

Southend East Community Academy Trust

'Strong Partnerships, Strong Community, Strong Schools'

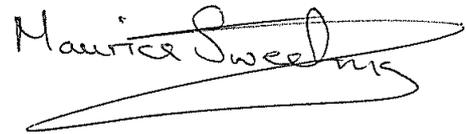
Educational Visits Policy

Status: Recommended

Updated: December 2019

Reviewed and ratified by: Personnel and Pay Committee

Signed by Trust/Committee Chair: _____

A handwritten signature in black ink that reads "Maurice Sweeting". The signature is written over a horizontal line.

Next Review date: June 2021

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Southend East Community Academy Trust is a company registered in England and Wales 7825856.
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Overview

The trust acknowledges the great value of Educational Visits in broadening and enhancing both the learning and social experience of pupils.

Under National Guidance for the management of outdoor learning, off-site visits and learning outside the classroom (provided for the DfE by Outdoor Education Advisers Panel - OEAP) all schools are recommended, this was a requirement until 2011, to have a named Educational Visits Co-ordinator (EVC), who will ensure that the planning and supervision of all visits and adventurous activities meet the DfE Requirements and LA guidelines. All guidance referred to in this Policy can be found at the OEAP National Guidance website <http://oeapng.info>

Each SECAT School have their own named Educational Visits Co-ordinator. Please see Appendix A for individual school's details.

The role of the EVC is to coordinate the visits from this school, ensuring that each has been planned to take account of: the needs of participants, the stated education aim of the visit, and to ensure that suitable arrangements are in place to manage risks. The EVC will also ensure that each visit is properly approved by the Headteacher.

All Visit Leaders should read this policy in conjunction with the SBC Policy for the Safety Management of Learning Outside of the Classroom (which can be found on the EVOLVE website under SBC Policy Documents). Forms referred to in this policy are available from the EVC, or the EVOLVE website (Go into "Guidance" then "Forms").

Approval of Visits

All matters relating to visits outside of school – feasibility, planning, safety, organisation etc. – will require the prior approval of the EVC.

Approval of 'normal' day visits is at the discretion of the EVC / Headteacher. However; visits that involve:

- Travelling overseas
- A residential experience, or
- an adventurous activity (as defined in SBCs Visits Guidance)

will require the additional approval of the Headteacher (online through EVOLVE) and the school's Academic Committee body will also need to be informed about these visits prior to a commitment being made.

If an external provider or tour operator is being used, it may be useful to use the "External Provider Form" (in the Form section of the website) to obtain essential information from them, at the time of the provisional booking. Providers used regularly by Southend schools will have already completed a provider form via the LA. It's worth checking, through your EVC, before sending your own form.

Competence to Lead

Any member of staff leading a visit must be assessed as 'competent to lead' before approval for the visit is given. For the majority of visits the EVC / Headteacher will determine whether staff are competent to lead visits or not. Guidance can be found on the OEAP website – Essential Guidance Section 3.2d

If a member of staff will lead an activity which requires specialist skills (e.g.: skiing or canoeing) it is essential that they hold nationally recognised qualifications and have an appropriate level of experience.

Reasons for Visits

It is essential that all visits have sound and clearly stated educational aims. Trips 'for the sake of it' will not receive approval.

Assessment of Risk

'Risk assessment' is a careful examination of what could cause harm to pupils, staff or others, together with an identification of the control measures necessary in order to reduce risks to a level which, in the professional judgement of the assessor, is deemed to be acceptable (i.e. low).

In considering risk, there are 3 levels of which visit leaders should be mindful:

- Generic Risks – normal risks attached to any activity out of school. These could be covered by careful completion of the SBC Visits checklist – EVOLVE website - Forms
- Event Specific Risk – any significant hazard or risk relating to the specific activity and outside the scope of item 1 above. These should be recorded on the SBC School Visits Risk Assessment Form". EVOLVE website – Template Risk Assessments
- Ongoing Risk – the monitoring of risks throughout the actual visit as circumstances change.

Further detail on risk assessment will be found on the OEAP website <http://oeapng.info>

Plan B

Despite the most detailed and sedulous pre-visit planning, things can go wrong on the day, e.g. parent helper is unavailable, member of staff is ill, transport fails to arrive, museum have lost booking, etc. To avoid having to make important decisions under pressure, it is important that some advanced thinking is done to cater for any foreseeable eventuality. This takes the form of a **Plan B**.

Staffing Ratios

A professional judgement must be made by the Visit Leader, Headteacher or Deputy Headteacher as to the appropriate ratio for each Visit.

EYFS Nursery	Minimum 1: 2
EYFS Reception:	Minimum 1: 4
Key Stage One	Minimum 1: 8
Key Stage Two	Minimum 1: 10
Key Stage Three	Minimum 1: 10
Key Stage Four:	Minimum 1: 10
Sixth Form:	Minimum 1: 10

These will be further determined by:

- type, duration and level of activity
- needs of individuals within the group (SEN)
- experience and competence of staff and accompanying adults
- nature of the venue
- weather conditions at the time of year
- nature of transport involved

A useful framework for assessing requirements for ratios and effective supervision is **SAGED**:

- **S**taffing requirements – trained? experienced? competent? ratios?
- **A**ctivity characteristics – specialist? insurance issues? licensable?
- **G**roup characteristics – prior experience? ability? behaviour? special and medical needs?
- **E**nvironmental conditions – like last time? impact of weather? water levels?
- **D**istance from support mechanisms in place at the home base – transport? residential?

Further guidance is on <http://oeapng.info> Section 4.3b

Supervision

Pupils must be supervised throughout all visits. However, there are circumstances when they might be unaccompanied by an adult (remote supervision). The decision to allow remote supervision should be based on risk assessment and must take into account factors such as:

- prior experience of pupils
- age of pupils
- responsibility of pupils
- competence/experience of staff
- environment/venue

Role of Supervising Parents

Supervising parents must be fully briefed on the programme, venue, activities, supervision arrangements and their responsibilities. They must also be given a written list of the pupils in their immediate care.

Adults who have regular or unsupervised access to young people must be DBS checked, if eligible. This also applies to adults participating in a residential visit and parents hosting foreign students as part of a language exchange programme.

First Aid

The level of first aid provision should be based on risk assessment. On all visits there should be a member of staff who has a good working knowledge of first aid. The Appointed Person First Aid Certificate is the minimum requirement for residential visits.

First aid kits are available from (name); if the visit involves the party splitting up by any distance, a kit should be taken for each group.

Transport

Travel arrangements should be included in the risk assessment. If public transport is to be used, all pupils and supervisors must be fully briefed as to procedures on platforms, at bus stops, on busy streets etc.

If travel is by coach or minibus, all pupils must wear a seat belt. Staff must ensure that pupils comply with this rule; pupils may also be asked to check the seat belt of their neighbour. If a minibus is being borrowed or hired, the driver must have passed an appropriate driving test, as given in minibus guidelines

A template Travel Risk Assessment is on Evolve – Template Risk Assessments

Specialist Activities and Visits

Where pupils might participate in learning activities that are most specialist then staff should refer to Guidance contained in OEAP Section 7 – Specialist Activities and Visits. All staff, including parents, should be provided with a copy of this guidance prior to the visit.

Seeking Parental Consent

Parents should be made fully aware of any likely risks of the visit and their management, so they may consent or refuse on a fully informed basis (known as 'Acknowledgement of Risk').

The letter to parents should therefore give full detail of the visit, the reason for the visit (educational aims), supervision arrangements and the transport arrangements. Ensure that detail of other incidental activities is included, together with Plan B if appropriate. The letter should also state the cost of the visit per child.

The reply slip should read:-

"I give permission for my child _____ to take part in I have read and understand the information about the visit. I enclose my voluntary contribution."

In the case of sports fixtures, the reply slip should read:-

*"My child _____ is able to play in the match (at) on
I have read and understand the information in the letter, and give permission for my child to take part."*

Before the Visit

- 1a) For local, low risk visits (e.g. a visit to a local park), fill in the school's "local visits" form as soon as possible before the visit. Copies should go to the office and EVC
- 1b) For visits which take place outside of the Southend area AND residential, overseas, or adventurous activities, complete enter the visit details onto the EVOLVE system.
- 1c) Ensure your establishment's Critical Incident Management Plan (CIM plan) is up to date.

If approved:-

- 2) Book Visit
- 3) Book Transport
- 4) Send letter home
- 5) Ensure paperwork or EVOLVE forms have been completed fully taking into account any last minute changes

On the Day of the Visit

Be sure to:-

- Collect first aid kit(s)
- Collect bucket if appropriate
- Send pupils for asthma inhalers
- Brief supervising parents
- Give supervising parents their lists of pupils
- Ensure accompanying staff know procedures to follow in an emergency (Panic card/CIM plan)
- Ensure that a minimum of one mobile phone is working, and that the office has the number(s). If the visit is on EVOLVE this should be number given in leader details.
- Perform an initial head count before departing

During the course of the visit, pupils should be counted regularly as appropriate, and always when changing locations. Staff should always 'double-count' to ensure accuracy.

The mobile phone(s) should be switched on during the entire homeward journey.

After the Visit

It is important that after each visit a proper debrief takes place. This should take place within a week of the visit date, and should involve the Visit Leader, accompanying staff and, if appropriate, the supervising parents. The purpose a debrief is to, identify what went well and what could have been done better in order to, inform future planning.

Staff Time in Lieu Allocation

According to the government regulations regarding Contract of Employment and Working Hours, workers may be entitled to 'compensatory rests' if they don't have the right to specific rest breaks, for example: if they need to work because there is an exceptional event or the job needs round the clock staffing. This is enforced by the Health & Safety Executive.

All staff attending a SECAT residential trip should be offered the opportunity to take time in lieu for their attendance. For every night that is spent on a residential visit the SECAT trustees have agreed that: a member of staff will be entitled to half a day (3 hours) in lieu. This time should be taken within one year of the visit and on a mutually agreed date, between the staff member and the headteacher.

Finance

Please refer to the individual school 'Charging & Remissions Policy' for details.

Individual School Educational Visits Co-ordinator

Bournes Green Infant School	
Bournes Green Junior School	
Hinguar Primary School and Nursery	
Richmond Avenue Primary and Nursery School	Mrs Sylvi Richardson
Shoeburyness High School	
Thorpedene Primary	Steph Champney