







**Educational Visits Policy**

# Rationale

Well planned educational visits provide our students with valuable experiences which enhance their learning at school. Providing a variety of opportunities for our students not only enables them to achieve a fuller understanding of the world around them through direct experience, but supports the development of their social skills. The organisation of an educational visit is crucial to its success in providing a rich learning experience for the students. The following guidelines support the planning and implementation of educational visits organised at Churchill School.

# Planning off-site visits

The Head Teacher is responsible for planning all off-site visits. In practice, the detailed planning is delegated to the organiser of the visit, but the Head Teacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience. The organiser must agree all plans with the Head Teacher.

# Planning Residential Visits

For residential journeys in this country, the school will hold a meeting with the parents of those pupils wishing to participate so that parents have access to full information before making a final decision on their children's participation.

Such meetings will cover:

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|  | * the dates and time of departure and return
* the destination with full address and telephone numbers
* the name of travel company/coach company, method of travel
* the activities planned for the participants
* the cost and what it covers
* insurance arrangements
* the date after which the deposit cannot be returned if cancelling
* advice on pocket money
* the identity of staff who will be responsible for money
* a checklist of clothing and/or equipment required
* details of any inoculations required
* planned care for any pupils with special education or health needs
* the names of the group leader, deputy leader and other staff and or parents accompanying the party
* the ratio of pupils to supervisors
* the rules
* contact details in case of an emergency.
 |
|  These visits must be approved via Evolve and the Local Authority’s on-line approval gained. The planning and risk assessments should be submitted 6 months in advance  Governors must be made aware of residential visits and ask questions about their educational objectives and ensuring the Educational Visits Co-ordinator has explored all risks, put in place safety procedures, included all pupils and on line approval has been gained from the Local Authority.  |

# Risk Assessment

A risk assessment should always be carried out by the visit organiser and the EVC (Educational Visits Co-ordinator) before setting off on a visit, using the LEA’s Evolve Guidelines. All staff should continually reassess the risks throughout the visit and take appropriate action if students are in danger.

The 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.

# Exploratory visit

Wherever possible the visit organiser 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 children in the group;
* ensure that the group leader is 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.

**Roles and Responsibilities**

# Head Teacher

The Head Teacher at Churchill School will ensure that:

* the governing body has approved the visit if necessary
* a designated member of staff organises the visit
* a suitable group leader is appointed
* all necessary actions have been completed before the visit begins
* all risk assessments are complete and that it is safe to make the visit
* parents have signed consent forms
* arrangements have been made for the medical needs and special educational needs of all the children
* the mode of travel is appropriate
* travel times out and back are known
* insurance cover is provided by the LEA
* the school has the names of all the adults and pupils in the travelling group,
* the school has the contact number for the visit location and contact numbers for all staff • the group leader has the contact details for parents

Special attention should be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage.

**Offsite Register**

When going on an educational visit or an enrichment off site, the trip leader must fill in the form stating the names of the pupils who are going to be off site, the staff going offsite, their contact number, the time they are leaving and the time they are expecting to be back by. They must give the form to the office and also take a photocopy of the form with them.

It is important that when they go off site that they take their phone with them and it **must not be on silent**.

If there is a concern on the educational visit or the enrichment offsite, the leader must ring the school main office number on 01440 760338. If the school needs to get in touch with the trip or enrichment lead, they will ring the number written on the form that has been left in the office.

When staff are on the trip it is everybody’s responsibility to ensure the pupils are safe. It is also important that they do regular headcounts.

# Visit Organiser

A designated member of staff will take responsibility for organising the visit and will:

* undertake and complete the planning and preparation of the visit including the briefing of group members and parents;
* undertake and complete comprehensive risk assessments with the EVC;
* have regard to the health and safety of the group at all times;
* assess the students suitability for the proposed visit;

# Group Leader

One teacher, the group leader, has overall responsibility for the supervision and conduct of the visit, and should:

* be able to control and lead children of the relevant age range;
* be suitably qualified if instructing an activity and be conversant in the good practice for that activity if not;

# All staff

All staff on school-led visits are employees of the Unity Schools Partnership and must:

* do their best to ensure the health and safety of everyone in the group;
* read all risk assessments before the visit
* follow the instructions of the leader and help with control and discipline. Non-teachers should generally 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 children in their charge is unacceptable.

# Responsibilities of children

The group leader should make it clear to the students 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 student whose behaviour may be considered to be a danger to themselves or to the group may be stopped from going on the visit.

## First Aid

First Aid provision should be considered when assessing the risks of the visit. For adventurous activities it is sensible to have at least one trained first-aider in the group. All adults in the group should know how to contact emergency services.

The minimum first-aid provision is:

* a suitably stocked first-aid bag;
* 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.

## Supervision

The visit must be assessed through the school’s Educational Visits Risk Assessment (see appendix A) to ensure a sufficient ratio of adults to children. The factors to take into consideration include:

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

There should always be enough members of staff to cope effectively with an emergency. When visits are to remote areas or involve hazardous activities, the risks may be greater and supervision levels should be set accordingly. Students whose behaviour is such that the group leader is concerned for their, or others’ safety, should be withdrawn from the activity. If necessary, consideration should be given to whether a child should return home early.

All staff must understand their roles and responsibilities at all times. In particular, all staff should be aware of any pupils who may require closer supervision, such as those with special needs or those with behavioural difficulties. 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. The group leader retains responsibility for the group at all times.

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

## Parents/Carers

The visit organiser should ensure that parents/carers are given information about the purpose and details of the visit. Special arrangements may be necessary for parents for whom English is a second language;

Parents/carers 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 should be included in a letter to parents/carers prior to a visit:

* dates of the visit;
* mode(s) of travel;
* details of accommodation with security and supervisory arrangements on site;
* names of leader;
* visit’s objectives;
* details of the activities planned;
* appropriate risk assessments have been completed;
* 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.

Parents must:

* provide the group leader with emergency contact number(s);
* sign the consent form;
* give the visit organiser relevant information about their child’s health which might be relevant to the visit.

## Information to Children

The group leader should be satisfied that the students understand key safety information. Students should understand:

* 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 children;
* who is responsible for the group;
* what to do if approached by a stranger;
* what to do if separated from the group;
* rendezvous procedures.

Students 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.

## Transport and Children

Students 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 aisles on the transport
* never attempt to get on or off the moving transport;
* never throw things out of the transport vehicle’s windows;
* 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;
* if you feel unwell while travelling, tell a teacher or the person who is otherwise responsible for the group.

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| **Author** C Komodromos  | **Date** Spring 2025  | **Frequency of Review** 3 yearly  |

**Appendix A**

Class/Group:

Please complete this form and submit to the Headteacher Approved

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| --- | --- | --- | --- |
| **Students**   | **Medical** **Problems / Management plan??**  Please list any necessary equipment  | **Requiring Individual Risk Assessment?**  Please list any necessary equipment  | **Allocated Staff Member/Adult**   |
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Date of Trip/off site activity: Time:

Appointed person/First Aider:

I confirm that all information is correct

Class Leader: (Signature) (Date)

Headteacher: (Signature) (Date)

**Risk Assessment Off-site activities and educational visits Churchill School**

**Location/Purpose**

**Group Leader** **Other Staff** **Group Size** **Ratio**

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| --- | --- | --- |
|  **Identifying the hazards-assessing the risk**   |  |  **Control measures – reducing the risk to low**    |
| **Site and its Environment (including access / toilets / escape routes / fire procedures etc.)**       | **Risk**  **Rating**  High/med/low     |          |
| **Group (e.g. behaviours / runners / safe spaces etc.)**       |      |        |
| **Activity arrangements**      |     |       |
| **Transport / journey**     |    |    |

**Variations**

Record any additional assessments and control measures here if this sheet is used as a generic risk assessment.