

Educational Visits Policy

1. Rationale

Education in its broadest sense is not just about delivering a curriculum. It is about giving children the chance to extend their life skills. It is about developing their confidence. It is about fostering their resilience and sense of responsibility. It is about enjoyment, engagement and excitement; of venturing out into the real world, with all its capacity for uncertainty, surprise, stimulation and delight. Our school values the learning experience that takes place outside the classroom. Well-planned and executed educational visits provide our pupils with valuable experiences, which enhance their learning at school. Providing a variety of 'real-life' opportunities for our children enables them to achieve a fuller understanding of the world around them through direct experience. Educational visits and learning outside the classroom are an essential element of good primary practice.

The school makes every effort to ensure that Educational Visits and Learning Outside the Classroom activities are available and accessible to all children, irrespective of special educational or medical needs, ethnic origin, gender or religion.

2. Purposes

- 2.1** Our Educational Visits can provide stimulus and support to work being covered as part of the school curriculum. It may be that a visit provides an effective stimulus at the start of a unit of work; alternatively, teachers may decide to use an educational visit at any time during a project to enhance and support the curriculum.
- 2.2** Wherever or whatever the venue, teachers ensure that the educational benefits to the children are maximised.

3. Guidelines

- 3.1** 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.

The following guidelines support the planning and implementation of educational visits organised at Seabridge Primary School.

4. Responsibilities

- 4.1** When planning an offsite visit, it is ultimately the head teacher that is responsible for ensuring that the trip has been well planned, that all the health and safety considerations have been taken into consideration, and that the trip will be an enriching experience for all involved.
- 4.2** In practice, the detailed planning is delegated to the EVC and the group leader, but the Head Teacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience. The EVC must agree all plans with the Head Teacher.
- 4.3** Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning take place. This involves considering the dangers and difficulties, which may arise, and making plans to avoid them.
- 4.4** This details the responsibilities and expectations of everyone involved in the trip planning process and responsibilities of adults during a visit:

Head Teacher

The Head Teacher at Seabridge Primary school will endeavour to ensure that:

- there is a suitable Educational Visits Policy in place;
- they have appointed a suitable Educational Visit Coordinator;
- that there is a thorough planning procedure in place and that all staff follow it;
- contingency planning is in place;
- there is adequate and relevant insurance cover.

Educational Visit Coordinator (EVC)

The current designated EVC is: Mrs Claire Purcell.

The EVC at Seabridge Primary School will endeavour to ensure that:

- they attend the recognised EVC training every 3 years;
- educational visit meets the school's requirements;
- all necessary actions have been completed before the visit begins (see checklist for Educational visits);
- the risk assessment is complete and that it is safe to make the visit;
- they record the visit using EVOLVE;
- induction and training needs of staff have been met;
- they support the Head teacher and governors with approval and other decisions;
- the group leader has experience in supervising and controlling the age groups going on the visit and will organise 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 DBS clearance;
- the governing body has approved the visit if necessary;
- parents have been informed and have signed consent forms;
- arrangements have been made for all the medical needs and special educational needs of all the children;
- the mode of travel is appropriate;
- travel times out and back are known;
- they have the address & phone number of the visit's venue & have a contact name;
- they have the names of all the adults and pupils in the travelling group, and the contact details of parents;
- emergency arrangements are in place;
- they keep records of visits, accident or incident reports;
- they champion outdoor learning.

Visit Leader

The visit leader, is responsible overall for the supervision and conduct of the visit, and should have been appointed by the Head Teacher.

The Visit Leader should:

- be an employee – normally a qualified teacher;
- 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 any parents/volunteers;
- undertake and complete a comprehensive risk assessment with the EVC;
- share the EVOLVE risk assessment with all adults on the trip and relevant parts of the assessment with pupils;
- have regard to the health and safety of the group at all times;
- know all the pupils proposed for the visit to assess their suitability;
- observe the guidance set out for teachers and other adults below;
- ensure that pupils understand their responsibilities (see responsibilities of pupils below);
- ensure that they leave a list of contact details of the adults on the trip (**Appendix 2**);
- ensure that they take appropriate first aid provision and any necessary medication with them.

Other teachers and adults involved in a visit

Teacher 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;
- adhere to the requirements listed in the EVOLVE risk assessment;
- follow the instructions of the leader and help with control and discipline. Non-teachers should not have sole charge of pupils except where risks to health and safety are minimal;
- 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.

Responsibilities of pupils

The group 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 group leader about it;
- not undertake any task that they fear or that they think will be dangerous.

Any pupils whose behaviour may be 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 for these pupils should be fulfilled in other ways.

Parents/Carers

The group 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 group leader should also tell parents how they can help prepare their child for the visit by, for example, reinforcing the visit's code of conduct.

Special arrangements may be necessary for parents for whom English is a second language.

Parents/carers must:

- provide the school with emergency contact number(s);
- complete and submit the consent form via Parentmail;
- complete and submit medical form (paper copy);
- give the group leader relevant information about their child's health, which might be relevant to the visit;
- provide the group leader with relevant medical resources, giving clear instructions as to how and when they should be administered, especially on residential visits.

5. Procedures for Planning Off-site Visits

- 5.1** The EVC in conjunction with the Health & Safety Coordinator has prepared extensive documentation regarding the planning procedure for all educational visits. A timeline of best practice has been produced which all class teachers/group leaders should follow (**Appendix 1a or 1b**).
- 5.2** Once the trip has been agreed in principle and the venue and any necessary transport has been provisionally booked, the group leader should complete a risk assessment that should be submitted to the EVC (see deadlines below). The EVC will then submit the documentation to the Executive Head Teacher (EHT) before uploading onto the EVOLVE website. Initial discussions for a new day visit can be confirmed well over a year in advance if deemed necessary. **All residential visits should be confirmed before the start of the academic year.**
- 5.3** Finally, a letter should be sent to parents as soon as possible requesting consent together with any applicable financial contributions towards the trip and medical / dietary information. This form is held centrally in the school office.

5.4 Once the visit has taken place, an evaluation should be completed and returned to the EVC within one week (**Appendix 3**)

6. Deadlines for Documentation

6.1 All documentation for one day non-adventurous activities must be submitted to the EVC for approval **at least four weeks** before the visit goes ahead. All documentation for UK and overseas residential visits must be submitted **at least eight weeks** before the visit takes place.

6.2 These deadlines will allow for all the necessary documentation, (especially staffing ratios, risk assessments, itineraries, registers and medical records) to be checked before the visit. The group leader may receive confirmation from EVOLVE that a visit requires further documentation / information before it is approved, or actual approval, via their Gmail account.

7. Risk Assessment

7.1 A risk assessment should always be carried out **before setting off on a visit**, using the EVOLVE Risk Assessment form. The generic risk assessment form on the Google Drive should be used as a basis for this. The risk assessment will be completed by the group leader and class teachers. The risk assessment will indicate the adult/child ratio for each visit.

7.2 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 risks to an acceptable level?
- Can the group 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?

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

7.4 The EVC and group 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.

7.5 Prior to the visit

7.5.1 Wherever possible the group 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 is familiar with the area before taking a party of pupils.

7.5.2 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 and asking for copies of their risk assessment to be sent to school. In addition, it may be worth seeking views from other schools that have recently visited the venue (this can be done via EVOLVE). In some cases, such as when taking walking parties to remote areas, it may be appropriate to obtain local information from the Tourist Boards.

7.6 First Aid

7.6.1 First Aid provision should be considered when assessing the risks of the visit. For adventurous activities, visits which involve overnight stays, or visits abroad 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.

7.6.2 The minimum first aid provision is:

- a suitably stocked first aid box/backpack;
- a person appointed to be in charge of first aid arrangements.

7.6.3 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. The Head Teacher should take this into account when assessing what level of first aid facilities will be needed. The contents of a first aid kit will depend on what activities are planned.

7.7 Medication

7.7.1 Careful records should be kept regarding medication and accidents on educational visits using the yellow Medication and Accidents folder which is kept in the medical room. This should be used on all school visits and residential visits and returned to the medical room after the visit.

7.7.2 Medication should be handed over using the handover form in the file for residential visits. For day visits, where the medication is no different to what the pupil would have/receive in school, the usual care plan is adequate, but if medication is administered it should be recorded on the trips form. It should record the dosage and frequency and should be signed by parents. This information should be gathered prior to the visit wherever possible, especially on residential visits. Medication should be stored securely throughout the visit and two members of staff should be present when any medication is administered. Both members of staff should sign the administration form.

7.8 Accidents

7.8.1 All accidents on school visits should be recorded on the school accident form in the folder. It may also be necessary to complete an accident form at the site. If so, a copy of this should be kept and put in the yellow file.

7.9 Supervision

7.9.1 It is important to have a sufficient ratio of adult supervisors to pupils for any off-site visit. The factors to take into consideration include:

- the sex, age and ability of group;
- Special Educational needs;
- the nature of the planned activities;
- the experience of the adults in off-site supervision;
- the duration and nature of the journey;
- the type of any accommodation;
- the competence of staff, both general and on specific activities.

7.9.2 There should always be enough supervisors to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels should be set accordingly.

7.9.3 When on a trip in a public place, children should wear school wristbands with the name of the school and the school telephone number in case a child does get separated from the group.

7.9.4 Whilst on a trip, children should be allocated into smaller groups assigned to each adult (members of staff) on the trip so that the staff can more easily supervise their children and make sure children are with them at all times.

7.10 Ratios

7.10.1 There is no prescribed law outlining staff to children ratios on a school trip. It is for the trip risk assessment to correctly identify an appropriate ratio for that particular educational visit.

7.10.2 As general guidelines, the following ratio of adults to children should be used:

Age of Children	Year Groups	Ratio
3-5	Nursery – Reception	1 adult to 4 children
5-8	Year 1 – Year 2	1 adult to 8 children
8-11	Year 3 – Year 6	1 adult to 10 children

7.10.3 Regardless of these suggested ratios, each visit will be assessed individually through the school's risk assessment procedure for educational visits. These ratios **do not** include residential visits.

7.10.4 Where there is more than one adult supervisor, a group leader, who has authority over the whole party, should be appointed.

7.10.5 Where a high adult/pupil ratio is required, it is not always feasible to use school staff alone. In such cases, regular volunteers with appropriate DBS clearance may be used to supplement the supervision ratio. They should be carefully selected and ideally they should be well known to the school and the pupil group. If ratios are still not being met, parents may be asked but they will need to be supervised at all times during the visit.

7.10.6 All adult supervisors, including school staff and parent/volunteer 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 needs or those with behavioural difficulties. Teachers retain responsibility for the group at all times.

7.10.7 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.

7.10.8 If the school is leading an adventure activity, such as canoeing, Shaw Education Trust (SET) or the Academy Council must ensure that the group leader and other supervisors are suitably qualified to lead and instruct the activity before they agree that the visit can take place. Qualifications can be checked with the National Governing Body of each sporting activity.

7.10.9 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.

8. Smoking, Alcohol and Other Substances

8.1 The academies of the Shaw Education Trust are non-smoking sites. This includes the use of e-cigarettes and any other smoking related material. The following should be observed for day and residential visits:

- staff must not smoke whilst working with or directly supervising pupils' offsite;
- staff should not consume or be under the influence of alcohol, illegal drugs or other illegal substances on school premises, or on school business;
- staff must refrain from the consumption of alcohol and other substances at school/pupil events (i.e. residential visits) both within the school premises and outside the school setting.

9. Preparing Pupils

9.1 Providing information and guidance to pupils is an important part of preparing for a school visit. It is for the group leader to decide how to provide information, but they should be satisfied that the pupils understand key safety information.

9.2 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 whole group and the name of their individual group leader;
- what to do if approached by a stranger;
- what to do if separated from the group;
- emergency procedures

9.3 Participation

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

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

10. Transport of Pupils

10.1 Coach: Seabridge usually uses coaches hired from an accredited company. Coaches have seat belts and staff ensure that these are fastened at all times during travel.

10.2 Public Transport: Pupils using public 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, track, etc;
- 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 aisles on the transport;
- never throw things out of the transport vehicle's windows;
- never distract or disturb the driver;
- stay clear of automatic doors / manual doors after boarding or leaving the transport;
- if you have to cross roads to get to the transport 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.

10.3 Local walking trips: For walking trips around the local area, children should always wear high-vis jackets and extra care should be taken when crossing the roads. A member of staff should always be located at the front and the back of any walking group. All staff and pupils should walk on footpaths at all times and staff should avoid walking in the road to supervise their group.

11. Pupils with Special Educational and Medical Needs

11.1 The Head Teacher will not exclude pupils with special educational or medical needs from school visits. Every effort should be made to accommodate them whilst maintaining the safety of everyone on the visit. Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

12. Communicating with Parents / Guardians

12.1 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 pupil’s health and safety is useful to parents, and will be communicated to parents / guardians prior to a visit (where appropriate):

- dates of the visit;
- times of departure and return;
- mode(s) of travel including the name of any travel company;
- details of accommodation with security and supervisory arrangements on site (residential visits);
- names of leader, or other staff and of other accompanying adults;
- benefits of the visit – educational and social;
- an overview of the activities planned;
- 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, if relevant;
- the information to be given by parents e.g. medical and/or dietary, and what they will be asked to consent to.

12.2 Parental consent

12.2.1 Seabridge Primary School will seek consent for:

- local visits involving all children;
- day trips outside the local area;
- adventure activities;
- visits abroad;
- other residential visits.

12.2.2 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 Head Teacher will need to consider whether the child may be taken on the visit or not. The School’s parental consent form should be completed via Parentmail for each pupil in the group.

12.2.3 Parents will be expected inform the school of arrangements for the collection of pupils at the end of a day or residential visit. This information will be included in the consent form.

13. Residential Visits

13.1 The schools current residential programme is:

Year 4 – 3 day residential to TBC

Year 6 – 3 day residential to Boreatton

13.2 The school believes that it is important for children to attend residential visits to develop their own life skills and independence away from the parental home. Where possible (within the constraints of the school budget), the school will seek to subsidise residential trips in order to make the visits more accessible to all pupils. More detailed information will be provided to parents regarding these visits nearer to the time of the trip at the discretion of the trip leader. Financial schemes are put in place to spread the cost of residential visits for parents and Free School Meal children are entitled to a 50% discount on all trips and residential visits.

13.3 Copies of the form from parents containing contact, medical and dietary information must be taken on the residential and an additional copy must be given to a senior member of staff for out of school hours so that parents can be contacted if necessary. These forms should be kept secure at all times due to the nature of the information they contain. After the residential, forms for children who received medication and/or had an accident should be retained and filed in the yellow folder. The rest should be kept for four weeks and then shredded.

13.5 For pupils not attending residential visits, arrangements should be made to fulfil the curricular aim of the visit in other ways.

14. Hostels and Hotels

14.1 The school will bear in mind the following:

- The group leader should ideally have adjoining rooms with staff quarters next to the pupils – 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 pupil 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 lay-out 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 locks / shutters etc work on all the rooms used by the group.
- Storage of clothes, luggage, equipment etc, particularly safekeeping of valuables;
- Adequate lighting.
- Provision for sick, disabled pupils or those with special needs.
- Safety in rooms (electrical connections, secure balconies).
- Recreational accommodation / facilities for the group.

15. Coastal Visits

15.1 Group 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 quite apart from those incurred in swimming. At Seabridge Primary, the EVC, group leader and class teachers 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. Group 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. Group leaders should consider whether it is safe for pupils to ride mountain bikes on coastal paths.

15.2 Swimming

15.2.1 Swimming and paddling in the sea or other natural waters are potentially dangerous activities for a school group.

15.2.2 Swimming in the sea on a coastal visit, will not be allowed for Seabridge 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.

15.2.3 Where paddling is to be allowed on a visit, a ratio of 1 adult: 4 children is a minimum.

16. Farm Visits

16.1 Seabridge Primary recognises that farms can be dangerous even 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 0157 food poisoning and other infections. A school risk assessment is available and should be checked as part of the planning process.

16.2 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.

16.3 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).

17. Risk of Violence (Terrorism)

17.1 Unfortunately, due to recent events at the time of writing this policy, it is important to state the schools position on acts of terrorism with regards to Educational Visits.

17.2 Prior to a trip taking place, the EVC along with the Executive Head Teacher should check for guidance from Shaw Education Trust (SET) and national bodies with regards to the safety of school trips travelling to that area. Unless there is explicit advice from the government, SET, police, or other security organisations not to visit an area, all school trips will go ahead as planned. When planning a trip, the group leader should always consider the risks of travelling to that area, but trips should not be avoided unless a real risk is presented, or there is explicit advice recommending to avoid visiting this area.

17.3 Parents will have the ultimate decision as to whether their children will attend a trip but where they decide to pull their child from a trip, they may lose any monetary contributions towards that trip if that trip has already been paid for by the school.

17.4 Whilst on a trip, if any group is affected by any major incident or other natural disaster, they should follow the instructions of the venue being visited along with any emergency services and follow the procedures in our Critical Incident policy. Parents should remember that the safety of our pupils will always be the most important factor and all our staff will act accordingly to protect our pupils from harm.

18. Ongoing (Dynamic) Risk Assessment

18.1 The group leader (and other adults with responsibility) will carry out dynamic risk assessments while the visit is taking place. These normally consist of judgements and decisions made as the need arises. They are not usually recorded via paper documentation as they represent the ongoing judgements exercised as a professional during the trip. Any activity that was not planned and required an 'on the spot' risk assessment, should be documented on the paperwork as soon as possible on return and filed with the rest of the trip documentation.

18.2 On residential visits it is good practice to have briefings each night to take stock and assess the circumstances for the next day, and to spend time the next morning explaining arrangements to the pupils.

18.3 On the Day Risk Checklist - Weather

- Check the local weather forecast.
- Use this to inform decisions on appropriate clothing.
- Be aware of weather as water activities might be in areas prone to flash floods, high winds etc.
- Be aware of whether trekking or climbing at altitude might be subject to dramatic changes of weather; potential for fallen trees, avalanches etc.
- Seek local knowledge of potential hazards, e.g.
 - tides;
 - rivers / streams prone to sudden increases in flow;
 - difficult terrain;
 - crossing points of roads, rail or water;
 - unstable cliffs.

19. Communication with School

- 19.1 The group leader should ensure that they take the school trip mobile with them on all trips and that they keep in regular communication with school. They should call school to advise when they have arrived at their trip destination, and again when they are leaving as a minimum. If a trip is running late and the group is expected to return later than the time communicated to parents/carers, they should call the school as soon as possible so that the school office can communicate this to parents/carers.

20. Alternative Planning

- 20.1 Good forward planning will always include alternative plans in case the itinerary needs to be changed.
- 20.2 A flexible itinerary can allow activities from later in the visit to be substituted for earlier if those are prevented by unexpected circumstances.
- 20.3 Group leaders faced with potential difficulties will feel more confident to change the itinerary if a pre-assessed alternative is available.
- 20.4 Regardless of whether alternatives have been pre-assessed, always take time to reassess risks if the itinerary changes.
- 20.5 On arrival at an alternative site or activity that has not previously been risk assessed, we recommend that the group leader should risk assess the situation before allowing the pupils to disembark from transport.
- 20.6 An unknown location might involve hazards not covered in the original risk assessment, for example if the original intention to visit a land-only site has to be changed at short notice to a lake or seaside location.

21. Behaviour Problems

- 21.1 Poor behaviour may be reduced by ensuring that agreed standards of behaviour have been shared with all pupils and parents before the visit. **(Appendix 4a and 4b)**
- 21.2 Educational visits can be a good opportunity for school staff to get to know pupils away from the confines of the school but the visit leader should resist any attempt to accept lower standards of behaviour. The different hazards that pupils may be exposed to away from school will require them to observe standards of behaviour that are at least as high as, or higher than, in the classroom.
- 21.3 If one adult has to give prolonged attention to one group member, the visit leader should reassess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his/her attention to the group.
- 21.4 Group leaders should trust their own knowledge of the pupils and use their own professional judgement. This may include challenging an activity leader where the group leader's knowledge of the group is superior, or intervening to prompt a change of plan.

22. Illness During Educational Visits

- 22.1 If a child falls ill during an educational visit, the following procedures will take place:
- If a child informs a member of staff that they feel unwell, the member of staff will monitor the child and rule out any common reasons by ensuring that they have been to the toilet, that they are hydrated and that they are warm/cool enough.
 - The visit leader will check that there is nothing worrying the child. They will also check that there is no known condition on medical lists for this child. If a care plan is in place, the procedure will be followed as per the plan.

- Following initial checks, the visit leader will then decide whether symptoms may require a call home.
- If symptoms suggest that they do not require a call home then staff will continue to monitor the child. Should the symptoms worsen, a call will be made to school to inform the parents. If the child improves and / or feels better the visit will continue with staff monitoring the child.
- If a call does need to be made in the first instance, the visit leader will contact the school office who will then contact parents.
- If one adult has to give prolonged attention to the child who is ill, the visit leader should reassess the supervisory roles of the other adults to ensure that all members of the group know who is responsible for them. Activities may need to be amended until the other adult returns all of his/her attention to the group.
- If a child has diarrhoea and/or vomiting, then the school and parents will be contacted immediately. On a day visit, the child will be monitored and, as far as possible kept away from the other children. On a residential visit, the child will need to be collected from the venue by the parent and taken home to avoid further spread of the infection. The pupil will be isolated from the rest of the group and made comfortable until parents arrive. Pupils should not return to school until 48 hours after the symptoms of diarrhoea and/or vomiting have stopped as per the school's medication policy.
- If contact cannot be made with parents then staff will contact the emergency contacts provided by the parents on the admissions form. A first aider will be consulted for advice on an illness where appropriate.
- In the case of an emergency when the pupil's health is at risk, an ambulance will be called and a member of staff will accompany the pupil to hospital. Parents / authorised adult and the school will be contacted as soon as possible and regular updates of the pupil's progress given. A member of staff will stay with the pupil until parents arrive.

23. Accidents and/or Injury During Educational Visits

23.1 If an accident occurs during an educational visit, the following procedures will take place:

- The person involved will be assessed and First Aid administered if necessary.
- The school's accident form in the yellow folder must be completed.
- The area where the accident / injury took place will be assessed to check if there are any factors which may have caused the accident. This should be recorded on the school accident slip.
- The venue will also be informed about the accident / injury and any necessary accident forms will be completed. A copy of this must be filed in the school's yellow Medication and Accident folder.
- The Health & Safety Coordinator will be informed about the accident at the earliest opportunity. They will then report the incident, if necessary, via the Staffordshire Accident Reporting system.
- Parents will be informed about any incidents involving pupils.

24. Emergency Procedures

Serious incidents on educational visits are rare but they can happen.

Please see **Appendix 5**

Definitions:

Incident: a situation dealt with by the visit leader, who remains in control and can cope with the resources immediately to hand.

Emergency: an incident that overwhelms the coping strategies of the visit leader so that they refer to the establishment's designated emergency contact to access help.

Critical Incident: an incident that meets the following definition:

- An incident which meets any criteria laid down by the employer's Critical Incident Management Plan, or
- An incident which goes beyond the coping mechanisms of the visit leadership team and the establishment and is probably overwhelming the coping strategies of both the visit leader and the establishment's Visit Emergency Plan.

Major Incident: declared as such by UK Police, Foreign and Commonwealth Office or other relevant authority.

24.1 Emergency Procedures for Visit Leaders

24.1.1 Emergency contact numbers (Appendix 2) must remain with the visit leader at all times during the visit ensuring they are kept safe at all times. In the event of a significant incident or accident that does not involve serious injury or fatality, and/or is not likely to attract media attention, the visit leader should seek advice from the school emergency contact (the EVC and/or senior leader).

24.1.2 In the event of an incident that does involve serious injury or fatality and/or is likely to attract media attention then the visit leader should adopt the protocol outlined in the Critical Incident Policy (summarised in Appendix 5)

24.1.3 Please note, there is National Guidance for visit leaders and school-based contacts which can be found on the EVOLVE website – click on the resources tab and then follow the link to the guidance.

Appendix 1a: Checklist of expected timeline when organising an educational day visit

Timescale	Action	Responsibility*
Up to two months before the visit (as early as possible)	Talk to EVC (Mrs Purcell) and Mrs Harrison/Mrs Fisher about your proposed visit if it is a new visit.	Proposed visit leader
	Talk to office about booking coaches and tickets for the trip etc.	Visit leader
	Send out information / permission letter to parents via Parentmail (separate letter to PP children).	EVC
	Look at and follow requirements listed in this checklist.	Visit leader & EVC
5 weeks before the visit	Write the EVOLVE risk assessment and send to the EVC. The generic template is in the Google Team Drive whole School Health & Safety folder. This must include all adult names.	Class teachers
4 weeks before the visit	Deadline for the EVOLVE risk assessment to be submitted to the EVC.	Class teachers
	EVC to submit EVOLVE risk assessment to Mrs Harrison to be signed off. Then risk assessment uploaded to EVOLVE.	EVC / Mrs Harrison
Three weeks before the visit	Ask office staff to order lunches, ensuring dietary requirements are met.	Visit leader
	Ensure sufficient adults will be attending the trip and contact any volunteer helpers if necessary.	Class teachers
	Action any issues from EVOLVE if necessary	Visit leader
Two weeks before the visit	Check that lunches have been ordered and that permission slips and money has been collected.	EVC
One week before the visit	Prepare pupils for the visit, including behaviour expectations (Appendix 4a/4b)	Class teachers
Day before the visit	Collect Care Plans and gather appropriate medical resources.	Class teachers
	Collect First Aid kit, sick bags and wipes from classroom area or medical room.	Class teachers
	Collect yellow 'Trips and Accidents' folder from medical room.	Class teachers
	All staff to read and sign critical incident form in yellow folder (Also in Appendix 5).	All staff
	Collect school mobile phone.	Class teachers
	Share relevant parts of the risk assessment with children - last minute reminders of lunches, dress, behaviour etc.	Class teachers
	Send a copy of the risk assessment to any volunteers.	Class teachers
On the morning	Collect lunches from the kitchen.	Class teachers

of the trip	Give completed 'List of Phone Numbers' to office. (Appendix 2)	Visit leader
	Give lists of children to group leaders and volunteers and share this with children.	Class teachers
	Check children are toileted and dressed appropriately.	Class teachers
During the trip	Maintain dynamic risk assessments throughout the day to ensure safety of all.	All staff and volunteers
	Wristbands to be worn by pupils.	Class teachers
After the trip	Complete an evaluation of the trip within one week and submit to EVC (Appendix 3)	Visit leader (in liaison with other staff)

*Responsibility - tasks can be delegated to other members of staff but the named person(s) is responsible for ensuring the tasks are completed.

Appendix 1b: Checklist of expected timeline when organising any residential visit

Timescale	Action	Responsibility
By the start of the academic year	Talk to EVC (Mrs Purcell) and Mrs Harrison/Mrs Fisher about your proposed visit if it is a new visit.	Proposed visit leader
	Talk to EVC about booking coaches, hotels and tickets for the trip etc.	Visit leader
	Send out information / permission letter (paper copy) to parents (separate letter to PP children).	EVC
	Look at and follow requirements listed in this checklist.	Visit leader & EVC
9 or 10 weeks before the residential	Write EVOLVE risk assessment for the residential and submit to EVC ensuring ratios are sufficient. The generic template is in the Google Team Drive whole School Health & Safety folder. This must include all adult names.	Class teachers
	EVC to submit EVOLVE risk assessment to Mrs Harrison to be signed off.	EVC / Mrs Harrison
8 weeks before the residential	Deadline for risk assessment to be submitted to EVOLVE.	EVC
On-going	Liaise with EVC and residential provider to ensure all requirements are being met.	Visit leader
Three weeks before the residential	Ask office staff to order lunches, ensuring dietary / allergy requirements are met.	Class teachers / office staff
	Sort rooming	Class teachers
During the week before the residential	Collect 'Trips and Accidents' folder from medical room.	Class teachers
	Collect Care Plans and gather appropriate medical resources.	Class teachers
	Collect medications for as many children as possible and fill in medical information in the Trips and Accidents folder ensuring parents have signed.	Class teachers
	Check dietary requirements against any meals that have been pre-ordered.	Class teachers
	Prepare pupils for the residential, including behaviour expectations (Appendix 4b).	Class teachers
Day before the residential	Collect Care Plans and gather appropriate school-based medical resources.	Class teachers / TAs
	Collect First Aid kit, sick bags and wipes from classroom area or medical room.	Class teachers / TAs
	Collect school wristbands - school & dietary	Class teachers
	All staff to read and sign critical incident form (Appendix 5).	All staff
	Collect school mobile phone.	Visit leader

	Share relevant parts of the risk assessment with children - last minute reminders of lunches, dress, behaviour etc.	Class teachers
	Ensure all staff on the residential are familiar with the risk assessment.	Class teachers
	Collect medical information sheets from the school office and give to a senior member of staff not on the residential for out-of-hours contacts.	EVC
On the morning of the residential	Collect lunches from the kitchen.	Class teachers
	Collect last minute medications and ensure parents have signed in the folder.	Class teachers/teaching assistant/visit leader
	Give completed 'List of Phone Numbers' to office (Appendix 2)	Visit leader
	Give lists of children to group leaders and share this with children.	Class teachers
	Check children are toileted and dressed appropriately.	Class teachers
During the residential	Maintain dynamic risk assessments throughout the visit to ensure safety of all.	All staff and volunteers
	Wristbands to be worn by pupils when in public areas.	Class teachers
	Medications to be given as per parental instructions, following the guidance in the Yellow folder i.e. 2 people to be present.	Visit leader/class teacher/teaching assistant
After the residential	Complete an evaluation of the trip within one week and submit to EVC (Appendix 3)	Visit leader (liaise with other staff)

*Responsibility - tasks can be delegated to other members of staff but the named person(s) is responsible for ensuring the tasks are completed.

Appendix 2: Educational Visits Phone Numbers

Please complete and hand in a copy of this form to the school office as you leave for your visit. Take the original copy with you on the trip.

Class

Date

Destination

School	01782 432530
School mobile	07809 357054
Visit destination phone number	
Mrs Harrison	07762 726416
Mrs Fisher	07742106282
Out-of-hours contact number for school & name	
<i>In case of an emergency, please call the school Then follow the Emergency Procedures in the yellow folder from the Critical Incident Policy</i>	01782 432530

Appendix 3: Staff Evaluation of Educational Day Visits and Residential Visits

Please evaluate the following areas:

Visit:

Date(s) of visit:

Member(s) of staff completing this evaluation:

How closely were the objectives of the activity met?

What were the outcomes of the activity?

What went well? Why?

What aspects of the activity could be improved in the future? Please include any issues and how they were overcome/need to be addressed in the future.

Would you recommend this visit is repeated in the future?

Appendix 4a: Seabridge Primary School behaviour expectations for day visits

Pupil Code of Conduct on Day Visits

For this visit to be both beneficial and enjoyable for all, you will be expected to comply with the following code of conduct.

Throughout the visit we expect you to:

- behave responsibly at all times and show consideration for others;
- comply with all instructions at all times;
- take responsibility for your own possessions;
- keep all facilities clean, tidy and undamaged;
- abide by all the rules and regulations of the place you are visiting;
- be aware of all emergency procedures;
- in the event of an emergency, follow emergency procedure instructions;
- inform staff of any relevant medical conditions or injuries during the visit;
- inform a member of staff of any hazards and report any damaged or unsafe equipment;
- wear appropriate clothing;
- return any borrowed equipment in the same condition in which you received it;
- safeguard personal belongings and borrowed equipment;
- know which member of staff is your nominated leader;
- remain in your designated group for group activities;
- if a critical incident occurs, you should follow the instructions given to you by the teachers.

On the coach, we expect you to:

- remain in your seat, unless given permission to do otherwise;
- wear your seat belt whilst being transported in a minibus or coach;
- ensure bags/cases do not block the aisle. They should be kept on the luggage rack or under the seat;
- place litter in the bags provided;
- keep the noise levels down so that you do not distract the driver;
- if you begin to feel travel sick, inform a member of staff as soon as possible;
- when leaving the coach, be aware of traffic movement and direction.

Failure to comply with these expectations may result in sanctions.

Appendix 4b: Seabridge Primary School behaviour expectations for residential visits

Pupil Behaviour Expectations on Residential Visits

For this visit to be both beneficial and enjoyable for all, you will be expected to comply with the following code of conduct.

Throughout the visit we expect you to:

- behave responsibly at all times and show consideration for others;
- comply with all instructions at all times;
- take responsibility for your own possessions;
- keep all facilities clean, tidy and undamaged;
- abide by all the rules and regulations of the place you are visiting;
- be aware of all emergency procedures;
- in the event of an emergency, follow emergency procedure instructions;
- inform staff of any relevant medical conditions or injuries during the visit;
- inform a member of staff of any hazards and report any damaged or unsafe equipment;
- wear appropriate clothing;
- return any borrowed equipment in the same condition in which you received it;
- safeguard personal belongings and borrowed equipment;
- know which member of staff is your nominated leader;
- remain in your designated group for group activities;
- if a critical incident occurs, you should follow the instructions given to you by the teachers.

On the coach, we expect you to:

- remain in your seat, unless given permission to do otherwise;
- wear your seat belt whilst being transported in a minibus or coach;
- ensure bags/cases do not block the aisle. They should be kept on the luggage rack or under the seat;
- place litter in the bags provided;
- keep the noise levels down so that you do not distract the driver;
- if you begin to feel travel sick, inform a member of staff as soon as possible;
- when leaving the coach, be aware of traffic movement and direction.

Staying in the accommodation we expect you to:

- ensure that you understand all instructions regarding fire and safety procedures;
- ensure that you know the overnight location of school staff;
- ensure that you understand any instructions which limit your access to parts of the accommodation;
- ensure that you understand all instructions regarding access to other people's bedrooms;
- ensure that you arrive on time for meals and meetings;
- ensure that you understand any restrictions regarding the use of taking pictures and using any personal electronic equipment.

At motorway service stops we expect you to:

- follow instructions from staff;
- remain with a member of staff at all times.

For Overseas visits only: On the ferry, at the airport and on the railway station (if applicable) we expect you to:

- ensure you stay with your group at these busy locations;
- follow instructions from crew members;
- follow all instructions regarding being on boat decks;
- visit shops in groups with a member of staff - never alone;
- ensure that you stay back from the edge of railway platforms;
- stay with your group and an adult at all times.

Failure to comply with these expectations may result in sanctions. Any serious breach of these expectations will require parents to take responsibility for the child's journey home.

Appendix 5: Emergency Procedures

Dealing with a Critical Incident on a School Trip or Residential Visit

(taken from the Critical Incident Policy - Appendix 1.)

Preventative and Precautionary Measures

- all staff should be familiar with the routines and procedures for dealing with emergencies (as detailed in this Policy);
- all staff organising school trips and visits follow the guidelines and write a risk assessment to be signed off by the Headteacher;
- all staff are aware of pupils with medical needs or health problems;
- at least one member of staff on the trip will take a mobile phone with them with key numbers programmed (i.e. school, Headteacher, Deputy Headteacher).

Additionally, in the event of a critical incident, the priorities of those adults in charge of the trip must be able to:

- Save life;
- Minimise personal injury;
- Safeguard the interests of pupils and staff;
- Minimise loss and return to normal working as quickly as possible.

Actions to be taken when a crisis occurs

1. Obtain and collate information relating to the incident and relay this to the Headteacher as soon as possible (or Deputy Headteacher/Senior leader in her absence). The school will then trigger the main critical incident policy, including informing parents.
2. Administer first aid as appropriate.
3. Establish a contact point with the emergency services.
4. Allocate responsibility to ensure all pupils are safe.
5. Travel with casualties to hospital if necessary.
6. Make arrangements for travel back to England, if necessary, if on a residential visit abroad.
7. Encourage people involved to talk for both pupils and adults – the incident may need to be discussed before children return to school and/or go home for the day.
8. If the media become involved at the scene, make no comment as this will be dealt with back at school.
9. As soon as possible, arrangements need to be made to reunite children with their families. Mostly children will need to be brought home, but sometimes parents and families need to visit the scene of the incident to understand how they deal with repercussions in terms of children's fears etc.

Please complete the information below:

Trip: _____

Staff responsible: _____

I confirm that we:

- Have read the Critical Incident Policy;
- Will take at least one fully charged mobile phone on the trip;
- Have completed a risk assessment for the trip and shared this with all supervising adults;
- Will take a copy of this document (Appendix 1) with us on the trip.

Signed: _____ (Trip Leader) Date: _____

Procedure originator: K.Fisher

Approved by: Academy Council

Date Approved:

Review Interval: Annually

Last Review Date: September 2022

Next Review Date: September 2023