs should:

- Where appropriate, authorise at school/centre level all category 'A' and 'B' visits. Category 'C' visits will be supported by the EVC but approved at Management Committee level. (See page 3)
- Ensure all required documentation and organisational checklists are complete

Pupils also have responsibilities. They should:

- Not take unnecessary risks.
- Follow the instructions of the group leader, activity leader or other member of staff.
- Behave sensibly, keeping to the agreed code of conduct and behaviour policy.
- Inform a member of staff of any significant risks.
- Represent the school and its high expectations.

Parental responsibilities are:

- Inform the group leader of any medical details relevant to the trip.
- Provide emergency contact numbers.
- Sign the consent form.

Visit Leaders should:

- Be named and known to all involved in the visit.
- Not take unnecessary risks.
- Ensure that school contact and Head of Centre numbers are easily accessible for the duration of the visit.
- Ensure all adults are fully briefed as to the expected 'dos and don'ts' in relation to pupil management and visit outcomes (FORM 6 to be completed by HOC or SHOC).
- Contact the school/HOC/SHOC if support or guidance is required in relation to any unexpected event.
- Complete a Visits Evaluation Form (Form 7) following an educational visit. A copy of the form is attached to this policy. Completed forms should be returned to the EVC.

Parent Volunteers should:

- Not be involved in the management of a group of pupils which includes their own child.
- Work under the direction of the Visit Leader.

Activity Categories and Approval Procedures

Category	Example of visit/activity	Approval Procedure
A	Visits and journeys with risks similar to that of everyday life, e.g. historic sites, museums, local walks, theatres, fieldwork in the locality.	HOC or EVC approval depending on school procedures. Group leader approved by head. Governors - notification only
B	Outdoor/adventure activities in more remote areas having an element of risk, e.g. <ul style="list-style-type: none">• walks below 600m altitude.• activities in countryside environments.• any visit with a residential element within the UK, eg. activity centre.• specialised activities require NGB Qualification for leaders/instructors.	SHOC - approval Management Committee informed if residential.

C	All activities in, on, close to water. All visits abroad. All recognised hazardous activities. Activities with significant Health and Safety concerns. Activity leaders require NGB qualifications.	SHOC - approval Management Committee approval if residential.
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NB

Some Category 'B' activities may take place in remote or hazardous environments and require specific skills, experience and safeguards in order to minimise risks so they are tolerable. It is important that leaders of such activities without recognised National Governing Body (NGB) qualifications do not overestimate their skills.

Additional members of staff and volunteers will assist the group leader in ensuring the health, safety and welfare of all people on the visit. They must be clear about their roles and responsibilities whilst taking part in the visit or activity.

Supervision Ratios

There are many variables that may govern the appropriate staffing ratio for a particular visit or activity. A condition or set of circumstances may be more hazardous to one group or individual than another. This highlights the crucial role of Risk Assessment in the supervision aspects of off-site activities and it should never be assumed that the ratios given in this document as guidelines will always be adequate, they are the **minimum** suggested by the HSE. The following circumstances may apply to warrant an improvement on the minimum ratio:

- The age, gender, attitude, ability, behaviour and competence of the group members
- The extent to which young people with SEN or behavioural needs are included in the group
- The nature of any planned specialist activities
- The experience and expertise of the adults
- The duration and nature of the journey
- The need to maintain adequate supervision throughout the programme.

The following ratios are put forward therefore as the minimum guidelines.

Category A Visits		
Key Stage 2 (Years 5 and 6)	1 : 8 1 : 6 thereafter	1 QTS + 2 others
Key Stages 3 and 4 (Years 7-11)	1 : 4 1 : 6 thereafter minimum	1 QTS + 2 others
Category B Visits		
Key Stage 2	1 : 8 1 : 6 thereafter	1 QTS + 2 others
Key Stages 3 and 4 (Years 7-11)	1 : 4 1 : 6 thereafter minimum	1 QTS + 2 others

Category C Visits		
Key Stage 2	1 : 8 1 : 6 thereafter	1 QTS + 2 others
Key Stages 3 and 4 (Years 7-11)	1 : 4 1 : 6 thereafter minimum	1 QTS + 2 others

Risk Assessment

Risk assessments for educational visits can be usefully considered as having three levels:

- Generic activity assessments which are likely to apply to that activity wherever and whenever it takes place.
- Visit/site specific assessments which will differ from place to place and group to group.
- On-going or dynamic assessments that take account of, for example, illness, changes in weather or change of planned activity (plan B required)

It is also important to consider what effects accident to, or illness of staff may potentially have on the activity or visit. Risk assessments should be recorded, reviewed and amended if necessary, and in particular for:

- Any new programme, activity or environment
- Specific activities, locations, circumstances or groups which may hold health, safety or welfare concerns
- Any large scale event (eg sponsored walk)
- All category C visits or activities

The school has a robust risk assessment system in place. All necessary forms are held by the EVC, with commonly used forms available to all staff.

The following four forms (attached) should be regarded as the minimum requirement for all visits that require specific parental consent and for which generic or specific risk assessments are not yet in place. Such visits will fall mainly within the 'A' and 'B' categories.

Form 1 Visit Proposal/Notification.

Form 2 Checklist for Teaching Staff and Office Staff.

Form 3 Educational Visit Risk Assessment.

Form 4 Notification of Staff and Volunteers for Educational Visits.

Form 5 Additional form only completed for any Category C visits.

Form 6 Additional Advice for volunteers.

Form 7 Visits Feedback form.

General

This policy supports the school's Health and Safety Policy.

The Planning Checklist, including Preliminary Visits notes, is to be followed by all staff.

Pupils are not permitted to take/use mobile phones on educational visits.

For residential visits, please ensure details are kept of any medical concerns reported by pupils. Please log the nature of the concern and the action taken.

Form 1: Notification of Approval of Proposed Educational Visit

*To be completed when making arrangements for **any** visit off site.*

Visit to:		Residential	
Name of Party Leader:		Date of Visit:	
Time of departure from school:		Time of departure from venue:	
Time of arrival at venue:		Estimated arrival time back at school:	
Summary of visit:			
Purpose of activity, including specific educational objectives:			
Transport arrangements:			
Age range of pupils:		Adult :	
Number of boys		Number of male adults	<i>To be completed on separate form</i>
Number of girls		Number of female adults	<i>To be completed on separate form</i>
Total number of pupils		Total number of adults	<i>To be completed on separate form</i>
Any pupil issues (SEN, behaviour etc)			

I have studied this application and am satisfied with all aspects including the planning, organising and staffing.

Approval given is subject to receiving:

- All relevant information, including a risk assessment, a final list of group members, details of parental consent and a detailed itinerary at least two days prior to departure.
- Details of any incidents within 14 days of return
- Any further requests detailed below.

Educational Visit Co-ordinator:

Signed:

Date:

Senior Head of Centre /Chair of Management Committee:

Signed:

Date:

Form 2: Checklists for Teaching Staff for Education Visits off site

Checklist regarding the Office:

- ☐ Venue Booked
- ☐ A Notification for Approval Form is completed in which key information is passed to the office for the coach to be booked and arrangements to be made. *This needs to be completed well in advance of the educational visit taking place.*
- ☐ Preliminary visit undertaken if the site has not been visited by a member of staff on a previous occasion.
- ☐ Risk assessment completed and passed to office at least 3 days prior to visit.
- ☐ Letter despatched to parents/carers 3 weeks prior to visit (by office)
- ☐ List of names of staff and volunteers passed to office for List 99 check (*Please hand this information to the office 2 days prior to the educational visit so that the checks can be completed and returned in time*)
- ☐ Inform office if lunchtimes to be affected e.g. visits taking place just morning or afternoon

PLEASE NOTE: The office staff will chase and monitor all return slips regarding pupils attending the educational visit. This information will be passed to the class teacher prior to the day of the visit. Additional chasing or monitoring of slips within the class is therefore not necessary.

Checklist regarding your own class:

- ☐ Sick bucket(s)
- ☐ First aid kits (enough for each group leader)
- ☐ Medication obtained for specific pupils who require it (Pupil Health Plans)
- ☐ Information about the venue itself/a timetable of activities and events if applicable
- ☐ Tissues/paper towels
- ☐ Group lists and group leaders (including their mobile phone numbers)
- ☐ A class list with absent pupils marked upon it
- ☐ The school mobile phone
- ☐ A change of clothes/spare uniform/underwear
- ☐ Sketch books/pencils/pens
- ☐ Hand wipes
- ☐ Camera(s)
- ☐ A cheque from the school to be handed in at the venue (if applicable)
- ☐ Bin bags/Carrier bags (for illness and collecting rubbish at lunch time)
- ☐ FSM for all eligible pupils

Form 3: Educational Visit – Risk Assessment

Visit Planned:

Date of Visit:

Risk Assessment Total Score:

Date:

Signed:

Party Leader

Select the score for the best fit comment under each heading and tick box. Add up the score and tick appropriate risk heading below.

	The activity 1 2 3 4 5	The individual 1 2 3 4 5	The activity leader 1 2 3 4 5	The environment 1 2 3 4 5	Access to First Aid 1 2 3 4 5	External factors 1 2 3 4 5
1	Within the everyday experience of the individual	Very experienced, appropriate level of competency	Experienced and qualified at the appropriate level	Urban or rural with hazards that are predictable	Access to qualified staff and first aid equipment	Weather appropriate to the activity, any change will have no adverse effect on the group
2	Outside the everyday experience of the individual, but the tasks have familiar aspects	Regular exposure to the activity, an adequate level of competency	Minimal qualifications, regular participant	Urban and rural with hazards that change quickly	Access to basic qualified staff and first aid equipment	Weather appropriate to the activity, any change will have minimal effect, but will not affect safety.
3	Outside the everyday experience of the individual, but competency has been achieved in training	Experience at a recreational level, some competency	Minimal qualifications, recreational participant.	Industrial. Overnight stays.	Access to unqualified staff and first aid equipment	Weather change could lead to problems if the group is not adequately prepared by training or equipment

4	Outside the everyday experience of the individual but training has been given.	Some experience at an introductory level. No competency	Some experience as a leader. Limited or recreational participant	Proximity to water, cliffs, or to other dangerous topographical feature, e.g. danger of drowning and of injury by falling debris.	No access to first aid staff and limited to first aid equipment.	Weather change could lead to serious problems if the group has not achieved a level of competency in the activity or is not adequately equipped
5	Outside the experience of the individual with no similar aspect training etc	Absolute novice, no experience of the activity and/or has special needs.	No experience of the activity in a leader capacity, some experience as a participant	Travel to other countries. Areas classified by NGB's as advanced, e.g. sea, wilderness areas etc	No access to first aid staff and no equipment	Weather change could have serious repercussions for the group
Assessment		6-10 Low risk	11-19 Medium Risk <u>Total 18.</u>	20 – 25 High Risk	26-30 Unacceptable Risk	
Definition		The possibility and nature of an accident occurring are not substantially different from those encountered in every day experience	The hazards encountered are outside the group's experience, but by adopting principles of safe practice should bring them to an acceptable level.	The hazards encountered are either extreme or very much beyond the everyday experience of the group. The repercussions of an accident could lead to serious consequences	The hazards encountered are far beyond his experience of the group and the Party Leader. The visit should not proceed.	

Hazards Identified – Educational Visits

Hazard identified	How to manage them
<p>Additional notes:</p> <p>Signed _____ Head of Centre/EVC Coordinator</p>	

Form 4: Notification of Staff and Volunteers for Education Visits

Name	M/F	Staff/Volunteer	Skills/Qualifications e.g. First Aid	Date DBS check/List 99 completed by office

Adult : Pupil ratio:	
Number of male adults	
Number of female adults	
Total number of adults	

Signed _____ Visit Leader Date _____

Signed _____ EVC Date _____

Form 5: Category 'C' Education Visits

PART A (to be completed by the school)

CENTRE NAME	
HEAD OF CENTRE	
EVC	
PARTY LEADER and EXPERIENCE IN THIS TYPE OF VISIT	
MAKE UP OF PARTY	STAFF NUMBERS M <input type="checkbox"/> F <input type="checkbox"/> PUPIL NUMBERS M <input type="checkbox"/> F <input type="checkbox"/>
DESTINATION	
TRAVEL BY...	
ACTIVITIES PLANNED	
PRELIMINARY VISIT: DATE AND ISSUES ARISING	
FORMS SUBMITTED (Tick boxes)	LEV1 <input type="checkbox"/> LEV2a/2b for each 'C'activity <input type="checkbox"/> Itinerary <input type="checkbox"/>
DETAILS OF WHICH ACTIVITIES ARE SCHOOL-LED AND WHICH ARE INSTRUCTED/LED BY QUALIFIED STAFF	

APPROVAL – SCHOOL	SIGNATURE and DATE	COMMENTS
HEAD OF CENTRE		
SENIOR HEAD OF CENTRE		
CHAIR OF MANAGEMENT COMMITTEE		

Form 6: Checklist for Volunteers

Educational Visits

Prior to an educational visit taking place, the following checklist needs to be shared with all volunteers to ensure that pupil safety and conduct is adhered to. This should be conducted by the Headteacher.

1. Ensure that you understand the structure of the trip e.g. (times and locations)
2. Ensure that you have a clear list of the pupils within your group
3. Ensure that your group remains with you at **all** times throughout the day unless they have been otherwise instructed by a member of school staff.
4. Expect pupils to behave appropriately and report any behaviour which may compromise their safety to a member of staff. Act as a role model for appropriate behaviour and manners.
5. Never enter any toilet cubicle with a pupil alone. Ensure that visits to the toilet with pupils always happen when another adult from the school party is present.
6. Ensure that you have the school mobile number and school phone number with you at all times. MOBILE: LANDLINE:
7. Ensure that no pupils are photographed or videoed during the day either by yourself or any member of the public.
8. Report First Aid incidents immediately to a member of the teaching staff.

Date:

A Visit to:

Please sign to say that you have read and understood the points listed above. Thank you.

Signature of the Volunteer	Printed Name
1	
2	
3	
4	
5	

Form 7: Visits Feedback form.

Can you explain how the objectives of the trip were met?

Can you explain how the pupils were engaged?

Can you explain how the pupils responded?

Would the pupils like to undertake the visit again?

Did the visit represent value for money?

What other follow up would you suggest?

Please provide some pupil comments.