



Stonesfield Primary School
Learning together to achieve our best

Educational Visits Policy

Approved by governors: March 2022

To be reviewed: March 2024

Rationale

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 are an essential element of good primary practice.

Purposes

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. Wherever or whatever the venue, teachers will ensure that the educational benefits to the children are maximised.

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

Responsibilities

The school follows the [OCC 'Educational Visits' guidance](#) and has adopted the [OEAP National Guidance](#).

Responsibilities for Health and Safety on school visits are determined as below.

The Governing Body ensure that there are robust procedures for the management of Health & Safety in place within school; and monitor the effectiveness of these procedures.

The Headteacher develops procedures in line with national guidance; ensures that staff are aware of national, local and school policy; and quality assures risk assessments for each visit to ensure that safe practice is being followed.

The EVC will be a senior member of staff appointed to co-ordinate all visits and with the status to effect change and be the focus of monitoring good practice.

The Visit Leader takes overall responsibility for the well-being of the children during the visit, provides a risk assessment, and adapts this according to any circumstances which may occur.

The administrator takes responsibility for ensuring that any adults participating in a school visit comply with requirements for DBS checks, etc.

The Visit Leadership Team (staff and those volunteers with DBS check) take immediate responsibility for a group of children, follow risk assessments, and ensure that children are kept safe at all times.

The school's Educational Visits Co-ordinator (EVC) is: **Ben Trevail (Headteacher)**

Educational Visits Coordinator

An educational visits coordinator (EVC) will be appointed by the headteacher. The EVC will complete training provided by Oxfordshire County Council and attend refresher training as required.

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

- a suitable group leader is appointed;
- all necessary actions have been completed before the visit begins. (This applies even when the head is not going on the visit);
- the risk assessment is complete and that it is safe to make the visit;
- training needs have been met;
- the visit leader has experience in supervising and controlling the age groups going on the visit and will organise the group effectively;
- the visit 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;
- parents 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;
- there is adequate and relevant insurance cover;
- they have the address and phone number of the visit's venue and have a contact name;
- that they have the names of all the adults and pupils in the travelling group, and the contact details of parents and the staff's and volunteers' next of kin.

Visit Leader

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

- appoint a deputy;
- be able to control and lead pupils of the relevant age range;
- be suitable 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;
- 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).

Other teachers and adults involved in a visit

Teachers on school-led visits act as employees of the LEA or of the 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 their time on the visit falls outside normal hours.

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;
- 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 pupils in their charge is unacceptable.

Responsibilities of pupils

The visit leader will 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

The visit leader will 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 will 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 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.

Planning off-site visits

Whether the visit is to a local park, museum, swimming pool, or includes a residential stay, it is essential that careful planning takes place. This involves considering the dangers and difficulties which may arise and making plans to avoid them.

The Headteacher is responsible for planning all off-site visits. In practice, the detailed planning is delegated to the visit leader, but the Headteacher must be satisfied that the person planning the visit is qualified to do so and has the necessary experience.

The visit leader must agree all plans with the Headteacher.

Risk Assessment

A risk assessment will always be carried out before setting off on a visit. Risk assessment will decide the adult:child ratio for each visit. The risk assessment will 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 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?

Staff must consider whether individual pupils require an individual risk assessment in order to ensure the safety of all adults and children on the trip. This risk assessment will identify additional actions required taking in to account individual needs.

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

The visit leader will 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 behaviour;
- 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 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 will 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.

First Aid

First Aid provision will be considered when assessing the risks of the visit. There will always be 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 will 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 will be available and accessible at all times. If a first-aider is attending to one member of the group, there will be adequate first-aid cover for the other pupils. The Headteacher will 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.

Supervision

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:

- sex, gender identity, 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 will always be enough supervision to cope effectively with an emergency. When visits are to remote areas or involved hazardous activities, the risks may be greater and supervision levels will be set accordingly.

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

EYFS visits off-site may be as low as:	1:2
Key Stage One, visits off-site on foot:	1:10
Key Stage One, visits off site involving public transport:	1:6
Key Stage Two, visits off-site on foot:	1:15
Key Stage Two, visits off-site involving public transport:	1:12

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.

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 will be carefully selected and ideally they will 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 will 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.

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

Whatever the length and nature of the visit, regular head counting of pupils will take place. The group leader will 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 will 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. The lack of control and discipline can be a major contributory factor when accidents occur. Pupils will also be told about any potential dangers and how they will act to ensure their own and other's safety.

Pupils should be involved in planning, implementing and evaluating their own curricular work and have opportunities to take different roles within an activity. This could include considering any health and safety issues.

Participation

Pupils will be assessed to ensure that they are capable of undertaking the proposed activities. During the visit they will not be coerced into activities they fear. Pupils whose behaviour is such that the visit leader is concerned for their, or others' safety, will be withdrawn from the activity. On residential visits the visit leader should consider whether such pupils will return home early.

Information to pupils

It is for the visit 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

Pupils using transport on a visit will 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 attempt to get on or off the moving transport;
- never throw things out of the transport vehicle's windows;
- never get off a vehicle held up by traffic lights or in traffic;
- never run about while transport is moving or pass someone on steps or stairs;
- 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 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.

Pupils with special educational and medical needs

Every effort will be made to accommodate pupils with special educational and medical needs whilst maintaining the safety of everyone on the visit. Reasonable adjustments will be considered so that children participate in at least some, if not all, aspects of the visit. Parents will be consulted during the planning stage. Special attention will be given to appropriate supervision ratios and additional safety measures may need to be addressed at the planning stage. An individual risk assessment may be required.

Communicating with parents/carers

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 letter to parents / guardians prior to a visit:

- dates of the visit
- times of departure and return
- mode(s) of travel
- details of accommodation with security and supervisory arrangements on site
- names of leader, or other staff and of other accompanying adults;
- visit's objectives
- details of the activities planned and of how the 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

Stonesfield Primary School will seek consent for:

- visits involving young children;
- adventure activities;
- visits abroad;
- other residential visits.

If parents withhold consent absolutely the pupil will 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. The parental consent form will be completed for each pupil in the group.

Residential visits

Hostels and Hotels

The school will bear in mind the following:

- the visit leader will ideally have adjoining rooms with staff quarters next to the young people's – 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 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 will 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 – it is advisable to bring a torch;
- provision for sick, disabled pupils or those with special needs;
- safety in rooms (electrical connections, secure balconies);
- recreational accommodation / facilities for the group.

Charging and remissions

Please see the school's Charging and Remissions policy.