



A place to shine ...

Let light shine out of darkness and God's light shine in our hearts

2 Corinthians ch4, v6

Educational Visits policy

Consultation that has taken place	November 2019
Date formally approved by governors	December 2019
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Review date	December 2020
Person responsible for implementation and monitoring	Jenny Wheatcroft

***'For you can all prophesy one by one, so that all may learn and all be encouraged,'
(Corinthians 14:31)***

Rationale

This policy applies to all Educational Visits involving pupils of Central Walker Church of England Primary School. It applies regardless of whether the activities take place within or outside of normal working hours, including weekends and holiday periods.

Educational Visits are defined as events that involve pupils being away from the normal school site, whilst in the care of the school. This includes visits, outings, school trips and off-site activities such as: local visits to parks, museums, libraries and sports facilities; cultural, educational, recreational and exchange trips; outdoor activities; residential; field trips.

Educational visits must have a clear learning objective(s) linked to EVOLVE. Post visit and using EVOLVE, trips must be evaluated against these objectives and including any other additional notes for future visit reference (for example new barriers in car park could affect minibus parking).

Outdoor Education Advisers Panel (OEAP) National Guidance

This Policy adopts the National Guidance published by the Outdoor Education Advisers Panel (OEAP) on the website <http://oeapng.info>. This provides detailed guidance about many aspects of outdoor learning, off-site visits and learning outside the classroom, and includes essential reading for all key staff roles. Specific information can be found by using the site's search function.

School employees must follow that guidance as well as the requirements of this policy. Should there be any conflicting areas, then this policy and the establishment's other relevant policies take precedence, and clarification should be sought from the Educational Visits Advisory Service (EVAS).

Benefits

All pupils should be given the opportunity of learning outside the classroom and benefiting from participation in a wide range of visits and activities, including activities in the school grounds, local activities, day visits, residential, field studies and outdoor adventure activities. Whether their emphasis is adventurous, academic, sporting, cultural, spiritual or creative, off-site visits and outdoor learning provide first-hand experiences that inspire and enhance learning and development in ways, which are powerful and lasting. They provide a foundation for life-long learning and healthy lifestyles, as well as complementing classroom learning and enriching the curriculum.

Assessment of Risk

Central Walker Church of England Primary School has a legal duty to ensure that risks are managed - requiring them to be reduced to an "acceptable" or "tolerable" level. This requires that proportional (suitable and sufficient) risk management systems are in place. This policy sets out the arrangements that the school has made for managing the risks inherent in Educational Visits.

Risk is a natural part of everyday life: all activities involve risk, and it is impossible to eliminate it. As they grow up, it is important that children and young people learn to understand and manage risk and uncertainty for themselves. If we attempt to 'wrap them in cotton wool', they not only miss huge opportunities for growth but also emerge into society unable to cope with the uncertainties and challenges of adult life. Well-managed Educational Visits, including outdoor and adventurous activities, play a vital part in helping children and young people to learn about the real world, and to understand and manage risks for themselves.

Central Walker Church of England Primary School therefore provide such opportunities for pupils. Good planning and management of activities should be about reducing risks to an acceptable level, taking into account the potential benefits. The starting point for such a risk-benefit assessment should be a consideration of the targeted benefits and learning outcomes. This appreciation of the benefits to be gained through participating informs

decisions about whether residual risks (i.e. the risks remaining after control measures have been put in place) are acceptable. The Health & Safety Executive endorses this approach through its "Principles of Sensible Risk Management", and advocates that it is important that young people are exposed to well-managed risks so that they learn how to manage risk for themselves.

Employees who follow this Policy, work within the limits of their own competence, and use their common sense and professional judgement will be fully supported by Central Walker Church of England Primary School. Although some paperwork is required in order to record and communicate the decisions made, risk management should be largely a common-sense process centered upon competent staff. It should focus on significant risks, not trivial ones, and it should not become a restrictive and onerous bureaucratic exercise.

Risk assessment is a legal requirement and assessing risks associated with Educational Visits is no different. However, this does not need to be a complicated process. It is simply a systematic examination of what might harm people, and should be based on common sense. Although an assessment is always required, a written risk assessment is only required when significant risks have been identified. The reasons for recording significant risks include:

- Deciding whether to proceed, modify or cancel a proposed visit or activity
- Deciding what precautions need to be taken to prevent unnecessary harm
- Making the planning process systematic and thorough
- Informing all those involved about the risks and precautions
- Providing evidence for those responsible for approving a visit
- Demonstrating that good practice has been observed in the case of an incident.

It is also necessary to include an assessment of risk to staff members during visits that may not be identified during the assessment of risk to pupils taking part (for example, violence at work). Further information about risk assessment can be found on the OEAP National Guidance website (see section 2 above).

Inclusion & Equality

Educational Visits should be available to all pupils, regardless of background or abilities. Establishments must ensure that their provision meets the requirements of the Equality Act 2010, the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act 2001. Guidance about inclusion can be found on the OEAP National Guidance website (see section 2 above).

Review & Evaluation

All visits should be reviewed after the event, with particular regard to any accidents, incidents or other significant occurrences during the visit, followed by any necessary review of procedures and/or risk assessments.

The Ofsted report "Learning Outside the Classroom – How Far Should You Go?" (October 2008) (available on the OEAP National Guidance website) makes statements in the strongest terms to support the value of Learning Outside the Classroom, including the fact that it raises achievement. However, it also highlights the finding that Learning Outside the Classroom is rarely evaluated with sufficient rigour. A methodology to address this is provided within the document "Rigorous Evaluation of LOtC: Meeting Ofsted Expectations and Assuring Quality" in the OEAP National Guidance (see section 2 above).

Commissioning

If an organisation outside Central Walker Church of England Primary School is commissioned to provide a service, which may include Educational Visits, it must have policies and procedures in place, which at least meet the same standards as described by this Policy.

Role-specific responsibilities

OEAP National Guidance (see section 2 above), sets out the responsibilities and functions, regarding Educational Visits, of specific roles including:

- Member of Board of Governors or Management Board
- Head Teachers
- Educational Visits Coordinator (EVC)
- Visit or Activity Leader
- Assistant Visit leader
- Volunteer Adult Helper

Educational Visits Coordinator (EVC)

Central Walker Church of England Primary School has a nominated Educational Visits Coordinator (EVC) in post. The role of the EVC is described in the OEAP National Guidance (see section 2 above). EVCs must undertake an EVC training course and a refresher / revalidation course every three years, both of which are provided by EVAS. The course includes training on visit planning, risk assessment, leader competence and required procedures.

Educational Visits Advisory Service (EVAS)

The Educational Visits Advisory Service, which is a service provided by Newcastle City Council (Jim Foster). Contact details are available on Evolve.

The Advisory Service:

- provides advice and guidance to EVCs about planning visits, and clarification when required regarding this Policy or the OEAP National Guidance. Requests for advice will receive a response within one week of the request being received (except over the Christmas / New Year holiday period).
- provides information via the Evolve online system.
- monitors and approves visits using the Evolve system.
- provides training for EVCs.
- can provide other tailored training, such as for Visit Leaders and Group Leaders.

Notification and approval of visits

The Evolve online system is provided and managed for school and academies by the EVAS. It should be used for the notification, authorisation and monitoring of visits. Visits in Category 3 (see below) require approval by EVAS. Key information about a visit is available through Evolve in the event of an emergency.

EVCs are responsible for setting up school staff to use Evolve. For the purposes of notification and approval, Educational Visits are classified into three categories. These are based on the 'Radar' model described in the OEAP National Guidance (see section 2 above).

- Category
- Definition
- Requirement for notification & approval

Visit categories

For the purposes of EVAS notification and approval, visits are grouped into three categories.

Category	Definition	Requirement for Notification Validation & Approval
1	These are routine non-complex low risk visits. Examples include visits to libraries, theatres, museums etc They are covered by: <ul style="list-style-type: none"> • Generic Risk Assessment 	Blanket approval for visits in this category is normally provided by the Head Teacher in the school's Educational Visits Policy. Recommended that EVOLVE

	<ul style="list-style-type: none"> • School's local Educational Visits Policy & procedures, (including blanket approval by Head Teacher for these visits). • Blanket informed parent/carer consent • 	be used to record documents.
2	<p>Visits, which require enhanced planning, due to the presence of a specific risk/s.</p> <p>These visits include:</p> <ul style="list-style-type: none"> • All residential visits not in Category 3. • All other non-residential visits not in categories 1 or 3 <p>They require a risk specific assessment, including:</p> <ul style="list-style-type: none"> • Visit specific informed parental consent. • School's local policy & procedures to be followed. 	<p>Must be approved by Head Teachers.</p> <p>EVOLVE must be used for all visits in category 2, to record documents and provide an auditable trail.</p>
3	<p>Higher risk visits defined as:</p> <ul style="list-style-type: none"> • Visits outside the UK • Visits, which include adventure activities (see section 13). • Visits to remote or hazardous locations 	<p>Head Teachers must authorise the visit in Evolve a minimum of 4 weeks before the visit. EVAS will receive automatic notification of the visit.</p> <p>EVAS will validate/approve the arrangements once the assessment and planning processes have been scrutinised and any queries addressed.</p>

Category 3 visits must be authorised in EVOLVE by the Head Teachers and notified to EVAS at least four weeks prior to the visit. This is to provide time for any issues identified to be addressed by the school prior to validation being given by EVAS.

For more complex visits, more time should be allowed. Schools are encouraged to ask the Educational Visits Advisory Service to comment on unsubmitted draft plans in EVOLVE for complex visits at an early stage, which could be a year or more prior to the visit.

Schools are advised not to sign contracts with providers or make commitments to participants or parents/carers until they are sure that requirements for validation/approval can be met.

Adventurous Activities

Adventurous activities include activities carried out in remote or hazardous locations and are defined by the OEAP as:

- Abseiling
- Air activities (excluding commercial flights)
- Camping □ Caving, potholing, mine exploration
- Climbing (including indoor climbing)
- Coaststeering, coastal scrambling, sea-level traversing
- Fishing in hazardous environments (e.g. sea, fast rivers, or deep water)
- High level ropes activities
- Horse riding & equestrian sports
- Motor sport – all forms
- Off road cycling/mountain biking
- River/gorge/gyhll walking or scrambling, canyoning
- Shooting, archery, paintballing
- Skiing and snowboarding (including indoor or dry slope)
- Snorkel or aqualung activities
- Swimming (all forms, excluding UK public pools with lifeguards)
- Walking (hills, mountains, open country)
- Water sports – powercraft, water skiing (excluding commercial transport), canoeing, kayaking, rafting or improvised rafting, rowing, sailing, surfing, wind surfing, kite surfing.
- Extreme sports
- Other activities (eg. initiative exercises) involving skills inherent in any of the above.

Remote or hazardous locations include:

- Areas more than 30 minutes' walk from a road or refuge.
- Coastal areas with significant tidal hazards
- Quarries.
- Steep terrain

These lists are not exhaustive; please contact EVAS for further information if you are unsure if an activity may be classed as adventurous.

Visit Approval Processes

Approval for all visits in category 1 should be set out in the Schools Educational Visits Policy, and is normally a blanket approval process; also outlining staff authorised to lead such visits.

Approval for visits in category 2 is given by the Head Teachers normally on an individual visit basis.

Approval for category 3 visits is given by the Head Teachers (in accordance with the schools Educational Visits Policy) following validation/approval from EVAS of the assessment & planning processes. EVAS carry out independent scrutiny and will raise any relevant queries to confirm that assessment and planning processes are reasonable and proportionate to the risks.

EVCs will obtain approval from EVAS for each Visit Leader appointed to lead all category 3 visits using EVOLVE It is expected that the EVC or Head Teachers will seek further advice from EVAS when necessary.

Leader competence and approval

A Visit Leader is the person responsible for planning and leading a visit, which may involve other members of staff and volunteers, including Group Leaders. A Group Leader is responsible for the supervision of a group of pupils during a visit.

The Head Teachers must ensure that Visit Leaders and Group Leaders are competent to carry out their responsibilities. EVAS can provide Visit Leader and Group Leader training courses and can advise about competence requirements.

The OEAP National Guidance (see section 2 above) includes documents on “Assessment of Competence” and “Good Practice Basics”. Visit Leaders, Group Leaders and other staff who require guidance or support should contact the EVC.

School staff who wish to lead adventure activities must have approval to do so from EVAS, unless the authority to approve visits involving adventure activities has been delegated to the Head Teachers. Approval will be based upon evidence of competence, which may include evidence of relevant qualifications, training and experience.

Leader approval is managed through Evolve.

For a specific visit, evidence of the leader's competence is required by the Activity Leader Form (ALF), which is part of the normal Evolve visit planning process.

If a leader wishes to apply for generic approval to lead a specific adventure activity, then they should complete a Leader Approval Request (LAR) in Evolve for endorsement by the Head Teachers who submit it to EVAS for approval. When this approval is given, it may be attached to future ALFs as evidence.

Minibus driving

School policies regarding minibus operation must be followed. The OEAP National Guidance (see section 2 above) includes guidance on the use of minibuses. Schools and academies are strongly advised to obtain a Section 19 Permit one for each minibus used.

Emergency Planning and Critical Incidents

A critical incident is an incident where any participant in a visit:

- has suffered a life threatening injury or fatality
- is at serious risk
- has gone missing for a significant and unacceptable period

Central Walker Church of England Primary School have policies and procedures for responding to crises and critical incidents. The OEAP National Guidance (see section 2 above) includes information on planning for and managing critical incidents on visits, which can be found using the site's search function. The website www.schoolemergencies.info provides resources on planning to deal with a school emergency.

Accident/incident reporting

Central Walker Church of England Primary School's incident reporting procedures must be followed.

After any major incident on an Educational Visit, the school should undertake a review of the incident, their risk assessments and emergency procedures, and should share the findings with the NEAT Trust, BCCI Advisor and EVAS. It is also good practice to record and learn from 'near misses'. The school should establish a system for doing this and should consider how best to share the learning outcomes of such incidents.

Supervision

OEAP National Guidance (see section 2 above) includes documents on “Ratios and Effective Supervision” and “Group Management and Supervision”. This Policy does not prescribe minimum staff to participant ratios for visits (except where the law requires minimum ratios for Early Years). Ratios and other arrangements for the effective supervision of pupils should be determined as part of the risk assessment process by proper consideration of factors including:

- age (including the developmental age) of the group
- gender issues

- ability of the group (including special needs, behavioural, medical and vulnerability characteristics etc)
- nature and location of the activity (including the type of activity, duration, skill levels involved, as well as the time of year and prevailing conditions)
- staff competence.

The Early Years Foundation Stage (EYFS) Statutory Framework (updated 3rd April 2017) no longer sets out different requirements for minimum ratios during outings from those required on site. As with other age groups, ratios during outings should be determined by risk assessment, which should be reviewed before each outing.

The appropriate adult to pupil ratio on an outing is always likely to be higher than the legal minimum. Central Walker Church of England Primary School recommends:

- Pupils in Nursery (1:3 minimum)
- Pupils in Reception (1:6 minimum)
- Pupils in Key Stage 1 (1:8 minimum)
- Pupils in Key Stage 2 (1:10 minimum)

Monitoring

The Head Teachers are responsible for ensuring compliance with this policy and for the monitoring of visits organised by the school. The EVC is often best placed to carry out routine monitoring. The OEAP National Guidance (see section 2 above) includes a document on monitoring. In case of doubt or concern, advice may be obtained from EVAS.

Assessing Venues and Providers

The OEAP National Guidance (see section 2 above) includes guidance on Preliminary Visits and Provider Assurances.

The Learning outside the Classroom Quality Badge provides sufficient reassurance that a provider meets nationally required minimum standards of safety and quality. Details of a provider's status can be checked on the Quality Badge website www.lotcqualitybadge.org.uk

If a provider of activities does not hold the Quality Badge, then detailed checks should be made to ensure that it meets required standards. The most straightforward way of doing this is to use a Provider Statement Form – EVAS can provide a template.

Insurance

The OEAP National Guidance (see section 2 above) includes guidance about insurance for visits. The school should arrange Cancellation and Personal Accident cover for visits, unless they already have blanket insurance cover in place. This should cover cancellation of contracts with providers in the event of circumstances such as travel difficulties or illness or injury to participants, staff or their families. When buying insurance cover from any source, the terms of the policy should be studied carefully, paying particular attention to the exclusions. Separate insurance or extensions to the policy should be arranged for any items for which the standard cover is inadequate.

Appendix 1

Visit Leader Check List

This list is designed to support all visit planning. For each of the points, further information about good practice can be found elsewhere in this guidance.

- The benefits and risks of all aspects of the visit have been considered and the visit plan has an appropriate balance and an acceptable level of residual risk.
- The visit plan has involved leaders and helpers before the visit and they are clear about what they are expected to do in order to manage the risks.

Content and Aims

- There are clear and well-considered aims that are particular to the learning and development of the group as a whole and individuals within it, which contribute to the wider curriculum or ethos of the establishment.
- Evaluation and visit review arrangements are in place.

The process has led to a visit plan addressing the following variables:

All completed documentation should be completed and passed to the EVC at least 2 weeks before the event date. In exceptional circumstances please speak to a member of SLT.

Visit Summary Sheet

An initial diary entry request form should be completed prior to this form being completed in order to diarise deadlines.

Appendix 2

Briefing for Adults Accompanying School Trips

Thank you for volunteering to be a member of our visit today; you will be a valuable asset to our team. Here are a few things we need to go through to ensure our day runs smoothly.

Managing your group

- The lead teacher in your group has ultimate responsibility for all of the children on this visit.
- Your role is to guide your designated children around the visit site, support their learning, encourage appropriate behaviour and supervise their safety.
- You must take regular head counts of your group, usually each time you move from one area to the next.
- If you feel a child/children in your group are not acting in the 'correct' way, speak to the lead teacher immediately.
- If there is an incident, accident or injury, inform the lead teacher immediately.

Supervising toilet trips

Toilet trips will be planned into the day but if children request that they need the toilet and cannot wait until the allocated time;

- You **MUST** ask your lead teacher if it is an appropriate time. If it is appropriate, then you must inform them of who you are taking and how many children in total.
- If you are not taking your full group, then you must arrange for another member of the team to supervise your children.
- Wait for all of the children in your care before returning as a group - do not send children back 'as they finish' as this will result in children being unsupervised and creates a safeguarding risk.
- If you are supervising children of the opposite sex, wait outside the main toilet door for them to return. *It may be appropriate to knock and check that there are no members of the public using the toilets first – please speak to the lead teacher for advice

Confidentiality & Safeguarding

Everything, which occurs on a school trip, is bound by our school confidentiality agreement and, as a volunteer, you are agreeing to support this.

For this reason, please note the following:

Mobile Phones

- You must not contact other parents/guardians or use social media during the school trip – however exciting the event!
- If there is an event, injury or incident which requires a parent to be informed the lead teacher will do this in line with school's procedures.
- Do not use your mobile phone to take photos of children during the day. We will have a school camera, which we will use to do this. If you wish to take an occasional 'snap' of your own child, please notify another staff member so we can ensure the other children in your group are still supervised.

Other Information

- Any personal information that is shared with you about an individual child is confidential and should remain so.
- If, in the unlikely instance, a child discloses personal information to you during the trip report it to your lead teacher straight away. Again, this information must remain confidential.

Smoking/Vaping

- If you feel you cannot get through the visit without a cigarette break or nicotine 'boost' please ensure you speak to the lead teacher first.

- Your lead teacher will agree an appropriate time when your group can be supervised safely.
- The break must be taken discreetly and well away from the view, or smell, of the group.

Any Questions?

Thank you again for your support in volunteering, we are sure it will be a great day but if you have any doubts or questions at any point during the day, however small, please just ask.

Appendix 3

Ratios and Effective Supervision for School Visits

A useful framework for assessing requirements for ratios and effective supervision is **SAGE**:

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, gender, any specific or medical/dietary 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.

Appendix 4

What should we do about visits given the threat of terrorist attacks?

The current global situation means that the possibility of being close to, or caught up in, a terrorist attack is a risk we all face. Like all risks, this needs to be kept in perspective and managed in a thoughtful and proportionate way.

Sources of advice can be found at:

- www.gov.uk/terrorism-national-emergency;
- www.gov.uk/foreign-travel-advice;
- www.gov.uk/government/publications/recognising-the-terroristthreat/recognising-the-terrorist-threat.