Hollybrook Infant and Junior Schools

Educational Visits Policy

Dream, Believe, Achieve, Care

At the Hollybrook Schools we aim to ensure that learning is meaningful, stimulating and challenging, reflecting the ever-changing world around us. We want to empower children to be independent, resilient, creative, collaborative, responsible and feel valued as members of the community with a passion for learning. We believe in educating the whole child, nurturing every child's talents to realise their potential and achieve their dreams.

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Reviewed by:	Marcella Dobson
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Approved by: _____ (Headteacher) **Date:**_____

The Hollybrook Schools – Educational Visits Policy

As part of the broad and balanced curriculum in every year group, opportunities are frequently taken to enrich and enhance this through outdoor learning, outdoor education and educational visits. Children's learning and development is enriched and extended by learning outside of the classroom within our school grounds, our local community and further afield. Such educational visits can provide an enjoyable and motivating experience from which further learning in school can be developed.

The school's policy and procedures are formulated in conjunction with the advice, guidance and training provided by Hampshire County Council Outdoor Education.

Aims

At The Hollybrook Schools we are committed to providing outdoor learning opportunities to enable pupils to:

- Broaden their educational experience and extend their learning through activities on and off site, appropriate to their age and ability
- Develop their awareness of interesting opportunities beyond school
- Experience out of school activities within a supervised peer group

It is the school's aim that all pupils will take part in the educational visits and outdoor learning. Appropriate adaptations will be made wherever possible, to accommodate pupils with special needs or disabilities, whilst ensuring the safety of the child, the rest of the group and the staff. Alternative venues will be considered if a venue is unable to cater for a pupil with a disability. Adjustments will not impinge unduly on the purpose of the educational visit or outdoor learning.

Guidelines

The organisation of an educational visit is crucial to its success. With rigorous organisation and control, a visit should provide a rich learning experience for the pupils.

Headteacher / Educational Visits Co-ordinator (EVC)

The headteacher / EVC will ensure that:

- A suitable group leader is appointed
- All necessary actions have been completed before the visit commences
- The risk assessment is complete and that it is safe to make the visit
- Training needs have been met
- The group leader has experience in supervising and controlling the age groups going on the visit and organises the group effectively
- The group leader has relevant skills, qualifications and experience if acting as an instructor, and knows the location of the activity
- All supervisors on the visit are appropriate people to supervise children and have appropriate clearance
- The governing body has approved the visit if necessary
- Arrangements have been made for all the medical needs and special educational needs of all children
- The mode of travel is appropriate

- Travel times out and back are known
- There is adequate and relevant insurance cover
- They have the address and phone number of the venue and a contact name
- They have the names of all adults and pupils in the travelling group, and the contact details of parents' staff and volunteers' next of kin
- The office will also keep an updated list of staff and their qualifications, as well as a record of educational visits

Visit Leader

One teacher, the visit leader, is responsible overall for the supervision and conduct of the visit and should have been appointed by the headteacher. The visit leader should:

- Appoint a deputy
- Be able to control and lead pupils of the relevant age range
- Be suitably qualified if instructing an activity and be conversant in the good practice for that activity if not
- Undertake and complete the planning and preparation of the visit, including the briefing of group members and parents
- Undertake and complete a comprehensive risk assessment
- Have regard to the health and safety of the group at all times
- Observe the guidance set out for teachers and other adults below
- Provide the office with information of staff, volunteers and pupils, emergency contact numbers for all adults, first aid qualified staff and DBS information
- All adult helpers must be given a form, detailing a list of pupils and adults on the visit in a given class
- Visit leaders must always carry a mobile phone
- Ensure that pupils understand their responsibilities (see below)

Other teachers Involved in a Visit

Teachers on school-led visits act as employees of the LA or Governing Body. They will therefore be acting in the course of their normal employment during their normal hours. They will be acting under an agreement with their Headteacher and Governors if some of the time on their visit falls outside normal hours.
Teachers and other adults on the visit must:

- Do their best to ensure the health and safety of everyone in the group
- Care for each individual pupil as any reasonable parent would
- Follow the instructions of the leader and help with control and discipline
- Consider stopping the visit or the activity if they think the risk to the health or safety of the pupils in their charge is unacceptable

Volunteers

Class teachers will decide which volunteer helpers to take on an off-site visit. Only those volunteers deemed to have the necessary skills required to be responsible for children should accompany a visit. Not all volunteers are suitable. If there is any doubt, teachers should discuss their concerns with the EVC, EVC Lead or Headteacher. In the interest of safeguarding, any volunteers should be DBS checked.

The Visit Leader needs to ensure that all volunteers are fully briefed with the requirements of the visit, including the following:

- Their exact role and responsibilities, understanding their duty of care
- A guide to the supervision strategies used
- Who to report to, work with and communicate with
- A guide to behaviour management as appropriate
- Particular guidance relating to pupil safety, including direction regarding taking pupils to public places and arrangements for toileting
- Read and signed a copy of the risk assessment

Parent supervising an off-site activity must not bring other children with them.

Communicating with Parents / Guardians

Parents need to be aware that the teachers on the visit will be acting in their place – 'in loco parentis' – and will be exercising the same care that a prudent parent would. The following information on matters that might affect pupils' health and safety is useful to parents, and will be included in a letter to parents / guardians prior to the visit:

- Date of the visit
- Times of departure and return
- Mode(s) of travel including the name of the travel company being used
- Details of accommodation with security and supervisory arrangements on site
- Name of leader and accompanying adults
- Visit objectives
- Details of the activities planned and of how assessed risks will be managed
- Insurance taken out for the group as a whole in respect of luggage, accident, cancellation and medical cover. Any cover to be arranged by the parents, if appropriate, will be requested
- Clothing and equipment to be taken
- Money to be taken
- The information to be given by parents and what they will be asked to consent to

Parental Consent

The Hollybrook Schools will seek consent for:

- Visits involving children
- Adventure activities
- Residential visits

If parents withhold consent absolutely, the pupil should not be taken on the visit, but the curricular aims of the visit should be delivered to the pupil in some other way, wherever possible. If the parents give a conditional consent the Headteacher will need to consider whether the child may be taken on the visit or not. In circumstances where insufficient monies have been contributed collectively to cover the cost of the visit, it may be necessary to cancel the visit and contributions will be refunded.

Before the Educational Visit/Outdoor Learning – Planning and Risk Assessment

Sites or activities selected should be appropriate for the age and abilities of the class/group. Activities should be educational and lead to pupils developing new skills or knowledge. A learning Experience form must be completed prior to booking the trip. The EVC Lead must give permission for the visit. See Appendix 1. Before any visit is arranged, an EVOLVE form and risk assessment must be completed, detailing actions to be taken to reduce any significant or medium risk. For some organised venues, the venue will also be asked to produce their own risk assessment. Even when regular visits are made a new risk assessment sheet should be completed taking into account any new factors, such as particular pupils with challenging behaviour who may need special arrangements.

The risk assessment sheet must be completed and submitted to the EVC Lead through EVOLVE at least four weeks prior to the date of the educational visit. In the case of a hazardous pursuit such as river study or pond walk, the lead of the visit must have Outdoor Leader Training/throw rope training. The risk assessment must be reviewed on the day of the visit, any amendments made and signed by all adults attending and resubmitted to the EVC Lead prior to commencement.

The EVOLVE form and risk assessment should take account of the following:

- Numbers and ages of pupils involved
- Behaviour of pupils
- Pupils with medical conditions
- Previous experiences of the group undertaking the activity
- Time of day and the time of year – clothing
- Travel arrangements
- Hazards of the environment being visited
- Numbers, experience and quality of the accompanying staff and volunteers
- Nature of the activity
- Ratio of adults to pupils (Year R 1:6, KS1 1:6, KS2 1:10, local trips Year R/KS1 1:6 and for KS2 1:12)

Risk Assessment

A risk assessment should always be carried out before setting off on a visit, using the appropriate Risk Assessment Form. The risk assessment will decide the adult : child ratio for each visit. The risk assessment should include the following considerations:

- What are the risks?
- Who is affected by them?
- What safety measures need to be in place to reduce the risks to an acceptable level?
- Can the visit leader guarantee that these safety measures will be provided?
- What steps will be taken in an emergency?
- What is the acceptable ratio of adults to children for this visit?

The visit leader and other adults should continually reassess the risks throughout the visit and take appropriate action if the pupils are in danger.

The visit leader should take the following factors into consideration when assessing the risks:

- The type of activity and the level at which it is being undertaken
- The location

- The competence, experience and qualifications of supervisory staff
- The group members' age, competence, fitness and temperament
- Pupils with special educational or medical needs
- The quality and suitability of available equipment
- Seasonal conditions, weather and timing

Exploratory Visit

Wherever possible, the visit leader should undertake an exploratory visit to:

- Ensure that the venue is suitable to meet the aims and objectives of the school visit
- Assess potential areas and levels of risk
- Ensure that the venue can cater for the needs of the staff and pupils in the group
- Ensure that the group leader us familiar with the area before taking a party of young people

If it is not feasible to carry out an exploratory visit, a minimum measure should be to contact the venue, seeking assurances about the venue's appropriateness for the visiting group. In addition, it may be worth seeking views from other schools who have recently visited the venue.

Safety

The safety of pupils and staff is the most important consideration. Our aim is to introduce our children to some element of well managed risk, rather than to remove all risks involved. It is vital to maintain safety consciousness and safe working practices. Good planning and thorough risk assessments lessen the likelihood of accidents.

Responsibilities of Pupils

The visit leader should make it clear to pupils that they must:

- Not take unnecessary risks
- Follow the instructions of the leader and other adults
- Dress and behave sensibly and responsibly
- Look out for anything that might hurt or threaten anyone in the group and tell the visit leader about it
- Should not undertake any task that they fear or that they think will be dangerous

Any pupils whose behaviour is considered to be a danger to themselves or to the group may be stopped from going on the visit. The curricular aims of the visit should be fulfilled in other ways for these pupils.

Parents

The visit leader should ensure that parents are given information about the purpose and details of the visit and are invited to any briefing sessions for longer visits. The visit leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the expectations regarding behaviour. Special arrangements may be necessary for parents for whom English is an additional language.

Parents must:

- Provide the visit leader with emergency contact number(s)
- Sign the consent form
- Give the visit leader relevant information about their child's health which might be relevant to the visit

First Aid

First aid provision should be considered when assessing the risks of the visit. For adventurous activities or visits which involve overnight stays it is sensible to have at least one trained first-aider in the group. The visit leader should have a working knowledge of first aid and all adults in the group should know how to contact emergency services. The minimum first aid provision is:

- A suitably stocked first-aid box
- A person appointed to be in charge of first-aid arrangements.

First aid should be available and accessible at all times. If a first-aider is attending to one member of the group, there should be adequate first aid cover for the other pupils.

If a pupil has specific medical needs, protocols must be established between the school, parents and the GP as necessary. Appropriate medical equipment should be taken out on the visit. Any foreseeable problems must be referred to in the risk assessment.

All medicines must be carried by teachers and teaching assistants. Inhalers can be carried by parent helpers where required.

Supervision

Where a high adult : pupil ratio is required, it is not always feasible to use school staff alone. Parents with appropriate clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally should be well-known to the school and the pupil group.

All adult supervisors, including school staff and parent helpers must understand their roles and responsibilities at all times. In particular, all supervisors should be aware of any pupils who may require closer supervision, such as those with special educational needs or behavioural difficulties. Teachers retain responsibility for the group at all times.

For the protection of both adults and pupils, all adult supervisors should ensure that they are not alone in a one to one situation with a pupil.

If the school is leading a residential activity, it must be approved before the visit before it can take place. Approval must be sought using the standard approval form on EVOLVE.

Whatever the length and nature of the visit, regular head counting of pupils should take place. The group leader should establish rendezvous points and tell pupils what to do if they become separated from the party.

Preparing Pupils

Providing information and guidance to pupils is an important part of preparing for a school visit. Pupils should have a clear understanding about what is expected of them and what the visit will entail. Pupils must understand what standard of behaviour is expected of them and why rules must be followed. A lack of control and discipline can be a major contributory factor when accidents occur. Pupils should also be told about any potential dangers and how they should act to ensure their own and others' safety.

Participation
Pupils should be assessed to ensure that they are capable to undertaking the proposed activities. During the visit they should not be coerced into activities they fear.

Pupils whose behaviour is such that the group leader is concerned for their, or others; safety, should be withdrawn from the activity. On residential activities, the group leader should consider whether such pupils will return home early.

Information to Pupils
It is for the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information. Pupils should understand:

- The aims and objectives of the visit / activity
- Background information about the place to be visited
- How to avoid specific dangers and why they should follow rules
- Why safety precautions are in place
- Why special safety precautions are in place for anyone with disabilities
- What standard of behaviour is expected from pupils
- Who is responsible for the group
- What to do if approached by a stranger
- What to do if separated from the group
- Emergency procedures
- Rendezvous procedures

Transport and Pupils – see the transport policy
The transport arrangements for a vital part of educational visits and the risk assessment considerations. All coaches are required to be fitted with seatbelts. Buses and coaches should only be booked from reputable companies.

- The visit leader must record the coach registration numbers and the names of children and adults on respective coaches using the Visit Leader form.
- Children must sit down, wear seat belts and stay in their seats at all times, and for the duration of the journey.
- A head count **must** be undertaken as children **enter** and **leave** the vehicle

Pupils using transport on a visit should be made aware of basic safety rules including:

- Arrive on time and wait for the transport away from the road
- Do not rush towards the transport when it arrives
- Wear your seatbelt and stay seated while travelling on transport
- Make sure your bags do not block the aisles on transport
- Never throw things out of the vehicle's windows
- Never get off a vehicle held up by traffic lights or in traffic
- Never kneel or stand on seats or otherwise impede the driver's vision
- Never distract or disturb the driver

- Stay clear of automatic doors / manual doors after boarding or leaving the transport
- After leaving the vehicle, always wait for it to move off before crossing the road
- If you have to cross roads, always use the Green Cross Code
- If you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group

Residential Visits

The school will bear in mind the following:

- The visit leader should ideally have adjoining rooms with staff next to the young people – we will endeavour to obtain a floor plan of the rooms reserved for the group's use in advance
- The immediate accommodation area should be exclusively for the use of the group
- Access by staff to student rooms must be available at all times
- Separate male and female sleeping areas for pupils and adults
- Ensure that the whole party are aware of the layout of the accommodation, its fire precautions / exits, its regulations and routing, and that everyone can identify key personnel
- Security arrangements – where the reception is not staffed 24 hours a day, security arrangements should be in force to stop unauthorised visitors
- Ensure that the locks / shutters etc. work on all the rooms used by the group
- Storage of clothes, luggage, equipment etc.
- Adequate lighting – it is advisable to bring a torch
- Provision for sick, disabled pupils or those with SEN
- Safety in rooms (electrical connections)
- Recreational accommodation / facilities for the group
- No pupils to take mobile phones/cameras or high priced items with them on a residential visit

Coastal Visits

Visit leaders and other teachers should be aware that many of the incidents affecting school children have occurred by or in the sea. There are dangers on the coast apart from those incurred in swimming. The visit leader should bear the following points in mind in the risk assessment of a coastal activity:

- Tides and sandbanks are potential hazards so timings and exit routes should be checked
- Ensure group members are aware of warning signs and flags
- Establish a base on the beach to which members of the group may return if separated
- Look out for hazards such as glass, barbed wire and sewage outflows etc.
- Some of a group's time on a beach may be recreational. Visit leaders should consider which areas of the terrain and sea are out of bounds
- Cliff tops can be highly dangerous for school groups even during daylight. The group should keep to the path at all times. Visit leaders should consider whether it is safe for pupils to ride mountain bikes on coastal paths.
- A member of staff who is throw rope trained should go on your trip if you have arranged it yourself.

Swimming

Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group. Swimming in the sea on a coastal visit will **not** be allowed for any children. Paddling will only be

allowed as part of a supervised activity, preferably in recognised bathing areas which have official surveillance. Pupils should always be in sight of their teachers. One teacher should always stay out of the water for better surveillance. Where paddling is to be allowed on a visit, a ratio of 1 adult : 4 children is a minimum.

Farm Visits

The Hollybrook Schools recognise that farms can be dangerous places for the people who work on them. Taking children to a farm will be very carefully planned, and the risks to be assessed should include those arising from the misuse of farm machinery and the hazards associated with E coli food poisoning and other infections.

The proposed farm will be checked to ensure that it is well managed, that it has a good reputation for safety standards and animal welfare and that it maintains good washing facilities and clean grounds and public areas. An exploratory visit should be carried out.

The basic rules for a farm visit will be:

We will never let pupils:

- Place their faces against the animals or their hands in their mouths after feeding them
- Eat until they have washed their hands
- Sample any animal foodstuffs
- Drink from farm taps (other than in designated public facilities)
- Ride on tractors or other machines
- Play in the farm area

Behaviour

Expectations of pupil behaviour off-site are the same as in school. If a child's behaviour in school could cause risk to that child or others in the group, staff may choose, with the Headteacher, either that the child's parent/carer must accompany the child on the visit or not to take the child off-site at all. A separate risk assessment should be written for these pupils and a written document of expectations provided to the parent accompanying the child. Any decision not to take a pupil on an educational visit must be documented in the risk assessment.

Accident, incident and emergency procedures

A serious accident is defined as:

- An accident leading to a serious or multiple fracture, amputation or other serious injury or fatality or
- Circumstances in which a group member might be at serious risk or have a serious illness or
- Any situation in which the press or media might be involved

Emergency procedures are detailed in the critical incident plan which must be taken on the off-site visit by teachers.

In the event of illness or accident, parents have given consent to any necessary medical treatment which might include the use of anaesthetics. In all circumstances, school staff will attempt to contact parents or carers prior to taking this action.

Lost Child Procedure

In the unlikely event that a child goes missing on a visit, the following procedure will apply:

All staff present will be informed and an immediate and thorough search of the area will be conducted, ensuring that all other children remain supervised throughout

If appropriate, on-site security will also be informed and a description of the child/children given

The designated person in charge will then inform the Headteacher, who will contact the parent/carer giving details of what has happened

At least one member of staff will remain on the scene

The member of staff remaining at the scene will meet the police and parents/carers when they arrive at the designated meeting point

After the situation has been resolved, staff will review the reasons for it happening and ensure measures are taken to minimise the risks of a similar incident re-occurring

Insurance

When an off-site visit is undertaken as part of the normal school curriculum, insurance arrangements for the school prevail. A full copy of the school's insurance is available from the school.

Evaluation and monitoring

To ensure that all trips remain age/activity appropriate and that they satisfy their educational purpose, the visit leader will complete an Educational Visit Evaluation Form. Any staff with feedback regarding a trip may also complete this form. Completed forms will be reviewed by the EVC Lead and Headteacher to ensure the purpose of the trip has been met and that the visit is embedded in the curriculum.

Whilst planning and going on an educational visit, the following school policies must be regarded:

Safeguarding and Child Protection

Health and Safety

Behaviour

Transport

Critical Incident Booklet with Emergency Procedures

Appendix 1

Trips Protocol at The Hollybrook Schools

Stage 1 (July) Phase Leaders

Create an overview of likely trips, experiences, visitors for the year. Budget each one considering the overall cost for parents.

Stage 2 (before the start of a new term)

Planning – Complete an Essential Experience form at least a term before the planned date. Authorisation is required by SLT before booking anything. If possible forms for all trips to be completed by the start of the year at.

Stage 3 (Once form is completed by SLT)

Raquel to support with booking event, visitor and Raquel to book coach if required. SLT to be given the necessary information so that a letter can go out to all parents with an annual calendar of trips for all year groups with potential estimated costs.

Stage 4

Letter sent home to parents with information and permission slip at the start of a half term.

Stage 5

Person in charge of trip to complete offsite activity form and risk assessment on EVOLVE – to be completed **at least 4 weeks** prior to the trip.

Book a meeting with SLT to discuss the trip **2 weeks** before the trip.

Stage 6

Collate medical forms and medicine required for trip. Complete any individual pupil risk assessments, as necessary and pass on to the EVC.

If any of this protocol is not followed, the senior leader may be forced to cancel the trip at short notice. These procedures are in place to ensure the safety of all our pupils and that staff follow policies that protect them.

Appendix 2

LEARNING EXPERIENCE BOOKING FORM				
YEAR GROUP				
Proposed dates:				
Experience:				
Reason:				
Area of curriculum trip links to:				
Number of pupils attending:				
Total Cost:				
Coach required?	YES / NO			
Cost of coach:				
Suggested cost per pupil:				
Pupil ratio:	EYFS	KS1	KS2	
	1:6	1:6/1:6 (local)	1:10/1:12 (local)	
Number of adults required:				
Cover of adults required?	YES / NO			
Hazardous pursuit?	YES / NO			
If yes – training undertaken to minimize risk:		Date of training:		
Trip planning leader signed:		Date:		
Senior Leader agreed and signed:		Date:		

I accept that during the trip to _____ on

_____I will be responsible for _____

from _____class.

If I feel that some time away from the main group is needed, I will take

_____ away from the group. I understand that

_____ 1:1 adult is there to support me if I need it, but I am responsible for them and the 1:1 is there as a support.

Signed_____ Name_____

Staff name_____ Signed _____

Date_____

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I accept responsibility for taking _____ to and from

_____ on _____

for _____

I understand that if it becomes overwhelming for _____

at any time, I will be responsible for taking them home.

Signed (Parent/Carer): _____ Date:_____

Signed (Classteacher): _____ Date:_____

Signed (SLT): _____ Date:_____

JEP
JEFFERYS EDUCATION PARTNERSHIP

Trips and Visitors 202? – 202? - Infants

	Year R	Year 1	Year 2
Autumn			Event: **Focus: History/Science/Geography/RE** When: Cost: £ per pupil
Spring	Event: **Focus: History/Science/Geography/RE** When: Cost: £ per pupil Event: **Focus: History/Science/Geography/RE** When: Cost: £ per pupil	Event: **Focus: History/Science/Geography/RE** When: Cost: £ per pupil	Event: **Focus: History/Science/Geography/RE** When: Cost: £ per pupil
Summer	Event: **Focus: History/Science/Geography/RE** When: Cost: £ per pupil	Event: **Focus: History/Science/Geography/RE** When: Cost: £ per pupil	Event: **Focus: History/Science/Geography/RE** When: Cost: £ per pupil
Total Approximate Cost for Year	**Total Cost Per Pupil Year R: £**	**Total Cost Per Pupil Year 1: £**	**Total Cost Per Pupil Year 2: £**

Trips and Visitors 202? – 202? - Juniors

	Year 3	Year 4	Year 5	Year 6
Autumn	Event: **Focus:** **History/Science/Geography/RE** When: Cost: £ per pupil	Event: **Focus:** **History/Science/Geography/RE** When: Cost: £ per pupil	Event: **Focus:** **History/Science/Geography/RE** When: Cost: £ per pupil	Event: **Focus:** **History/Science/Geography/RE** When: Cost: £ per pupil
Spring	Event: **Focus:** **History/Science/Geography/RE** When: Cost: £ per pupil	Event: **Focus:** **History/Science/Geography/RE** When: Cost: £ per pupil	Event: **Focus:** **History/Science/Geography/RE** When: Cost: £ per pupil	Event: **Focus:** **History/Science/Geography/RE** When: Cost: £ per pupil
Summer	Event: **Focus:** **History/Science/Geography/RE** When: Cost: £ per pupil	Event: **Focus:** **History/Science/Geography/RE** When: Cost: £ per pupil	Event: **Focus:** **History/Science/Geography/RE** When: Cost: £ per pupil	Event: **Focus:** **History/Science/Geography/RE** When: Cost: £ per pupil
Residential		Stubbington Study Centre February Cost: £ per pupil		Fairthorne Manor May Cost: £ per pupil (tbc)
Total Approximate Cost for Year (Not including Residential)	**Total Cost Per Pupil Year 3: £**	**Total Cost Per Pupil Year 4: £**	**Total Cost Per Pupil Year 5: £**	**Total Cost Per Pupil Year 6: £**
Total Approximate Cost for Year (Including Residential)		**Total Cost Per Pupil Year 4: £**		**Total Cost Per Pupil Year 6: £**