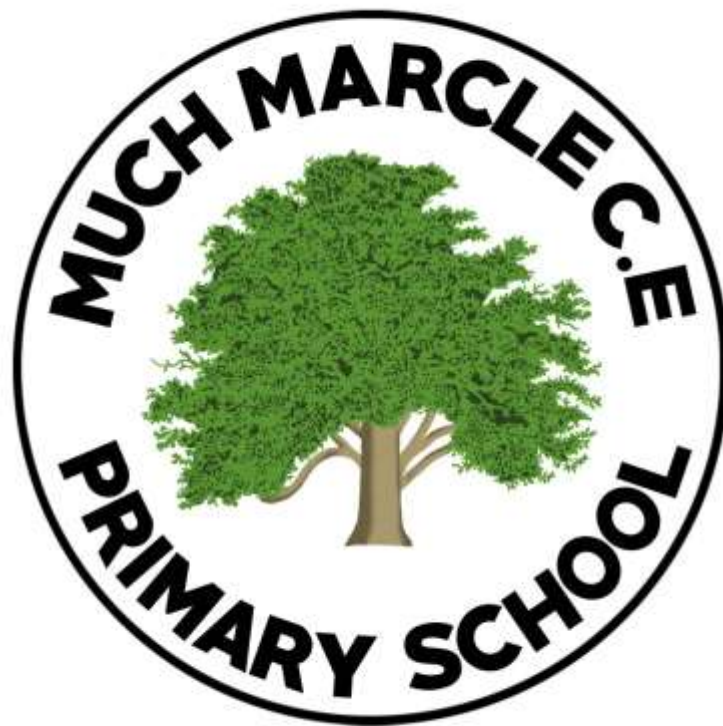


Educational Visits Policy



Date Reviewed	Reviewed By	Next Review
September 2023	Laura Davies Lewis Fitzer	September 2024

Introduction

Trips, visits and learning off-site comprise an essential part of the school curriculum at Much Marcle Primary School. Successful trips provide memorable learning experiences and enhance the children's education in ways that are not possible in the classroom. The school is committed to providing school visits as a positive tool to develop pupils' independent, investigative learning, and to build their experience of the local and wider world.

As a school we follow the The Outdoor Education Advisers' Panel (OEAP) guidance in accordance with Herefordshire council.

Within school, responsibility for educational visits rests with the Governing Body, Headteacher and the Educational Visits Coordinator (EVC), however all school employees have a responsibility to:

- take reasonable care of their own and others' health and safety
- co-operate with their employer
- carry out activities in accordance with training and instruction
- inform the employer of any serious risk

This policy been produced to offer school staff advice and support in the planning and organising of all off-site activities in order to ensure the health and safety of pupils.

Definition

For the purposes of this policy, an 'educational visit' means any educational, cultural or sporting activity that requires the pupils to leave the school premises having been authorised to do so by the Headteacher. This includes the following:

- Visits to places of interest in the local area
- Day visits to museums, galleries and places of educational interest
- Forest School
- Sporting activities including swimming sessions
- Outward bound and adventurous activities

Aims and expectations

Most classes in the school will aim to have one educational visit per unit (if appropriate) These trips are planned to support and broaden the children's understanding of the current topic. Class teachers may arrange additional visits throughout the year following authorisation from the Headteacher. In addition to this, there will be additional trips arranged throughout the year, such as sports and music trips. All activities are available to all children irrespective of needs, ethnicity, gender or religion.

Planning and Preparation for a trip

The school has identified an Educational Visits Co-ordinator (EVC) whose role is to coordinate the planning and management of these activities. All off-site activities must be approved by the EVC and headteacher at least three weeks prior to the proposed date of the trip, unless the trip has been planned in response to an educational opportunity that has arisen, for example a last minute invitation to a significant event or rearranged sporting fixture. Where possible, dates for educational visits will be set at the beginning of the calendar year to enable staff to book tickets and transport as applicable.

Staff should record their visits on Evolve and provide an information overview sheet. When planning a visit, staff are advised to take into account the S.A.G.E variables.

- **Staffing:** who is needed/available? The plan must work within the limits of available numbers, abilities and experience.
- **Activities to be undertaken:** what do you want the group to do and what is possible?
- **Group characteristics:** prior experience, abilities, behaviour and maturity, sex, any specific individual needs.
- **Environment:** indoors or out; a public space or restricted access; urban, rural or remote; quiet or crowded; within the establishment grounds, close to the establishment or at a distance; and the ease of communications between the group and base. Do not overlook environments to be passed through

between venues. For residential visits consider the accommodation and surrounding area. For outdoor environments, consider remoteness, the impact of weather, water levels and ground conditions

Procedure

The best practice to be adhered to in the arranging of school trips is as follows:

- If class teachers are unable to book a visit themselves, Mrs Park will book the entire trip on the agreed date(s).
- The trip leader will calculate a cost per pupil, inclusive of transport and insurance. This must be sufficient to cover the entire cost of the trip, including any charges for additional helpers. This must then be given to Mrs Park.
- Once confirmed with the venue and transport providers, the dates for the trip must be entered into the school diary
- In cases where school lunches are affected, Mrs Park must be informed to cancel lunch orders.
- The trip leader should fill out an educational visit form on Evolve and notify the EVC when this has been completed. The EVC will then review the form and forward to the headteacher who will approve the visit. If applicable, the headteacher will forward the form to the Local Authority who will give final approval of the visit.
- The EVC must be informed using Evolve at least three weeks prior to departure.
- Class teachers will inform parents in advance of dates for school trips in class termly letters, with further specific details in a separate letter, giving at least two weeks' notice (unless there are exceptional circumstances).
- Where applicable, parental volunteers will be asked for.
- If appropriate, payments will be made directly to the school office via school money.
- Staff should ensure they have checked have the red trip bag – This should contain an emergency plan, pupil emergency contacts, trip phone, spare whistle, first aid kit and school inhaler. This bag is to be taken on all visits outside of the school grounds.

Risk assessments

A full risk assessment must be completed three weeks prior to a trip, which must be approved by the school's EVC and head teacher, using the school's risk assessment template. To support the process, existing risk assessments can be used, evaluated and updated, including generic risk assessments available on the school server.

The risk assessment must include details of any specific medical issues, additional support for individual children and details of adult helpers. A copy should be taken on the trip, and another copy left with the EVC.

Risk assessment should be added to the visit form on Evolve.

When completing a risk assessment, it is best practice to consider S.A.G.E.

School Specific Protocols

When planning a visit and completing a risk assessment, staff should consider the following:

- Whistles when walking: 1 whistle = stop and 2 whistles = move to the side of the road/path.
- Whistles during forest school: 1 whistle = stop, 2 whistles = go back to the log circle and 3 whistles = go to the nearest adult.
- All adults to wear high visibility jackets.
- If the visit is outside of the local area, children should be wearing a red school hat and a red school wristband.
- The red school trip bag (found in the first aid room) has been checked and is to be taken on all visits outside of the school grounds. The bag should contain: an emergency plan, pupil emergency contacts, trip phone, spare whistle, first aid kit and a school inhaler including the spacer.

Parental consent

In accordance with the Home School Agreement, most parents give blanket permission for their child to attend local school trips. As a result, permission is no longer requested from parents for individual school trips or sporting activities. However, parents will always be informed about the trip or activity by email or letter. All the necessary details will be included in the letter, as well as any payments required.

Permission will be specifically requested from parents for:

- Residential trips
- Adventure trips or a long journey
- All Nursery trips
- Trips that require additional transport
- Trips that take place outside of school hours

Local Visits

Visits/activities within the 'Local Learning Area' that are part of the normal curriculum and take place during the normal school day.

These visits/activities:

- must be recorded on EVOLVE via the 'Local Area Visit' module.
- do not require parental consent but parents should be informed (unless using additional transport).
- do not normally need additional risk assessments. Generic risk assessments may be used and visit specific risks added to notes section on Evolve form.

The boundaries of the Local Learning Area includes, but is not limited to, the following frequently used venues:

- Much Marcle Village Walk
- Much Marcle Community Hall
- St. Bartholomew's Church
- Westons
- Hellens House
- Walk to Hall Woods
- Swimming in Ledbury

The following are potentially significant issues/hazards within our Local Learning Area:

- Road traffic.
- Other people / members of the public / animals.
- Losing a pupil.
- Uneven surfaces and slips, trips, and falls.
- Weather conditions.
- Activity specific issues when doing fieldwork (nettles, brambles, rubbish, etc).

These are managed by a combination of the following:

- The Head, Deputy or EVC must give verbal approval before a group leaves.
- There will normally be a minimum of two adults.
- Staff are familiar with the area and have practiced appropriate group management techniques.
- Pupils have been trained and have practiced standard techniques for road crossings in a group.
- Where appropriate, pupils are fully briefed on what to do if they become separated from the group.
- Pupils' clothing and footwear is checked for appropriateness prior to leaving school.
- Staff are aware of any relevant pupil medical information and ensure that any required medication is available.
- Staff will either record the activity on EVOLVE (Local Area Visit module)
- A mobile is taken with each group and the office have a note of the number.
- Appropriate personal protective equipment is taken when needed (eg gloves.)
- A first aid kit is taken.
- Crossing the road is done in front of the village hall and after Hellens drive.

Visits out of the local area

We define visits out of the local area as visits that require additional transport. These visits should be recorded on Evolve using the visits form however, non- adventurous visits with 50 miles and that stay in Herefordshire do not require LA approval.

During the visits outside of the local area, children will be required to wear the red school hats and the red school wristbands.

Residential trips

In the case of residential trips, a parents' meeting will be held well in advance of the trip. This will provide all the relevant information, including the details of payment plans, which are always available on request. Special equipment/clothing will be listed as required; for example, for adventurous visits, additional or waterproof clothing may be necessary. Emergency telephone contacts must be obtained for all pupils participating in residential activities, along with relevant medical information, on the parental consent form.

Ratios

All trips are individually risk assessed to ascertain the safe level of adult supervision required. Below are the recommended minimum adult to pupil ratios that our school is committed to implement. These are adhered to unless there are exceptional circumstances and/or permission has been given by the Headteacher following an assessment of risk taking into consideration the nature of the trip.

- Reception - 1:4
- Years 1 – 2 - 1:6
- Years 3 – 6 - 1:15
- Adventurous activities and residential visit – consider S.A.G.E and adapt if necessary

If a child with a Statement of Special Educational Needs or an Education Health Care Plan is participating in the trip, this pupil must have the same support that is ordinarily available to them during the school day.

Payments for trips

When planning educational visits, class teachers will always consider the cost implications for parents.

Excessively expensive trips will be avoided wherever possible. All payment by parents for school trips is made in the form of a voluntary contribution. All payments are made online via school money.

For residential off-site visits where the costs are likely to be higher, payment plans are available, to spread the cost.

In certain cases, the school may be able to subsidise the cost of school trips. In these cases, parents need to contact Mrs Park.

Behaviour on school trips

The school's Behaviour Policy applies equally to children when they are being educated off-site. Indeed, being outside of the school, expectations are even higher as children are acting as ambassadors for our school. We expect our pupils to behave courteously to all members of the public that they meet. It is essential for their own safety that they listen carefully to their accompanying adults and act on any instructions given to them. It is also essential that all children actively participate in all aspects of the trip as trips are an integral part of the child's education. Children will always be reminded of the behaviour expectations before going off-site on their visit.

Trip Safety

The school takes the safety of its pupils on off-site visits extremely seriously. All supervising adults must be made aware of the duty of care which is placed upon them. The school's Safeguarding Policy will be implemented during all off site activities. The school will adhere to the following to ensure the safety of children on educational visits:

- An adult of each gender to accompany mixed groups of pupils if possible
- Newly Qualified Teachers to be accompanied by an experienced member of the teaching staff on their first visit
- Supervising adults to include a member of staff with knowledge of basic First Aid
- For EYFS trips, at least one first aider must accompany children
- Supervising adults must know of any special medical details relevant to any pupil
- First aid kits and any individual medicines, e.g., asthma pumps, must be taken on the trip

- Children to be briefed about the importance of staying with their partner/group/adult helper
- All helpers should be DBS checked. In the event of any adult who has not been DBS checked should not be left alone with children during any activity
- Adults must never travel alone with a child in their own vehicle
- Any adult helpers must be fully briefed prior to leaving, in writing, with names of children in their group, expectations and responsibilities, and mobile numbers of members of staff
- When walking along a pavement, children must be in a line in pairs (or single file if necessary) with teaching staff at the front and rear, and other adults alongside
- Regular headcounts to be taken

Emergency procedures

Staff are encourage to include an Emergency Checklist (Appendix 1) in their visit pack and use when experiencing an emergency.

In cases where a child or children need urgent medical attention, two staff members (if possible) will accompany that child (or children) for treatment, while other staff members and adults remain with the rest of the group. School will be notified at all times, and they in turn will notify parents. In the unlikely event that a child becomes separated from their group, they must follow the steps below, about which they will have been briefed prior to departure:

- Wait so that the trip leader can re-trace their steps to locate the child
- Wait at agreed meeting point if available
- Children to all wear red wrist bands containing the contact numbers of the group leader and the school
- Speak only to adults in uniform, e.g., TfL staff, police etc. but under no circumstances go with them

The trip leader and one other member of staff will search the immediate vicinity. Another member of staff will assume overall responsibility for the group during the absence of the trip leader to maintain the safety and well-being of the other children.

If the child is not found after approximately 20 minutes (timings to vary based on location and situation), the trip leader will phone the school office to notify them and ascertain whether they have any information. The school will notify the parents. The trip leader will also contact the police. Once the police arrive, all relevant information about the child will be given, so that the police can take over the search. The trip leader will remain with the police to comfort the child when found and maintain regular contact with the school. The remaining staff and adult helpers will return to the school with the rest of the children. When the situation has been resolved, the headteacher and SLT will conduct a full investigation to ascertain how the incident occurred and revise the risk assessment procedures where appropriate.

Emergency Plan

During office hours, details of all staff and participants (including medical details, contact details of parents/next-of-kin records of parental consent (if applicable) are kept in school and taken in the trip grab bag.

Out of office hours, details of the visit and copies of the group list, staff mobile phone numbers and staff/participant details must also be held by the Emergency Contact(s) and by the visit leadership team (unless they are close to the school site and are able to access the records at any time, even when the site is closed). Pupil records can also be found on scholarpack.

During office hours, the Emergency Contact is Laura Davies (Headteacher), deputised by Jo Park (School administrator). The Emergency Contact must remain on site until the group returns.

Out of office hours, there must be a named Emergency Contact at all times that a visit is taking place.

In the event of being alerted to an emergency on an off-site visit:

- STAY CALM;
- ASK for details of the incident using the First Contact form (Appendix 2);
- THINK about the actions you need to take and the people you need to contact to help you (see Possible Actions below);

- DECIDE what immediate help you need and contact those people;
- TAKE CHARGE of the incident until you clearly hand over to someone else - it is essential that one person is clearly designated as controller of the emergency response at any one time, and that it is clear to all who this is;
- CONTACT the group in difficulty to reassure them, get up to date information and keep them informed of your actions;
- RECORD all information you receive and actions you take;
- DELEGATE TASKS as and when possible and appropriate to allow you to manage the situation and allow for concurrent activity.

When receiving an emergency call, depending on the circumstances and the support required you may need to do some or all of the following (perhaps in liaison with Herefordshire council):

- Inform Headteacher/ deputy, DDSLs, SLT or EVC
- Establish an Emergency Response Team, which may need to include the following roles (combine if insufficient staff are available):
 - Incident Controller;
 - Coordinator/contact with group (consider keeping the same person to always speak to the visit leader);
 - Communications;
 - Logistics – arranging transport, accommodation etc. for group and any travelling team;
 - Resources – e.g., office space, reception for any visitors (parents, media etc), refreshments/food;
 - Expert advice – e.g., Educational Visits Co-ordinator (EVC) or an experienced visit leader;
 - Record/log keeper;
- Inform Herefordshire council if you need their support, if the media might be involved, or if the incident is serious;
- Inform the school governors;
- Keep a log of all actions, communications and decisions, including people involved and times;
- Arrange alternate and additional phone lines so that incoming calls do not swamp communications;
- Consider other means of communication such as WhatsApp, email and text, but remember that some are more reliable and/or secure than others, and do not assume that a message has been received until it has been acknowledged;
- Liaise with emergency services, media, tour operators, insurance companies etc.;
- Carry out any actions necessary to support the visit leadership team;
- If necessary, organise a Travelling Team to provide support at the scene;
- Ensure the security of the school site and ensure the access gates are staffed to control access (elements of the media/press sometimes seek to gain access wherever they can);
- Make arrangements for relatives etc. to be catered for while they wait for news;
- Arrange for the return or onwards travel of the party, and/or arrange transport for parents to the scene/hospital;
- Control communications and the flow of information to the affected group, parents and other school pupils and staff (beware of pupils and staff inadvertently starting rumours circulating);
- Control information to the media
- Make arrangements for meeting the group back from the visit and reuniting children with parents;
- Consider the possible need for immediate and/or future practical and emotional support for anyone involved (don't forget other staff, young people and the Emergency Response Team as well as parents and those directly involved) – if necessary, arrange for a liaison person or counsellor to be allocated to specific people

Appendix 1 – Emergency Checklist

Use this checklist to guide and record your actions in an emergency. The sequence of events will depend on the nature of the emergency.

	IMMEDIATE ACTION		✓
Preserve	Ensure own safety		
	<i>All subsequent actions are better delegated to other members of the leadership team when possible - allowing the Visit Leader to remain in charge of the whole situation</i>		
	Ensure safety of uninjured group members and other leaders		
	Ensure safety of any casualties and triage		
	Deal with life threatening first aid		
	Call emergency services as appropriate		
	URGENT ACTION – Do this efficiently and concurrently if possible		✓
Prevent Worsening	Take stock and make a plan		
	Allocate resources to maximise concurrent activity		
	Continue first aid		
	Inform emergency contact as per your plan		
	Liaise with emergency services as they arrive		
	Deal with urgent physical needs of group:	Shelter	
		Warmth	
		Water	
	Deal with urgent emotional needs of group:	Remove from stress	
		Protect from intrusion	
Useful things to do			
Control outward communications			
Begin written log/note keeping			
	FOLLOW UP ACTION – Much of this can be done at the same time as Urgent Action with efficient use of people (including young people) and resources		✓
Promote Recovery	Take stock again and re-plan next phase – what have you forgotten?		
	Deal with casualties in care of emergency services:	Accompanied to hospital	
		Keep track of who is where	
	Consider needs of self and fellow leaders – are you/they coping?		
	Liaise with establishment/employer as per your emergency plan		
	Deal with further physical needs of group:	Food	
		Toilets, washing facilities, clean clothes	
		Accommodation and/or onward transport	
	Deal with further emotional needs of group:	Emotional support	
		Contact with home	
Deal with press – via employer			
Contact support agencies e.g. travel company, insurers, Consular Assistance Team			

Emergency Procedure:

1. Remain Calm - Assess the situation.
2. Safeguard yourself and then any other uninjured members of the group. Make sure all other members of the party are:
 - accounted for
 - safe
 - adequately supervised
 - briefed to ensure that they understand what to do to remain safe.
3. Delegate Assistant Leaders if possible so you can keep an overview of events and to allow 'concurrent' activity.
4. Call emergency services as appropriate.
5. Carry out first aid to the best of your abilities. Remember the aims of first aid are to:
 - a. Preserve life
 - b. Prevent the condition worsening
 - c. Promote recovery

Essential First aid:

1. Casualties need to be able to breathe – if they are unconscious this means being put into a safe airway position.
2. Try to find and stop any serious external bleeding.
3. Protect the casualty from the environment - keep them warm.
4. Monitor their condition, talk to them, reassure them, hold their hand and provide emotional support.

Emergency Numbers:

Name	Telephone	Mobile
My telephone number		
School / Establishment		
Nominated base contact		
Head / Manager		
Employer (e.g. LA) (office hours)		
Employer (out of hours)		
Emergency Services		
Foreign Office Consular Assistance	+44 207 008 1500	

Appendix 2 – First Contact Form

When you receive an emergency call, remember that the caller might be very stressed. You should:

- 1. Remain calm;**
- 2. Reassure the caller;**
- 3. Ask the following questions and record all key information, double checking when necessary:**

Who is calling?	
What number can we call you back on should we be disconnected?	
If not school staff - Which school/establishment are you from?	
What has happened? What is the nature of the emergency?	
What is your role in the group (e.g. Visit Leader, Assistant Leader, Participant)?	
What is the number and status of any people with injuries?	
Are the emergency services involved?	
What is your current location?	
What is the group's current location?	
What is the total number of people in the group?	
Is the group staying where they are or moving? If they are moving - where to?	
What help do you require?	
What time did the incident happen? Note time now	

Reassure them and thank them. Tell them that you will inform the appropriate people and that they will be called back as soon as possible.

- 4. Contact emergency contacts and relevant support.**